

CODESRIA DOCUMENTATION AND INFORMATION CENTRE

CODICE

CENTRE DE DOCUMENTATION ET D'INFORMATION DU CODESRIA

Gender Institute – Institut sur le genre

Dakar, Sénégal, 02-26 June/Juin 2009

GENDER IN HIGHER EDUCATION IN AFRICA

LE GENRE DANS L'ENSEIGNEMENT SUPERIEUR EN AFRIQUE

Bibliography / Bibliographie

CODICE, 2009

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Introduction

Each year, since 1994, CODESRIA has organised a Gender Institute for between four to six weeks of concentrated debate, experience-sharing and knowledge-building. During the first few years of the existence of the Institute, its main objective centred on the promotion of a generalised gender awareness in the African social research community. The Institute has subsequently been organised around specific themes designed to strengthen the use of gender as an analytic category that is integral both to the output of African social researchers and the emergence of a networked community of scholars versed in the field of Gender Studies. The theme that has been selected for the 2009 Institute is: **Gender in Higher Education in Africa.**

For each Institute, CODESRIA Documentation and Information Centre (CODICE) prepares a comprehensive bibliography on the theme of the year. Various sources of bibliographic data have been used among which the CODESRIA data base. Classified alphabetically by author, the selected references are either in French or in English on the topics of Gender in Higher Education in general and are grouped in four sections:

- ❖ Hard Copy Documents;
- ❖ Electronic Documents ;
- ❖ Institutions on Gender and Higher Education;
- ❖ Journals.

Specific bibliographic searches may also be done upon request from each participant.

We hope that this bibliography will be useful, and suggestions for its improvement are welcome.

Have a fruitful Institute.

CODESRIA Documentation and Information Centre
Centre de documentation et d'information du CODESRIA (CODICE)

Chaque année, depuis 1994, le CODESRIA organise un institut sur le genre pendant quatre ou six semaines de débats intenses, de partage d'expériences et de construction de savoir. Pendant les premières années de l'institut, son objectif principal fut la promotion d'une conscience généralisée du genre dans la communauté de recherche en sciences sociales. L'institut a ensuite été organisé autour de thèmes spécifiques destinés à renforcer l'utilisation du genre comme catégorie analytique intégrée à la fois aux productions des chercheurs africains en sciences sociales et à l'émergence d'une communauté de chercheurs dans le domaine des études sur le genre. Le thème choisi pour l'institut 2009 est *Le genre dans l'enseignement supérieur en Afrique.*

Pour chaque institut, le Centre de documentation et d'information du CODESRIA (CODICE) prépare une bibliographie compréhensive sur le thème de l'année. Ainsi, différentes sources d'information bibliographique ont été utilisées parmi lesquelles la base de données du CODESRIA. Classées alphabétiquement par auteur, les références sélectionnées, qui sont soit en anglais soit en français, traitent du genre dans l'enseignement supérieur en général et sont regroupées dans quatre parties :

- ❖ Les documents sous format papier ;
- ❖ les documents électroniques ;
- ❖ les institutions sur le genre et l'enseignement supérieur ;
- ❖ les revues.

Des recherches spécifiques pourront également être effectuées à la demande de chaque participant.

Nous espérons que cette bibliographie sera utile aux participants et le CODICE est à l'écoute de toutes suggestions permettant son éventuel enrichissement.

Plein succès à l'institut.

I – HARD COPY DOCUMENTS – DOCUMENTS SOUS FORMAT PAPIER

1. AKAM, Noble; DUCASSE, Roland, Ed

Quelle université pour l'Afrique ?

Paris: Maison des sciences de l'homme d'Aquitaine, 2002.- 314p.

/UNIVERSITES/ /ENSEIGNANTS/ /RECHERCHE/ /DIPLOMES D'UNIVERSITE/ /DIPLOMES/ /CRISE DE L'ENSEIGNEMENT/ /REFORME DE L'ENSEIGNEMENT/ /GREVES/ /MONDIALISATION//AFRIQUE//INSERTION PROFESSIONNELLE/ /UNIVERSITE VIRTUELLE//COOPERATION ACEDEMIQUE/

Call N°.*** 06.04.05**AKA**14456

2. ALUBO, Ogoh

Globalization and University Education in Nigeria. – p. 271-291

In: Globalization and Social Policy in Africa ed. By Tade Akin Aina; Chachage Seithy L.

Chachage; Elisabeth Annan-Yao

Dakar: CODESRIA, 2004.- viii-339p.

/SOCIAL POLICY/ /GLOBALIZATION/ /INTERNATIONAL ECONOMIC RELATIONS/ /POVERTY/ /SOCIAL SERVICES/ /ECONOMIC REFORM/ /URBAN DEVELOPMENT/ /WOMEN WORKERS/ /STRUCTURAL ADJUSTMENT/ /REFUGEES/ /HIGHER EDUCATION/ /AFRICA/ /WEST AFRICA/ /SOUTH AFRICA/ /MAGHREB/ /ETHIOPIA/ /SENEGAL/ /NIGERIA/ /KENYA//ECONOMIC GLOBALIZATION/

Call N°.*** 02.02.01/AIN/12822

3. ASSIE-LUMUMBA, N'Dri Therese (Recommended)

Higher Education in Francophone Africa: Assessment of the Potential of the Traditional Universities and Alternatives for Development

Washington: World Bank, May 1993.- X-72p.

/HIGHER EDUCATION/ /UNIVERSITIES/ /COLLEGE STUDENTS/ /ACCESS TO EDUCATION/ /DECISION MAKING/ /FINANCIAL RESOURCES/ /TEACHING/ /EDUCATIONAL RESEARCH/ /SOCIAL SERVICES/ /INTERNATIONAL COOPERATION//FRENCH-SPEAKING AFRICA/

Call N°.*** 06.03.06/ASS/08704

4. ASSIE-LUMUMBA, N'Dri T., Ed (Recommended)

Women and Higher Education in Africa: Reconceptualizing Gender-Based Human Capabilities and Upgrading Human Rights to Knowledge

Abidjan: Ceparred, 2007.- xxii-558p.

/WOMEN/ /HIGHER EDUCATION/ /LEARNING/ /GENDER EQUALITY/ /SCIENCE AND TECHNOLOGY/ /SCIENCE EDUCATION/ /EDUCATIONAL REFORM//AFRICA//KNOWLEDGE PRODUCTION/

Call N°.*** 14.02.03/ASS/14473

5. ASSIE-LUMUMBA, N'Dri T., Ed (Recommended)

Empowerment of Women in Higher Education in Africa: The Role and Mission of Research

UNESCO Forum Occasional Paper Series: Paper No. 11, 78 p.

Paper Commissioned by the UNESCO Forum Secretariat, June 2006

6. ASSIE-LUMUMBA, N'Dri T., Ed (Recommended)

Cyberspace, Distance Learning, and Higher Education in Developing Countries: Old and Emergent Issues of Access, Pedagogy, and Knowledge Production

Leiden: BRILL Academic Publishers, 2004. – ix, 253 p.

7. ASSIÉ-LUMUMBA, N'Dri Thérèse; HIGGS, Philip; VAKALISA, N.C.G.; MDA, T.V.

(Recommended)

African Voices in Education
Kenwyn: Juta, 2000. – v, 217 p.

8. BARR, Jean, BIRKE, Lynda (Recommended)

Women, Science and Adult Education Toward a Feminist Curriculum ?
Women's Studies International Forum. Vol.17, N°. 5, 1994, September-October, p.473-483

/WOMEN//ADULT EDUCATION//SCIENCE//SCIENCE EDUCATION//POLITICAL POWER//CURRICULUM/

9. BROOKS, Ann; MACKINNON, Alison (eds)

Gender and the Restructured University: Changing Management and Culture in Higher Education
The Society of Research into Higher Education; Buckingham: Open University Press, 2001.- xiv, 189 p.

Source: New Acquisitions

10. CHACHAGE, Chachage Seithy L.

The University as a Site of Knowledge: The Role of Basic Research
Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 4, N°. 2, 2006, p. 47 - 67

Abstract: This paper extrapolates from the tensions between the University of Dar es Salaam Academic Staff Assembly (UDASA) and the university administration to make a case for academic freedom in Tanzania in particular and Africa in general. It draws on two key statements on academic freedom in Africa – the Dar es Salaam Declaration on Academic Freedom and Social Responsibility of Academics (1990) and the Kampala Declaration on Intellectual Freedom and Social Responsibility (1991), to discuss the role of basic research in the university as a site for knowledge production. The paper argues that the quest for academic freedom is only meaningful if universities renew their commitment to the public good. Only by fulfilling the public trust as weavers of the social fabric and upholders of the highest ethical dimensions of human life can universities reclaim their position in society and the world at large.

Résumé : Cet article procède à une extrapolation des tensions entre University of Dar es Salaam Academic Staff Assembly (UDASA) et l'administration de cette même université, afin de plaider pour la liberté académique en Tanzanie en particulier et en Afrique, en général. Il s'inspire également de deux déclarations clés concernant les libertés académiques en Afrique : la Déclaration de Dar es Salaam sur les libertés académiques et la responsabilité sociale des universitaires (1990) ainsi que la Déclaration de Kampala sur les libertés intellectuelles et la responsabilité sociale (1991), dans le but d'évoquer le rôle de la recherche fondamentale au sein de l'université, en tant que lieu de production de la connaissance. L'auteur affirme que la quête d'une certaine liberté académique ne conserve tout son sens que si les universités renouvellent leur engagement envers le bien public. Ce n'est qu'en méritant la confiance publique, en leur qualité de tisserands de la toile sociale et de garantes des grandes valeurs éthiques de l'humain que les universités pourront réclamer leur position au sein de la société et du monde, de façon plus large.

11. CLOETE, Nico; MAASSEN, Peter; FEHNEL, Richard; MOJA, Teboho; GIBBON, Trish; PEROLD, Helene, Ed

Transformation in Higher Education: Global Pressures and Local Realities
Dordrecht: Springer, 2006.- xii-322p.

/HIGHER EDUCATION//EDUCATIONAL REFORM//EDUCATIONAL SYSTEMS//COLLEGE STUDENTS//EDUCATIONAL GRANTS//TEACHERS//LEADERSHIP//CURRICULUM//RESEARCH//SOUTH AFRICA/
Call N°.*** 06.03.06/CLO/14451

12. COOMBE, Trevor

A Consultation on Higher Education in Africa: a Report to the Ford Foundation and the Rockefeller Foundation / COOMBE, Trevor
London: University of London, January 1991.- 75p.

/HIGHER EDUCATION/ /UNIVERSITIES/ /STUDENTS/ /STATE/ /ORGANIZATION OF RESEARCH/ /PERSONNEL MANAGEMENT/ /INFORMATION TECHNOLOGY//AFRICA/ /AFRICA SOUTH OF SAHARA//GOVERNMENT-UNIVERSITY RELATIONS/ /UNIVERSITY MANAGEMENT//POSTGRADUATE STUDIES//SUBSAHARAN AFRICA/
Call N° .*** 06.03.06**COO**02882

13. DAIN, Julia (Recommended)

Women and Computing: Responses to Falling Numbers in Higher Education
Women's Studies International Forum. Vol. 14, No. 3, 1991, p.217-225

/WOMEN//COMPUTER SCIENCE/ /HIGHER EDUCATION//UNITED KINGDOM/

14. DAVID, Miriam E.; WOODWARD, Diana (eds)

Negotiating the Glass Ceiling: Careers of Senior Women in the Academic World
London: Routledge; Falmer, 1998. – vi, 216 p.
Source: New Acquisitions

15. DJEFLAT, Abdelkader (Recommended)

Recherche et Développement et Maîtrise Technologique au Maghreb : Les Sources de Blocage
Les Cahiers du CREAD. No. 29, 1992, p.73-88

/RECHERCHE ET DEVELOPPEMENT/ /TECHNOLOGIE/ /DEVELOPPEMENT ECONOMIQUE ET SOCIAL/ /INDUSTRIE//CENTRES DE RECHERCHES/ /UNIVERSITES//MAGHREB/ /ALGERIE/ /TUNISIE/ /MAROC/

16. DOLEIB, Taj El Sir (Recommended)

Some Aspects of Discrimination Between Boys and Girls in Sudanese Elementary Schools Curriculum
The Ahfad Journal. Vol. 4, No. 2, December 1987, p.3-9

/SEX DISCRIMINATION//PRIMARY SCHOOLS//CURRICULUM//SUDAN/

17. DORSEY, Betty Jo (Recommended)

Academic Women at the University of Zimbabwe: Career Prospects, Aspirations and Family Role Constraints
Zimbabwe Journal of Educational Research. Vol. 1, No. 3, November 1989, p.342-376

/WOMEN/ /SEX DISCRIMINATION/ /HIGHER EDUCATION/ /WOMEN'S STATUS/ /WOMEN'S PARTICIPATION//ZIMBABWE//ACADEMIC WOMEN/

Abstract: The study looks at the status and under-representation of academic women at the University of Zimbabwe. It precisely focuses on gender differences with regard to academic rank, academic qualifications, productivity, involvement in University governance, and attitudes towards an academic career. It further shows the extent to which home and family responsibilities affect academic careers. The main finding is that University remains a male-dominated establishment. The few ambitious women that intrude into the sector are, untitled men, handicapped by their home and family duties.

18. GAIDZANWA, Rudo B., Ed

Speaking for ourselves: Masculinities and Feminities amongs Students at the University of Zimbabwe. - Harare: University of Zimbabwe, 2001.- v-132p.

/GENDER ANALYSIS/ /STUDENTS/ /MEN/ /WOMEN/ /UNIVERSITIES/ /ZIMBABWE/MASCULINITY/
/FEMININITY/

Call N°.*** 05.01.02/GAI/13818

19. HALL, Martin Hall

The Objects of Transformation in Higher Education
Social Dynamics. Vol. 34, N°. 1, March 2008 , p. 74 - 85

Abstract : This paper reviews the purposes of higher education in South Africa through to lens the 1997 Education White Paper. It is argued that, while the principles of the White Paper have shaped the development of the higher education system over the following decade the primary objectives of transformation have yet to be realized.

20. HOWIE, Gillian.; TAUCHERT, Ashley (eds)

Gender, Teaching, and Research in Higher Education: Challenges for the 21st Century
Aldershot: Ashgate., 2002. – xiii, 263 p.
Source: New Acquisitions

21. IDEHEN, Egbeware Emmanuel

Personal Disposition and Future Oriented Motivation of Obafemi Awolowo University Students
Ile-Ife: Obafemi Awolowo University, 1998.- XIV-414p.
Thesis, Doctor of Philosophy, Psychology, Obafemi Awolowo University, Faculty of Social
Sciences

/MOTIVATION/ /STUDENTS/ /AGE/ /EDUCATION/ /RELIGION/ /PERSONALITY/ /PSYCHOLOGY/
/NIGERIA//GENDER//FUTURE ORIENTATION/

Call N°.*** TH-10951

22. ISMAILA, U.Y.

The Genesis of Social Studies in the Curriculum of Nigerian Schools
The Farfarm Journal of Multi-Disciplinary Studies. Vol 1, No. 3, October 1987, p.63-68

/CURRICULUM//SCHOOLS//EDUCATIONAL POLICY//EDUCATION SYSTEMS//NIGERIA//SOCIAL STUDIES/

23. KEARNEY, Mary-Louise; RONNING, Anne Holden, ed.

Women and the University Curriculum: Towards Equality, Democracy and Peace
Jessica Kingsley Publishers, 1996.- viii-270p.

/WOMEN/ /UNIVERSITIES/ /CURRICULUM/ /HIGHER EDUCATION/ /ECONOMIC AND SOCIAL
DEVELOPMENT/ /WOMEN'S HEALTH/ /GENDER ROLES/ /SCIENCE AND TECHNOLOGY/ /WOMEN'S
PARTICIPATION/ /PUBLIC ADMINISTRATION/ /DEMOGRAPHY/ /POPULATION/ /AGRONOMY/ /PEACE/
/TEACHER TRAINING/ /GENDER EQUALITY/ /LAW/ /TRADE/ /MANAGEMENT//BULGARIA/ /CHINA/ /NEW
ZEALAND//ISRAEL/

Call N°.*** 14.02.03/KEA/12610

24. KWESIGA, Joy C.; AHKIRE, Josephine

On Student Access and Equity in a Reforming University: Makerere in the 1990s and Beyond
Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 4, N°. 2,
2006, p. 1 - 46

Abstract: This paper examines issues of access and equity in the context of the far-ranging reforms that have been taking place at Makerere University and in the Ugandan higher education system generally since the early 1990s. The analysis attempts to map out the contours of student access over time, outlining the major fault lines in student diversities which include, among others, location, class and gender, as well as the state (university) response to these

diversities in the context of market based reforms. We argue that key to the reform programme was a reduction in the state's financial commitment in higher education and the implementation of alternative financial strategies especially relating to the introduction of the private sponsorship programme in 1992. Private sponsorship greatly expanded the intake of fee-paying students, and the total number of students in higher education in Uganda has expanded enormously. However, these apparent gains in terms of access to higher education have been offset by lack of necessary investment in facilities, with resulting problems of over-crowding, excessive teaching loads, large classes and falling standards. The analysis also interrogates the ways in which government/private dynamic plays out in the context of a highly fractured education system, dominated by urban-based schools, particularly located in the south of the country, and how the various affirmative actions measures have in a way, reproduced social and class privilege.

Résumé : L'article analyse les questions d'accès et d'équité dans un contexte de profondes réformes, à l'Université de Makerere, en particulier, et dans le système de l'enseignement supérieur ougandais, en générale, depuis les années 90. Cette analyse essaie de définir l'évolution de l'accès des étudiants dans le temps, en établissant les éventuelles failles au niveau de la diversité de condition des étudiants, incluant les éléments suivants : l'emplacement, la classe, le genre. L'étude essaie également de définir la réponse de l'État (université) face à cette diversité, dans le contexte de réformes basées sur le marché. Le cœur de ce programme de réforme est la réduction de l'engagement financier de l'État envers l'enseignement supérieur et la mise en œuvre de stratégies financières alternatives, notamment celles liées à l'introduction du programme de sponsorat privé en 1992. Le système du sponsorat privé a considérablement augmenté l'admission d'étudiants payant leurs frais d'étude, et le nombre total d'étudiants dans l'enseignement supérieur ougandais s'est donc considérablement accru. Cependant, ces acquis apparents en termes d'accès à l'enseignement supérieur ont été obscurcis par le faible niveau d'investissements utiles au niveau des infrastructures, provoquant ainsi des problèmes de sureffectifs, de charges d'enseignement excessives, de salles de cours démesurées et de faible niveau général. L'étude examine également la façon dont la dynamique gouvernementale/privée intervient dans le contexte d'un système d'éducation extrêmement fragile, dominé par des écoles urbaines, particulièrement celles du sud du pays ; elle vise également à montrer comment les différentes mesures de discrimination positive ont dans un certain sens reproduit les privilèges sociaux et ceux de classe.

25. MABOKELA, Reitumetse Obakeng

Voices of Conflict: Desegregating South African Universities
New York: RoutledgeFalmer, 2000.- xvi-184p.

*/HIGHER EDUCATION/ /UNIVERSITIES/ /RACIAL DISCRIMINATION/ /GENDER DISCRIMINATION/
/EDUCATIONAL POLICY/ /ADMISSION REQUIREMENTS/ /STUDENT BEHAVIOUR//SOUTH AFRICA/
Call N°.*** 06.03.06/REI/14441*

26. MAGANYA, Ernest N.

Southern African Universities Social Science Conference (SAUSSC) and the Development of
Research and Publication Capacities in the Region : 1977-1988
Dakar: CODESRIA, December 1988.- 16p.

Conference: Conference on the Role of Regional Organizations in National Capacity Building in
Africa, Dakar, Senegal, 9-10 December 1988.

*/RESEARCH/ /SCIENTIFIC COOPERATION/ /SOCIAL SCIENCES/ /REGIONAL ORGANIZATIONS/ /1977-
1988//AFRICA/ /SOUTHERN AFRICA//SAUSSC/
Call N°.*** CD-02759*

27. MAKOSSO, Bethuel; SAFOULANITOU, Léonard N.; GBTNKOM, Daniel; NGESSAN, José F. C.; KOFFI, Adjéi K.; THOMBET, Ruffin M.; GNAMOU, Djakaridja

Enseignement supérieur en Afrique francophone: crises, réformes et transformations, étude
comparative entre le Congo, le Cameroun, la Côte d'Ivoire et le Burkina Faso
Dakar : CODESRIA, 2009. – 130 p.

(New publication)

28. MAMA, Amina (Recommended)

Towards Academic Freedom for Africa in the 21st Century

Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 4, N° 3, 2006, p. 1 - 32

Abstract: This paper begins by reviewing the ways in which the higher education landscape in Africa has changed significantly during the last decade as a result of the ongoing regional crisis and the changing perspectives on African higher education articulated within the international development arena and argues that, if the higher education crisis of the 1980s and 1990s was the result of financial conditionalities imposed through structural adjustment, then the ensuing decade has seen a global policy shift that has profoundly changed the conditions under which academic work is carried out. Particular attention is paid to the manner in which the changing, economically-driven constraints on academic freedom, institutional autonomy and conditions of service in higher educational institutions are mediated by other social conditions such as gender inequalities, the HIV/AIDS crisis, the effects of long-term brain drain and the manner in which local capacity is diverted into survivalism. I argue that higher education reforms threaten to undermine the material base for academic life by emphasising privatisation and cost recovery in contexts where poverty is a major feature of life. Exaggerated concerns with "efficiency" and "excellence" lead to increased regulation and surveillance of scholarly output, rendering academic freedom vulnerable to formulaic measures of performance that may be insensitive to the work of African academics. The paper concludes by recommending a programme of activities designed to re-affirm the public stake in higher education, strengthen and diversify independent scholarly work and encourage African governments to adopt policies that will strengthen the tertiary sector and ensure an enabling environment for intellectual development and freedom.

Résumé: Cette contribution commence par passer en revue les changements significatifs intervenus dans l'enseignement supérieur en Afrique dans la dernière décennie en raison de la crise régionale et les dynamiques dans les perspectives de l'enseignement supérieur tels qu'articulées dans l'arène internationale du développement et affirme que, si la crise dans l'enseignement supérieur dans les années 1980 et 1990 était le résultat des conditionnalités imposées par l'ajustement structurel, la décennie qui a suivi a connu un changement de politique qui a affecté les conditions de travail académique. Une attention particulière est portée à la manière dont les contraintes économiques imposées à la liberté académique, l'autonomie institutionnelle et les conditions de service dans les institutions d'enseignement supérieur ont affecté les autres conditions sociales telles que les inégalités de genre, la crise du VIH/SIDA, les effets de la fuite persistante des cerveaux et comment les capacités locales ont adopté le survivalisme. Je souligne que les réformes de l'enseignement supérieur sapent la base matérielle de la vie académique en accentuant la privatisation et la marchandisation dans un contexte de pauvreté. Des préoccupations exagérées d' « efficacité » et d' « excellence » ont conduit à la régulation et à la surveillance croissante de la production scientifique, rendant la liberté académique vulnérable aux mesures de performance qui pourraient être insensibles au travail des universitaires africains. La contribution conclut par recommander un programme d'activités destiné à réaffirmer la responsabilité publique dans l'enseignement supérieur, renforcer et diversifier le travail universitaire indépendant et encourager les gouvernements africains à adopter des politiques qui renforceront l'enseignement supérieur et assurer un environnement favorisant le développement et la liberté académiques.

29. MAMA, Amina, ed

Setting on Agenda for Gender and Women's Studies in Nigeria

Zaria: Tamaza Publishing Company, Janvier 1996.- VI-90P

/EDUCATION OF WOMEN/ /UNIVERSITIES/ /HIGHER EDUCATION/ /RESEARCH/ /CURRICULUM DEVELOPMENT/ /RESEARCH CENTRES/ /RESEARCH PROGRAMMES/ /EDUCATIONAL POLICY/ /WOMEN/NIGERIA/GENDER/ /WOMEN'S STUDIES/ /INTELLECTUAL RESOURCES/

Call N° *** 06.03.05/MAM/10158

30. MAMDANI, Mahmood; DIOUF, Mamadou (Recommended)

Liberté académique en Afrique

Dakar : CODESRIA, 1994. – 400 p.

/LIBERTE DE L'ENSEIGNEMENT/ /UNIVERSITES/ /RECHERCHE/ /ETAT/ /CAPITAL/ /CULTURE/ /SOCIETE/ /ANALYSE HISTORIQUE/ /DEMOCRATIE/

Call N° *** 04.02.02/MAM/7495

31. MAMDANI, Mahmood; DIOUF, Mamadou (Recommended)

Academic Freedom in Africa
Dakar: CODESRIA, 1994. – 370 p.

*/ACADEMIC FREEDOM/ /UNIVERSITIES// RESEARCH// STATE// CAPITAL / CULTURE// SOCIETY// DEMOCRACY / HISTORICAL ANALYSIS/
Call N° *** 04.02.02/MAM/7268*

32. MANUH, Takyiwaa; GARIBA, Sulley; BUDU, Joseph

Change and Transformation in Ghana's Publicly Funded Universities: a Study of Experiences, Lessons and Opportunities
Oxford: James Currey, 2007.- xvi-175p.

*/UNIVERSITIES/ /ECONOMIC AND SOCIAL DEVELOPMENT/ /POLITICAL DEVELOPMENT/ /HIGHER EDUCATION/ /RESEARCH/ /INFORMATION TECHNOLOGY/ /COMMUNICATION ENGINEERING/ /TEACHING/ /WOMEN'S PARTICIPATION/ /EDUCATIONAL REFORM/ /EDUCATIONAL SYSTEMS/ /EDUCATIONAL FINANCING//GHANA//PUBLIC UNIVERSITIES//KNOWLEDGE PRODUCTION//ICT/
Call N° *** 06.04.05/MAN/14014*

33. MARRY, Catherine (Recommended)

Femmes ingénieurs : une (ir)résistible ascension ?
Social Science Information. Vol 28, No. 2, June 1989, p.291-344

/FEMMES/ /INGENIERIE/ /DEVELOPPEMENT SOCIAL/ /ENSEIGNEMENT SUPERIEUR//EMANCIPATION DE LA FEMME//FEMINISATION//EMPLOI SCIENTIFIQUE/

34. MAKOSSO, Bethuel (Recommended)

La crise de l'enseignement supérieur en Afrique francophone: une analyse pour les cas du Burkina Faso, du Cameroun, du Congo, et de la Côte d'Ivoire
Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 4, N°. 1, 2006, p. 69 - 86

Résumé: L'objet de cet article est de contribuer à la réflexion que nécessitent les nouvelles formes d'exigences qui remettent en cause les performances des universités africaines dès lors que celles-ci influencent autant le marché du travail que l'évolution des connaissances. En effet, la crise multiforme que connaît l'université africaine et qui concerne à la fois la pertinence, la qualité, la gestion et le financement de l'enseignement supérieur a engendré ces deux dernières décennies la dégradation des infrastructures et du milieu d'apprentissage, l'exode continu des cerveaux, le déclin de la recherche et l'amplification des conflits entre étudiants, syndicats des personnels et l'administration de l'enseignement supérieur. Cet article qui présente autant les caractéristiques que les causes de cette crise propose une esquisse de programme de refondation de l'université africaine qui devrait s'articuler autour des questions de l'intégration, de la pertinence et de la qualité.

Abstract: The purpose of this article is to contribute to the reflection on the new demands challenging the performance of African universities and their instrumental role on the labour market and knowledge production. Indeed, in the last two decades, the multifaceted crises that African universities have been going through, which are affecting the relevance, quality, management and funding of the higher education sector, have compounded the deterioration of the learning environment, and led to continuous brain drain, decline of research and worsening of the conflicts between students, staff trade unions and higher education administration. This paper is an attempt to put forward the characteristics and causes of the crisis and suggest a programme for the rebuilding of African universities, which would be articulated around the issues of integration, relevance and quality.

35. MONK, Janice; BETTERIDGE, Anne; NEWHALL, Amy

Introduction : Reaching for Global Feminism in the Curriculum
Women's Studies International Forum. Vol 14, No. 4, 1991, p.239-247

/WOMEN//HIGHER EDUCATION//SCHOOLING//SCHOLARSHIPS//FEMINISM/

36. NYAGURA, Levi M.; REECE, Jerald L.

Curriculum Implementation in Zimbabwe Secondary Schools
Zimbabwe Journal of Educational Research. Vol 2, No. 1, March 1990, p.25-51

/EDUCATIONAL RESEARCH//CURRICULUM//SECONDARY SCHOOLS//TEACHING METHODS//TEACHING AIDS//ZIMBABWE/

Abstract: This study is a survey of curriculum implementation activities in secondary school classrooms. Four hundred and eight teachers from 58 secondary schools completed questionnaires. The main findings of the study were: (a) the curriculum implementation in Zimbabwe secondary schools was textbook driven and was effected through rote and reception instructional methods, (b) the curriculum implementation was adversely affected by shortage of textbooks, inadequate resources, and heavy teacher workloads, (c) the time allocated for instruction was almost adequate, (d) Parent Teachers Associations (PTA) have not made a significant impact in reducing critical shortages experienced by secondary schools in the implementation of the curriculum, and (e) the professional support provided to secondary school teachers was inadequate.

37. OANDA, Ibrahim Ogachi

New Frontiers of Exclusion: Private Higher Education and Women's Opportunities in Kenya
Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 3, N°. 3, 2005, p. 87 - 105

Abstract: The semi-privatisation of public universities and the growth of private universities have been two important developments affecting higher education in Kenya in the last decade. The trend towards the privatisation of university education has been in tune with global neo-liberal policies that Kenya embraced from 1986. The policies were promoted for their potential to broaden opportunities for previously excluded groups. In higher education, private universities and programmes claim to offer more opportunities for women and a higher transition from college to employment. A close analysis however reveals that these claims are of limited validity. Rather than expanding opportunities for women, private universities in Kenya tend to create new subtle arenas for exclusion. This article analyses the ways in which the logic and practical working of private universities accentuate women's marginalisation in terms of access policies, academic cultures and disciplinary orientations.

38. OKEBUKOLA, Peter

Principles and Policies Guiding Current Reforms in Nigerian Universities
Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 4, N°. 1, 2006, p. 25 - 36

Abstract: This paper is an attempt to put forward and analyze the principles and politics guiding the reforms currently taking place within the higher education sub-sector in Nigeria. The paper is in three main sections. The first section presents an overview of the Nigeria university system highlighting its problems and challenges. The second examines the policies and reforms that have been introduced to address the challenges and problems facing the Nigerian university system within a global context, including the principles guiding these policies and reforms. The third section is a preliminary attempt to briefly assess the success and sustainability of these reforms. Keeping in mind that it is still early days, and that such far-reaching reforms will take time to achieve their objectives, I argue that the reforms are already showing evidence of the desired results. Thanks to the reform programme, the Nigerian university system is on the road to recovery after many years of neglect.

Résumé : Cet article tente d'analyser les principes ainsi que la politique guidant les réformes en cours au niveau du sous-secteur de l'enseignement supérieur au Nigeria. Il se présente en trois grandes parties. La première est un aperçu du système universitaire nigérian, et met en exergue ses problèmes et ses défis. La seconde examine les politiques et réformes ayant été introduites, dans le but de surmonter les défis et les problèmes auxquels est confronté le système universitaire nigérian dans un contexte mondial ; elle s'intéresse également aux principes guidant ces politiques et ces

réformes. La troisième partie est une première tentative d'évaluation succincte des réussites et de la durabilité de ces réformes. Tout en gardant à l'esprit qu'on se situe à un stade très précoce, et que ces réformes profondes mettront du temps à réaliser les objectifs visés, j'avance cependant que ces dernières s'avèrent prometteuses. Grâce au programme de réforme, le système universitaire nigérian est sur le chemin de la renaissance après toutes ces années de négligence.

39. OKECH, Jack Green

Curriculum Problems in Kenya and their Influence on Teachers' Decision Making about Subject Matter to be Taught

Journal of Eastern Africa Research and Development. Vol 22, 1992, p.105-119

/CURRICULUM/ /CURRICULUM SUBJECTS/ /TEACHERS/ /DECISION MAKING//KENYA/

40. OLURUNTOBA, Abayomi ; AJAYI, Michael Tunde

Gender and Research Attainment in Nigerian Agricultural Universities

Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 4, N° 2, 2006, p. 83 - 98

Abstract: The study uses data on the research outputs of 219 academics in three Nigerian agricultural universities to compare gender with research attainment. The findings show that research attainment is slightly higher for male academics than for female. Academic qualifications and rank are significantly associated with gender and, although there was no significant association between promotion time and gender, male academics have higher publishing rates in journals and proceedings of repute. A high correlation also exists between gender and age, length of service and representation in management. More male faculty members are employed at top management positions, while the majority of female faculty members occupy middle management and entry levels. A policy of gender mainstreaming that would ensure gender balance in recruitment, training and research opportunities could provide a passage through which females gain greater access to positions hitherto dominated by their male counterparts

Résumé: L'étude exploite les résultats de recherche de 219 universitaires provenant de trois universités agricoles nigérianes, afin de comparer le genre et la réussite au niveau de la recherche. Les résultats montrent que le niveau de réussite en termes de recherche est légèrement plus élevé pour les chercheurs de sexe masculin que pour ceux de sexe féminin. Les qualifications et le grade académiques sont considérablement associés au genre et bien qu'il n'y ait pas d'association significative entre le temps de promotion et le genre, il a été constaté que les universitaires de sexe masculin bénéficient d'un plus haut taux de publication dans les revues et écrits de renommée. Il existerait également une forte corrélation entre le genre et l'âge, la durée de service et la représentation au niveau des instances dirigeantes. Il existe davantage de membres des facultés de sexe masculin à des postes élevés de direction, tandis que les femmes membres des facultés occupent les positions intermédiaires ou inférieures. Une politique de rationalisation de la répartition de genre permettant d'assurer un certain équilibre de genre au niveau du recrutement, de la formation et des opportunités de recherche pourrait permettre aux femmes d'avoir un plus grand accès aux postes jusque-là réservés à leurs collègues de sexe masculin.

41. OTIENDE, James E.

Institutional Transformations and Implications for Access and Quality in Public and Private Universities in Kenya: A Comparative Study

Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 4, N° 1, 2006, p. 37 - 44

Abstract: This paper discusses the implications of the rapid expansion and transformations in African universities on access and quality. Using the example of Kenya, it looks at both the transformations that have occurred in the number of institutions of higher learning and also in the structural diversity of programmes and enrolment. With public universities facing economic challenges, public-financed higher education is increasingly perceived to be wasteful economically and restrictive in access, and consequently working against the realization of equity and compromising quality due to dependence on receding central government finances. The paper situates this shift in thinking with the emergence of neo-liberalism in Africa in the 1980s and 1990s. It argues that these shifts, together with the fiscal crisis of African countries have accelerated the growth of private universities in Africa. This situation poses serious challenges to the quality of knowledge production and to teaching in private and public universities alike. To address issues of access and quality, the paper emphasizes the need for multidisciplinary, diversification of courses, improved institutional management, greater equity, and quality monitoring and evaluation. The paper argues for improved

institutional accountability through institutionalization of external quality control, and for mainstreaming and facilitating research. There is also need for government to assist private universities in sourcing the required capital for their further development.

Résumé : Cet article discute des implications en matière d'accès et de qualité, de la rapide expansion et des transformations survenues au sein des universités africaines. Il s'inspire de l'exemple du Kenya, et examine les transformations ayant eu lieu dans un certain nombre d'institutions de l'enseignement supérieur, mais également au niveau de la diversité structurelle des programmes et des inscriptions universitaires. Du fait que les universités publiques sont confrontées à de multiples défis économiques, le système d'enseignement supérieur financé par les fonds publics est de plus en plus perçu comme étant un gouffre économique et un système à l'accès restreint, donc contraire aux principes d'équité et de qualité, du fait de sa dépendance envers les finances gouvernementales en constante diminution. Cet article restitue ce changement de mentalité dans le contexte de l'émergence du néolibéralisme en Afrique dans les années 80 et 90. Il affirme que ces changements, ainsi que la crise fiscale des pays africains ont accéléré le développement des universités privées en Afrique. Cette situation constitue un sérieux défi à la qualité des connaissances produites, ainsi qu'à l'enseignement dans les universités privées aussi bien que publiques. Afin de résoudre les problèmes d'équité et d'accès, cet article suggère la nécessité d'instaurer la multidisciplinarité, ainsi que la diversification des cours, de même qu'une amélioration de la gestion institutionnelle, une plus grande équité, ainsi qu'un contrôle et une évaluation de la qualité. L'article prône également une plus grande responsabilité institutionnelle à travers l'institutionnalisation du contrôle externe de qualité, ainsi que la rationalisation et la facilitation de la recherche. Le gouvernement devrait également assister les universités privées à recueillir le capital nécessaire à leur développement futur.

42. OYEKANMI, Felicia, ed.

Men, Women and Violence: a Collection of Papers from CODESRIA Gender Institute 1997
Dakar: CODESRIA, 2000.- viii-187p. :

*/WOMEN/ /MEN/ /VIOLENCE/ /FAMILY/ /UNIVERSITIES/ /SEX DISCRIMINATION/ /WOMEN'S RIGHTS//AFRICA/
/GHANA/ /KENYA/ /NIGERIA//GENDER VIOLENCE/ /VIOLENCE AGAINST/ /WOMEN/ /RAPE/ /SEXUAL
HARASSMENT/ /WIFE BATTERING//DOMESTIC VIOLENCE/*

Call N°.*** 14.02.03**OYE**12067

43. OYUGI, Walter O.

The Teaching and Research of Political Science in Eastern Africa
OSSREA, Addis-Ababa ET
Addis-Ababa: OSSREA, 1989.- 266p.

*/POLITICAL SCIENCE/ /RESEARCH/ /TEACHING/ /SOCIAL SCIENCE/ /POLITICS/ /INTERNATIONAL
RELATIONS//PUBLIC ADMINISTRATION//UNIVERSITIES//EAST AFRICA/*

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44. PEREIRA, Charmaine

Gender in the Making of the Nigerian University System
Oxford: James Currey, 2007.- xvi-203p.

*/WOMEN/ /HIGHER EDUCATION/ /EDUCATIONAL SYSTEMS/ /UNIVERSITIES/ /GENDER ANALYSIS/
/EDUCATIONAL FINANCING//QUALITY OF EDUCATION//NIGERIA/*

Call N°.*** 14.02.03/PER/13986

45. PRAH, K.K., ed.

Social Science Research Priorities for Namibia
Dakar: CODESRIA, 1993.- IX-251p.

/SOCIAL SCIENCES/ /RESEARCH NEEDS/ /HIGHER EDUCATION INSTITUTIONS/ /UNIVERSITIES//NAMIBIA/

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46. RATHGEBER, Eva M.

Integrating Gender into Environmental Education in Africa
Canadian Journal of Development Studies. Special Issue, 1995, p. 89-104

/ENVIRONMENTAL EDUCATION/ /WOMEN'S ROLE/ /ENVIRONMENTAL MANAGMENT/ /CURRICULUM DEVELOPMENT//FULLWOOD//AFRICA//GENDER/

47. RONNING, Anne Holden; KEARNEY, Mary-Louise, ed.

L' Université au Féminin
Paris: Editions UNESCO, 1997.- 325p.

ENSEIGNEMENT SUPERIEUR/ /UNIVERSITES/ /EDUCATION DES FEMMES/ /FEMMES/ /DROIT/ /DEVELOPPEMENT ECONOMIQUE ET SOCIAL/ /SANTE DE LA FEMME/ /COMMERCE/ /GESTION/ /SCIENCES SOCIALES/ /SCIENCES ET TECHNOLOGIE/ /FONCTION PUBLIQUE/ /DEMOGRAPHIE/ /AGRONOMIE/ /PAIX/ /FORMATION DES ENSEIGNANTS/ /CONDITION DE LA FEMME/ /EGALITE DES SEXES/ /PROGRAMME D'ETUDES/ /EGALITE DES CHANCES//PROGRAMME D'ETUDES UNIVERSITAIRES/

Call N°.*** 06.03.06/RO/12588

48. RUSARO, Alice Karekezi

African Universities and Social Reconstruction: What Mission and What Strategies? The Case of the Conflict Management Centre of the National University of Rwanda
African Sociological Review/Revue africaine de sociologie. Vol. 7, N°. 2, p. 95-112

49. RUTH, Damian

Gender and Perceptions of Academic Work in South Africa
Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 3, N°. 3, 2005, p. 57 - 85

Abstract: This article examines perceptions of South African academics regarding academic workload, specifically the distribution of aspects of academic work; the determinants of teaching load; the determinants of remuneration; the purpose of staff development programmes; and decision-making in departments. It reviews the way research, teaching, administration and service are each subject to gendering and are also situated relative to one another in a gendered way. Findings indicate that there are significant differences between females and males in opinions about and perceptions of academic work. Females tend to be more conditional in their responses. Findings also, however, reveal inconsistencies and confound expectations arising from the literature. For example, females do not report significant discrimination about decision-making in departments. This study questions whether survey research can 'access' the evidence disclosed by qualitative research.

50. SALMI, Jamil; VERSPOOR, Adriaan M., Ed

Revitalizing Higher Education
Bingley: Emerald, 2008.- xii-422p.

/HIGHER EDUCATION/ /UNIVERSITIES/ /ECONOMIC AND SOCIAL DEVELOPMENT/ /TECHNOLOGICAL CHANGE/ /TRAINING/ /RESEARCH/ /EDUCATIONAL FINANCING/ /GOVERNMENT/ /EDUCATIONAL REFORM/
Call N°.*** 06.03.06/SAL/14444

51. SANYAL, Bikas C.

Innovations dans la Gestion des Universités
Paris: Editions Unesco, 1997.- xii-287p.

/UNIVERSITES/ /ENSEIGNEMENT SUPERIEUR/ /GESTION/ /INNOVATIONS PEDAGOGIQUES/ /PROGRAMMES DE RECHERCHE/ /GESTION FINANCIERE/ /GESTION DU PERSONNEL/ /REFORME DE L'ENSEIGNEMENT//GESTION DES UNIVERSITES/

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52. SHERMAN, Mary Antoinette Brown

The State and the University in Africa: in Quest for Intellectual Freedom and Development
Dakar: CODESRIA, November 1990.- 21p.

Conference: Symposium on Academic Freedom Research and the Social Responsibility of the
Intellectual in Africa, Kampala, Uganda, 26-29 November 1990.

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Call N°.*** 02535*

53. SICHERMAN, Carol

Becoming an African University: Makerere 1922-2000
Trenton: Africa World Press, 2005.- xxii-416p.

*/UNIVERSITIES/ /HIGHER EDUCATION/ /MEDICAL EDUCATION/ /ART EDUCATION/ /AGRICULTURE/
/LIBRARY SCIENCE/ /WOMEN/ /PERSONNEL MANAGEMENT//AFRICA/ /UGANDA/
Call N°.*** 06.04.05/SIC/14368*

54. TEDGA, Paul J.M.

Enseignement Supérieur en Afrique Noire Francophone : La Catastrophe ?
Paris: l'Harmattan, 1988.- 223p.

*/ENSEIGNEMENT SUPERIEUR/ /UNIVERSITES/ /FORMATION/ /RECHERCHE/ /COOPERATION
INTERNATIONALE//AFRIQUE FRANCOPHONE//AFRIQUE NOIRE/
Call N°.*** 06.03.06/TED/09471*

55. TEFERRA, Damtew; ALTBACH, Philip G., Ed

African Higher Education: an International Reference Handbook
Bloomington: Indiana University Press, 2003.- ix-714p.

*/HIGHER EDUCATION/ /MANUALS/ /EDUCATIONAL FINANCING/ /ECONOMICS OF EDUCATION/ /GENDER
ANALYSIS/ /DISTANCE STUDY/ /INFORMATION TECHNOLOGY/ /COMMUNICATION ENGINEERING/
/COUNTRY STUDIES/ /BIBLIOGRAPHIES/ /AFRICA//UNIVERSITY-STATE RELATIONS/
Call N°.*** 06.04.05/TEF/14369*

56. UNESCO, Breda

Women in Higher Education in Africa
Dakar: Unesco Regional Office, 1995. - vi, 148 p.

57. YESUFU, T. M., ed.

Creating the African University : Emerging Issues of the 1970s
Ibadan: Oxford University Press, 1973.- 294p.

*/UNIVERSITIES/ /CURRICULUM DEVELOPMENT/ /1970/ /STAFF MANAGEMENT/ /PERSONNEL
TRAINING//AFRICA//AFRICAN UNIVERSITIES//STAFF DEVELOPMENT//DEVELOPING RESEARCH/
Call N°.*** 06.04.05/YES/06804*

58. YESUFU, T. M., ed.

L'édification de l'université africaine : les problèmes des années 1970
Accra: Association des Universités Africaines, 1975.- 304p.

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/FORMATION DU PERSONNEL//AFRIQUE//UNIVERSITES AFRICAINES//DEVELOPPEMENT DU PERSONNEL/
CALL N°.*** 06.04.05/YES/06805*

59. ZELEZA, Paul, Tiyambe; OLUKOSHI, Adebayo, Ed.

African Universities in the Twenty-First Century : Liberalization and Internationalization
Vol.1. - Dakar: CODESRIA, 2004.- xiii-317p.

*/UNIVERSITIES/ /HIGHER EDUCATION/ /PRIVATIZATION/ /INFORMATION TECHNOLOGY/ /INFORMATION
DISSEMINATION/ /LIBERALISM/ /EDUCATION FINANCING/ /CURRICULUM DEVELOPMENT/ /DISTANCE
STUDY/ /BRAIN DRAIN//AFRICA//NEW INFORMATION TECHNOLOGIES/ /KNOWLEDGE PRODUCTION/
Call N° *** 06.04.05/ZEL/12911*

60. ZELEZA, Paul, Tiyambe; OLUKOSHI, Adebayo, Ed.

African Universities in the Twenty-First Century : Knowledge and Society
Vol.2. - Dakar: CODESRIA, 2004.- p.321-657p.

*/UNIVERSITIES/ /HIGHER EDUCATION/ /PRIVATIZATION/ /INFORMATION TECHNOLOGY/ /INFORMATION
DISSEMINATION/ /LIBERALISM/ /EDUCATION FINANCING/ /CURRICULUM DEVELOPMENT/
Call N° *** 06.04.05/ZEL/12912*

II – ELECTRONIC DOCUMENTS / DOCUMENTS ELECTRONIQUES

1. ADEYEMI, Kola; AKPOTU, Nelson (Recommended)

Gender Analysis of Student Enrolment in Nigerian Universities
Higher Education. Vol. 48, No. 3, Oct., 2004, p. 361-378

Abstract: The paper analysed the trend and pattern of gender enrolment in Nigerian Universities between 1989 and 1997. It critically examined the gender disparity in university enrolment generally, as well as among some selected disciplines and the country's geo-political zones. The analysis revealed that gap existed between female and male in the university enrolment with lower female enrolment in all aspects of the Universities. Specifically there was a wide gap in the sciences and science-based disciplines and also between the Northern and Southern zones with higher female enrolment in the south than the north. The paper made useful suggestions to narrow the gender gap in the university enrolment in the nearest future, which included sustained enlightenment programmes, fine tuning labour laws and accommodating female under the "educationally disadvantaged" admission policy being enjoyed by some citizens of the country. Keywords: enrolment, gender, gender access, gender-analysis, Nigeria, students, universities

Source: Jstor

2. ALTERS, Brian J.; NELSON, Craig E.

Perspective: Teaching Evolution in Higher Education
Evolution. Vol. 56, No. 10, Oct., 2002, p. 1891-1901

Abstract.-In the past decade, the academic community has increased considerably its activity concerning the teaching and learning of evolution. Despite such beneficial activity, the state of public understanding of evolution is considered woefully lacking by most researchers and educators. This lack of understanding affects evolution/science literacy, research, and academia in general. Not only does the general public lack an understanding of evolution but so does a considerable proportion of college graduates. However, it is not just evolutionary concepts that students do not retain. In general, college students retain little of what they supposedly have learned. Worse yet, it is not just students who have avoided science and math who fail to retain fundamental science concepts. Students who have had extensive secondary-level and college courses in science have similar deficits. We examine these issues and explore what distinguishes effective pedagogy from ineffective pedagogy in higher education in general and evolution education in particular. The fundamental problem of students' prior conceptions is considered and why prior conceptions often underpin students' misunderstanding of the evolutionary concepts being taught. These conceptions can often be discovered and addressed. We also attend to concerns about coverage of course content and the influence of religious beliefs, and provide helpful strategies to improve college-level teaching of evolution.

Source: Jstor

3. AMPOFO, Akosua Adomako; BEOKUS-BETTS, Josephine; NJAMBI, Wairimu Ngaruiya ; OSIRIM, Mary

Women's and Gender Studies in English-Speaking Sub-Saharan Africa: A Review of Research in the Social Sciences

Gender and Society. Vol. 18, No. 6, Dec., 2004, p. 685-714

Abstract: This article seeks to broaden understanding of issues and controversies addressed in social science research on women's and gender studies by researchers and activists based in English-speaking sub-Saharan Africa. The topics covered were selected from those ratified by African women in the Africa Platform for Action in 1995 as well as from current debates on the politics of identity. The common feminist issues the authors identified were health; gender-based violence; sexuality, education, globalization and work; and politics, the state, and nongovernmental organizations. In addition, the authors address theoretical and methodological trends. All four coauthors are feminist sociologists: One scholar is based in an African academic institution, two are Africans based in U.S. academic institutions, and one is an African American based in a U.S. academic institution.

Source: Jstor

4. ANDAM, Aba Bentil; GLITHO, Isabelle Adole (Recommended)

Women in Higher Education and Research in Africa

Paper Presented at the Unesco World Conference on Higher Education: Paris, 5-9 October 1998 Accra: Association of African Universities, 1999. - v, 12 p.

5. L'application de la théorie des organisations a l'université

Revue économique. Vol. 27, No. 2, Mar., 1976, p. 233-265

6. ASSIÉ-LUMUMBA, N'Dri Thérèse (Recommended)

Empowerment of Women in Higher Education in Africa: The Role and Mission of Research

UNESCO Forum Occasional Paper Series: Paper No. 11, 78 p.

ED.06/Africa/2

Paper Commissioned by the UNESCO Forum Secretariat, June 2006

Source : http://portal.unesco.org/education/en/files/54972/11969516405GENDER_Assie_Lumumba_Final_print.pdf
[/GENDER_Assie%2BLumumba_Final_print.pdf](http://portal.unesco.org/education/en/files/54972/11969516405GENDER_Assie_Lumumba_Final_print.pdf)

7. ASSIÉ-LUMUMBA, N'Dri Thérèse (Recommended)

Sustaining Home-Grown Innovations in Higher Education in Sub-Saharan Africa: A Critical Reflection

Journal of International Cooperation in Education. Vol.7, No.1, 2004, p.71- 83

Abstract: In the early post-colonial period, African leaders articulated in unison the necessity for promoting substantive change in their inherited systems through reforms. Paradoxically, during the same period they built new higher education institutions, especially universities, modelled after those in the former colonizing colonial powers. As the majority of these reforms were not satisfactorily implemented, since the beginning of this first decade of the twenty-first century, there has been greater interest in innovations as a more focused and promising strategy for change to improve the performance of the universities. This paper is basically a reflective essay that conceptualizes innovative strategy as a necessary and permanent corrective tool to redress and prevent institutional deficiencies. After presenting some of the African experiences in recent innovations, it examines the conditions for rooting and sustaining home-grown innovations. Given the powerful dependency framework and the external control over the financial resources, national policies are in effect set by external powers. The latter determine priorities in Africa including the type of innovations that may be considered worth being supported. It is argued that the most effective way to sustain innovations in African higher education for social progress is to create the conditions in the learning system to foster innovative minds.

Source: <http://home.hiroshima-u.ac.jp/cice/assie-lumumba7-1.pdf>

8. ASSIE-LUMUMBA, N'Dri Thérèse (Recommended)

Educational and Economic Reforms, Gender Equity, and Access to Schooling in Africa
International Journal of Comparative Sociology. Vol. 41 Issue 1, p. 2000, 89-120

Abstract: This paper investigates the relationship between economic reforms, particularly the World Bank's Structural Adjustment Programs (SAPS) and educational policies with regard to gender equity in access to schooling in Africa. Using qualitative, historical, and quantitative methods and based on data from UNESCO and African Development Bank, it analyzes the impact of economic factors, specifically gross domestic investment, public expenditure on education as a percentage of gross national product, public expenditure on education as a percentage of government expenditure, and government deficit/surplus as a percentage of GDP at current prices, on women's access to higher education

9. ASSOCIATION OF AFRICAN UNIVERSITIES, Accra

A Toolkit for Mainstreaming Gender in Higher Education in Africa
Accra: Association of African Universities, 2006. – 149 p.

Abstract: Over the past decade, African higher education institution, Universities in particular, have been very keen to mainstream gender into their core functions of teaching, learning, research and administration systems. As a result most have introduced gender courses into various faculties and departments. It is therefore not uncommon to find a university with half a dozen gender based courses, scattered in faculties as disparate as Agriculture, Law, Medicine, Education, Sociology, Theology, etc. However, these efforts have usually been ad hoc and based on the commitment of individual lecturers, deans, and vice-chancellors. Seldom has there been a concerted, well-synchronized policy and plan for integrating gender into the university as a whole.

In response to a felt need to bridge persistent gender gaps in tertiary education institutions in Africa, the Working Group on Higher Education (WGHE) of the Association for the Development of Education in Africa (ADEA), in collaboration with the Association of African Universities (AAU), have developed a Toolkit for Mainstreaming Gender in Higher Education in Africa and commenced training workshops for AAU member institutions using the Kit. Focus is on staff recruitment, student welfare, curriculum development and the general institutional culture, The Toolkit, which comprises ten modules and a literature review, provides practical guide on how to initiate a gender-mainstreaming program and establish helpful processes:

Module 1 – Basic Facts about Gender

Module 2 – Forming Policies and Strategies

Module 3 – The Role of Human Resources Development and Management

Module 4 – Mainstreaming Gender in the Curriculum

Module 5 – Research and Gender Sensitive Research Methods

Module 6 – Faculty and Support Programs

Module 7 – Student Access and Retention

Module 8 – Gender Violence and Sexual Harassment

Module 9 – Disaggregated Data

Module 10 – Resource Mobilization for Gender Equity

It is the hope of WGHE and AAU that the institutions that will benefit from the training workshops will take practical and proactive steps to mainstream gender in their core functions order to ensure sound institutional governance, human rights and equitable development and use of the most highly skilled human capital, towards the acceleration of the continents' socio-economic development.

Source: <http://www.aau.org/wghe/gender/toolkit/Tooltik-complete.pdf>

10. AYANDELE, Emmanuel A.

Africa: The Challenge of Higher Education
Daedalus. Vol. 111, No. 2, Spring, 1982, p. 165-177

11. BADSHA, Nasima ; KOTECHA, Piyushi

University Access: The Gender Factor
Agenda. No. 21, 1994, p. 47-53

12. BANYA, Kingsley; ELU, Juliet

The World Bank and Financing Higher Education in Sub-Saharan Africa
Higher Education. Vol. 42, No. 1, Jul., 2001, p. 1-34

Abstract: This article critically examines World Bank and other donor agency's policy changes toward financing of higher education in Sub-Saharan Africa. It concludes that policy vicissitudes have adversely affected these institutions. The recommendation is that the unique context of each state play a role in higher education financial policy formation and implementation.

Source: Jstor

13. BARTHELEMY, Pascale

La formation des Africaines à l'École normale d'institutrices de l'AOF de 1938 à 1958.
Cahiers d'Études Africaines. Vol. 43, 169/170, 2003, p. 371-388

Résumé : En 1938, une École normale d'institutrices ouvre ses portes à Rufisque, au Sénégal. Cette institution, qui recrute des jeunes filles dans tous les territoires d'Afrique occidentale française, a un double objectif. Celui de former les premières enseignantes africaines et celui d'éduquer les futures épouses des auxiliaires masculins diplômés des écoles supérieures existantes. Les enjeux politiques et idéologiques qui déterminent la fondation de cet établissement relèvent moins d'un souci de favoriser l'épanouissement des jeunes femmes concernées que de leur inculquer des valeurs et des comportements susceptibles d'ancrer davantage la présence française dans les colonies. Dans le but de créer des ménagères accomplies et de bonnes mères de famille, la première directrice de l'école, Germaine Le Goff, conformément aux instructions officielles, met en place une éducation morale et pratique très complète, parallèlement à une instruction générale de base et à quelques leçons de pédagogie. Par un certain nombre d'aspects, les principes éducatifs qui régissent la vie à l'école sont comparables à ceux qui dominaient dans les établissements d'enseignement secondaire féminin en métropole à la fin du XIXe siècle. Néanmoins, la création de cet établissement constitue une étape essentielle dans un processus de professionnalisation des femmes entamé en Afrique de l'Ouest francophone au lendemain de la Première Guerre mondiale. L'ouverture en 1918 d'une section "sages-femmes" au sein de l'École de médecine puis l'institutionnalisation d'une formation d'infirmières-visiteuses à partir de 1930 furent les premières initiatives en la matière. L'École normale de Rufisque fut en quelque sorte l'apogée de ce que l'administration française a entrepris en Afrique en faveur de l'éducation des filles.

Abstract: In 1938, a teachers' training college opened in Rufisque, Senegal, for young girls from all parts of French West Africa. This establishment had a twofold objective: train the first female primary school teachers and educate the future spouses of the men enrolled in higher education. The political and ideological issues underlying the creation of this institution had less to do with educating young women than with instilling in them the values and behaviors that would help France take root in the colonies. With the goal of turning out accomplished housewives and worthy mothers, the college's first principal, Germaine Le Goff, advocated, in line with official instructions, a complete moral and practical instruction in parallel to a basic education and a few lessons in the science of education itself. The principles of education applied at the college tended to be like those that prevailed in secondary schools for girls in late 19th century France. Nonetheless, creating this college marked a key phase in the professionalization of women, a process that started in French West Africa following WWI. Opening a section for midwives in the school of medicine in 1918 and institutionalizing nurses' training as of 1930 were other phases therein. The teachers' training college in Rufisque tended to represent the best of what the French administration did for educating African girls.

14. BERNAULT, Florence

L'Afrique et la modernité des sciences sociales
Vingtième Siècle. Revue d'histoire. No. 70, Apr. - Jun., 2001, p. 127-138

15. BEOKU-BETTS, Josephine (Recommended)

African Women Pursuing Graduate Studies in the Sciences: Racism, Gender Bias and Third World Marginality
NWSA Journal. Vol. 16 Issue 1, Spring2004, p116-135

Abstract: This paper illuminates some of the factors that shape the educational goals and outcomes of African women who pursued graduate studies in scientific disciplines at western universities between the 1960s and 1990s. Based on a qualitative study of 15 African women scientists, almost all of whom are employed in academic institutions in their respective countries, I examine how racism, Third World location, and gender bias affected their graduate education

experiences in scientific disciplines. The study also addresses the extent to which the women were aware of how these factors affected how they were perceived and mentored by professors, interacted with peer groups, as well as managed the demands of graduate school along with marriage and family relations. The study demonstrates why issues of diversity are salient to the discourse on ways to address the recruitment and retention of women in science.

Source: Author

16. BISHOP-SAMBROOK, Clare

The Logical Framework as a Tool for Gender Mainstreaming in University.
Gender & Education. Vol. 12 Issue 2, June 2000, p. 239-247

Abstract: Although significant steps have been made to redress gender imbalances at Makerere University, Uganda's principal university, it is recognised that much remains to be done before gender is fully integrated across all aspects of university life. To date, the Department of Women and Gender Studies has acted as the gender focal point, taking the lead on the majority of gender-related initiatives. As a consequence, however, many other areas of the University have remained gender blind. The Department is now embarking on a pioneering venture to mainstream gender throughout the University. It is understood that Makerere is the first university to try the gender mainstreaming approach, not just in Africa but in the Commonwealth. This article demonstrates how the logical framework may be used to provide a structure for gender mainstreaming within organisations. Not only can it be used for planning activities but also for monitoring progress during implementation. It is cautioned that it is only a tool and the skills of the users will determine whether it provides an effective framework for gender mainstreaming.

Source: Author

17. BLOOM, David; CANNING, David; CHAN, Kevin

Higher Education and Economic Development in Africa

Source: http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/HigherEd_Econ_Growth_Africa.pdf

18. BOLLAG, Burton

Amélioration de l'enseignement supérieur en Afrique sub-saharienne : Ce qui marche !
Rapport d'une conférence régionale de formation tenue à Accra, Ghana, du 22 au 25 septembre, 2003

Source : <http://siteresources.worldbank.org/AFRICAEXT/Resources/Rep71042004.pdf>

19. BOLSMANN, Chris; MILLER, Henry

International Student Recruitment: South African Rationales

Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 6, N°.
2/3, 2008, p. 211- 231

Abstract: In this paper, we focus on the rationales for the recruitment of international students to universities in South Africa. Through the use of in-depth interviews with international officers at a cross-section of South African universities, we argue that there are competing and complementary rationales for the recruitment of international students. Some South African universities follow international trends in terms of international student recruitment while others adopt a different approach. The analysis locates the rationales of international student recruitment as part of an internationalisation process within the context of globalisation.

Résumé: Dans cet article, nous nous focalisons sur les raisons derrière le recrutement des étudiants internationaux dans les universités de l'Afrique du Sud. Basé sur des interviews approfondies que nous avons menées avec les agents internationaux mandatés par les universités en Afrique du Sud, nous soutenons qu'il existe des raisons d'ordre compétitif et complémentaire qui expliquent le recrutement d'étudiants internationaux. Certaines universités sud africaines suivent la tendance de tels recrutement alors que d'autres adoptent une approche différente. Cette analyse identifie les raisons du recrutement des étudiants internationaux dans le cadre du processus d'internationalisation dans le contexte de la globalisation.

20. BOND, Sheryl L.

Service and Self-respect: Women Leaders in Latin American Universities

Paris : UNESCO, 1997. – 54 p.

Source : <http://unesdoc.unesco.org/images/0010/001091/109169eo.pdf>

21. BROCK-UTNE, Birgit

African Universities and the African Heritage

International Review of Education / Revue Internationale de l'Education. Vol. 45, No. 1, 1999, p. 87-104

Abstract: This article deals with the role of the universities in Africa. What are the challenges for educators who want to root African education in African traditions? After a brief look at pre-colonial and colonial education the article goes on to describe the situation after independence and especially the effects on higher education of a concentration of resources on basic education. To what extent do the link arrangements built up between universities in the North and the South perpetuate a colonial situation? What can be done to restore the dignity and heritage of the African people through university training? Examples are mostly taken from Tanzania, the country in Africa the author knows best.

Résumé : Cet article traite du rôle des universités en Afrique. Quelles difficultés rencontrent les professeurs désireux d'ancrer l'éducation africaine dans les traditions du continent? Après une brève présentation du système éducatif aux époques précoloniale et coloniale, l'auteure décrit la situation après l'indépendance, et en particulier les conséquences pour l'enseignement supérieur de la concentration des ressources sur l'éducation de base. Elle se penche ensuite sur les questions centrales suivantes: Dans quelle mesure les liens établis entre universités du Nord et du Sud ne prolongent-ils pas une situation colonialiste? De quelle façon la formation universitaire pourrait-elle contribuer à rétablir la dignité et le patrimoine des peuples africains? La majorité des exemples présentés sont tirés de la Tanzanie, pays d'Afrique que l'auteure connaît le mieux.

Source: Jstor

22. BUCHMANN, Claudia; HANNUM, Emily

Education and Stratification in Developing Countries: A Review of Theories and Research

Annual Review of Sociology. Vol. 27, 2001, p. 77-102

23. BUNYI, Grace W.

Interventions That Increase Enrolment of Women In African Tertiary Institutions

A case study prepared for a Regional Training Conference on Improving Tertiary Education in Sub-Saharan Africa: Things That Work, Accra, September 23-25, 2003. - 16 p.

Source: http://siteresources.worldbank.org/INTAFRREGTOPEIA/Resources/grace_bunyi.pdf

24. CAMPION, Patricia; SHRUM, Wesley

Gender and Science in Development: Women Scientists in Ghana, Kenya, and India

Science, Technology, & Human Values. Vol. 29, No. 4, Autumn, 2004, p. 459-485

Abstract: Why do women have more difficulty pursuing research careers than men? Although this topic has been extensively investigated in industrialized countries, prior studies provide little comparative evidence from less-developed areas. Based on a survey of 293 scientists in Ghana, Kenya, and the Indian state of Kerala, this article examines gender differences on a variety of individual, social, and organizational dimensions. The results show small or nonexistent differences between women and men in individual characteristics, professional resources, and the organizational conditions under which research is conducted. The article argues that a combination of educational and research localism increases the likelihood of restricted professional networks for women. Gender inequality in the research systems of the developing world may be based on systemic deficits in the acquisition of social rather than material resources. The most important implication is that educational policy for development should focus on international opportunities for women in the near future.

Source: Jstor

25. CROSS, Beth.Sounding

Sounding out the Silences: Narratives and Absences in African Higher Education
Edinburgh: Centre of African Studies, Edinburgh University, 1996. - 59 p.

Source: http://www.cas.ed.ac.uk/_data/assets/pdf_file/0020/27308/No_059_Sounding_Out_the_Silences-Narratives_and_Absences_in_.pdf

26. DIKO, Nolutho

Changes and Continuities: Implementation of Gender Equality in a South African High School.
Africa Today. Vol. 54 Issue 1, Fall 2007, p. 106-116

Abstract: The 1996 constitution of the Republic of South Africa establishes a range of rights, including the right to gender equity. Careful observation shows that gender equity in South African education is far from being achieved. There is no education policy directed at ending gender inequity, and there seems to be little focus on implementing the recommendations of the country's Gender Equity Task Team Report for eliminating sexism and the sexual harassment of female students and teachers. This research note contends that gender equity in South African education remains elusive. Fewer women than men hold top administrative positions in education, many female administrators fill positions still considered feminine, and women in positions still considered masculine are being pushed out. Patriarchal attitudes in education thrive. Therefore, this paper records and analyzes the experiences of women in educational leadership and the messages sent to students. To expose the conflict between the policy intent and reality, it reanalyzes data collected on school-governing bodies to determine whether education offers women an opportunity to experience lives unrestricted by gender oppression.

Source: Author

27. DUNDAR, Halil ; HAWORTH, Jennifer

Improving Women's Access to Higher Education: A Review of World Bank, Project Experience
New York: World Bank, 1993. – 75 p.

28. ELIOU, Marie

Scolarisation et Promotion Féminines en Afrique francophone (Côte-D'ivoire, Haute-Volta, Senegal)

International Review of Education / Revue Internationale de l'Education. Vol. 19, No. 1, 1973, p. 30-46

Abstract: In both developing and developed countries, the level of education of the female population lags to a certain extent behind that of men. This lag, far from being uniformly quantitative, shows, in its varying manifestations, the respective statuses and roles assigned to the two sexes. The access of girls to education in the countries studied, where primary education is still a privilege, implies the crossing of many hurdles of selection. Already discriminated against in the primary school, girls are at an even greater disadvantage in the secondary school. They tend to cluster in the general education cycle and first cycle of teacher training (premier cycle du Normal) sections, with very few choosing the technical branch. Those who do, choose almost without exception the clerical and home economics sections, whereas vocational training for industry and commerce is practically a male preserve. An analysis of the structure of the school population shows that the academic expectations of girls in secondary schooling appear to be very low. Their eagerness to learn, to gain qualifications, to do creative work is stifled, for the most part, in the first cycle of secondary school if this cycle is not oriented towards the typically "feminine" specializations which mirror the stereotyped image of women, current for generations. Educational policy, in a more or less deliberate fashion, blocks the advancement of women. It manifests itself in the rigid structures of an old and disputed system of education, particularly in the vertical structure of elite formation; in the establishment of an academic caste irrespective of the problems posed by the growing participation of girls in education: in the various tracks of the technical education section, leading to the formation of exclusively female preserves; in the steps taken to promote the advancement of women, subtly manipulated by the actual position of women, both within the educational system and in the labour market. However, the contribution of African women, whether educated or not, to the development of their countries is many-sided and considerable. A survey made in Senegal showed that there is a relationship between the level of instruction of a mother and the regularity of attendance of her children at primary school as well as their orientation towards secondary schooling. When we consider the education and the advancement of such women, the female population seems to stand apart, subjected to the drawbacks inherent in the educational system and to the more or less consciously discriminating attitudes which emanate from it. This situation is encountered in manifold forms in many countries, including those with a high level of development and it is evident that it cannot be reformed to any great extent without radical changes that will go beyond the bounds of the educational system.

29. ENSOR, Paula

Contesting Discourses in Higher Education Curriculum Restructuring in South Africa
Higher Education. Vol. 48, No. 3, Oct., 2004, p. 339-359

Abstract. This article describes efforts from the mid-1990s in South Africa to reshape higher education curricula, and the responses of universities to a series of policy initiatives concerned with higher education curriculum reform. Pressures of globalisation and the local challenges of reconstruction and development formed the context in which higher education curriculum restructuring occurred. Two discourses, a credit-accumulation-and-transfer discourse and a disciplinary discourse, have shaped education policy making in South Africa since the mid-1990s, particularly in higher education. Policy initiatives to re-shape higher education curricula are discussed, as well as the ways in which science and humanities faculties at universities have responded to these initiatives. A typology of different curriculum forms is presented which suggests that in spite of the influence of the credit exchange discourse in policy documents, undergraduate curricula continue to be presented on a largely disciplinary basis. Keywords: comparative education, credit systems, educational policy, higher

Source: Jstor

30. ERWIN, Lorna; MAURUTTO, Paula (Recommended)

Beyond Access: considering gender deficits in science education.
Gender & Education. Vol. 10 Issue 1, Mar1998, p51-69

Abstract: Despite striking increases in female enrolments in many undergraduate science programmes, women continue to be dramatically underrepresented in graduate training and careers in science. Although there is substantial evidence of differences in male and female students' experiences in university science courses, we know little about how young women interpret and respond to these differences. This article explores the accounts that female science students construct of their aspirations, educational experiences, achievements, and opportunities as they move through their undergraduate education at a large, urban university in Canada. Based on in-depth, longitudinal interviews (n = 91), the focus is on the processes through which they make sense of their educational and career options and choices. The findings point to the importance of understanding how meanings and subjectivities are produced, understood, and acted upon. What is evident from this study is that women in science confront a complex web of competing and contradictory realities and discourses as they negotiate their career identities. Thus, to stem the progressive and cumulative loss of female students as they move up through the levels of higher education, universities must address the problems they confront in their pursuit of science training before, during, and after their undergraduate education.

Source: Author

31. FALLON, Kathleen M.

Transforming Women's Citizenship Rights within an Emerging Democratic State: The Case of Ghana
Gender & Society. Vol. 17, N°. 4, Aug 2003, p. 525 - 543.

Abstract: Feminist scholars argue that women generally gain political rights followed by civil and social rights. However, this argument is based on data from North America and Western Europe, and few scholars, if any, have examined the progression of these rights within countries currently undergoing transitions to democracy in different parts of the world. Through in-depth interviews with members of women's organizations in Ghana, the author extends this literature. The findings both contradict and support the prior feminist argument. They indicate that prior to democratization, women focused primarily on social rights to improve their economic well-being. However, new opportunities emerged with the transition, which allowed women to use their political rights to secure more civil and social rights.

Source: <http://gas.sagepub.com/cgi/reprint/17/4/525>

32. FOURIE, Magda

Institutional Transformation at South African Universities: Implications for Academic Staff
Higher Education. Vol. 38, No. 3, Oct., 1999, p. 275-290

33. FRANK, David John; SCHOFER, Evan; TORRES, John Charles

Rethinking History: Change in the University Curriculum, 1910-90
Sociology of Education. Vol. 67, No. 4, Oct., 1994, p. 231-242

34. FRIEDMAN, Burton D.

Needed: A National Policy toward Universities of the Underdeveloped World
Public Administration Review. Vol. 28, No. 1, Jan. - Feb., 1968, p. 39-46

35. GUNAWARDENA, Chandra ; KWESIGA, Joy; LIHAMBAMBA, Amandina; MORLEY, Louise; ODEJIDE, Abiola; SHACKLETON, Lesley; SORHAINDO, Annik

Gender Equity in Commonwealth Higher Education: Emerging Themes in Nigeria, South Africa, Sri Lanka, Tanzania and Uganda. - 18 p.

Source: http://www.col.org/pcf3/Papers/PDFs/Gunawardena_Chandra_etal.pdf

36. HASSO, Frances S.

Problems and Promise in Middle East and North Africa Gender Research.

Feminist Studies. Vol. 31 Issue 3 Fall 2005, p. 653-678

Abstract: The article discusses themes in Middle East and North Africa gender-related studies. The critiques and orientations in this discussion is based on Arab American feminist subjectivity; interdisciplinary and cross-disciplinary U.S. academic training and teaching; and training, research, fieldwork, and teaching in Middle East and Arab studies.

37. HERBSTEIN, Frank H.

Towards the 'New South Africa': Equal Opportunity Policies at the University of Cape Town

Higher Education. Vol. 26, No. 2, Sep., 1993, p. 183-198

Abstract: South African universities are currently adjusting their policies to the demands and realities of the 'New South Africa' developing from the collapse of the Apartheid regime that had governed the State during the period 1948-1990. The most striking of these efforts come from the four English-speaking universities (Cape Town (UCT), Witwatersrand, Rhodes and Natal). A description is given of the changes made at UCT over the past decade to alter the gender composition and demographic balance among the various racial groups constituting the student body, and to a lesser extent the faculty, under the guise of an 'Equal Opportunity' policy, with an analysis of the constraints limiting the applications of these policies, and some of the accompanying tensions and contradictions.

Source: Jstor

38. ISHENGOMA, Johnson M.

The Debate on Quality and the Private Surge: A Status Review of Private Universities and Colleges in Tanzania

Journal of Higher Education in Afrique/Revue de l'enseignement supérieur en Afrique. Vol. 5, N° 2/3, 2007, p. 85 - 109

Abstract: While enrolments in private universities is still low in Tanzania, their number, however, is surging at an alarming rate raising critical questions about their academic quality in terms of their course offerings and the qualifications of the academic staff involved in teaching these programmes. Despite this surge in the sheer number of Tanzania private universities, public universities remain dominant in terms of enrolment. This paper (i) documents the hitherto-lacking critical information about private universities and university colleges in Tanzania, (ii) discusses the implications of the surge and (iii) discusses the related issues of academic quality.

Résumé : Alors que les inscriptions dans les universités privées sont encore faibles en Tanzanie, leur nombre augmente toutefois à un rythme considérable soulevant ainsi des questions cruciales au sujet de leur qualité académique du point de vue de leurs programmes d'études et des qualifications du personnel universitaire impliqué dans l'enseignement de ces programmes. Malgré cette augmentation du nombre d'universités privées en Tanzanie, les universités publiques restent dominantes du point de vue de l'inscription. Ce document (i) décrit les informations jusqu'ici manquantes sur les universités et collèges privés en Tanzanie, (ii) examine les implications de leur essor et (iii) traite des questions liées à la qualité de l'enseignement universitaire.

39. JACOBS, Jerry A.

Gender Inequality and Higher Education

Annual Review of Sociology. Vol. 22, (1996), pp. 153-185

Abstract: This paper reviews a diverse literature on gender and higher education. Gender inequality is more pronounced in some aspects of the educational systems than in others. The analysis distinguishes 1) access to higher education; 2) college experiences; and 3) post collegiate outcomes. Women fare relatively well in the area of access, less well in terms of the college experience, and are particularly disadvantaged with respect to the outcomes of schooling. Explanations of gender inequality in higher education should distinguish between these different aspects of education and should explain those contexts in which women have attained parity as well as those in which they continue to lag behind men.

Source: Author Abstract

40. KING, Jacqueline E. (Recommended)

Gender Equity in Higher Education: Are Male Students at a Disadvantage?

Source: http://www.acenet.edu/bookstore/pdf/2000_gender_equity.pdf

41. KUDAT, Ayse; ABADZI, Ileen

Women's Presence in Arab: Higher Education Linking School, Labor Markets and Social Roles
New York: World Bank, 1990. – 166 p.

42. KASENTE, Deborah Hope

Gender Studies and Gender Training in Africa

Development in Practice. Vol. 6, No. 1, Feb., 1996, p. 50-54

43. LEBEAU, Yann

Classement et déclassement des universités au Nigeria. De l'uniformité des procédures d'admission à la multiplicité des stratégies de contournement

Cahiers d'Études Africaines. Vol. 43, Cahier 169/170, 2003, p. 209-233

Résumé: Partant d'une critique des lectures comparatives et continentales des transformations en cours des systèmes d'enseignement supérieur en Afrique, cet article tente de restituer la situation actuelle des universités du Nigeria dans une trajectoire historique nationale spécifique. En particulier, il s'intéresse à la genèse des tensions observées entre une demande sociale diverse et un système d'enseignement supérieur uniforme depuis les années 1970. Ces tensions sont aujourd'hui au cœur de polémiques et d'initiatives décrites dans l'article, qui traduisent, selon l'auteur, autant l'acuité des enjeux sociaux, géo-ethniques et politiques nationaux autour de l'enseignement supérieur, qu'une "adaptation" aux exigences de la mondialisation.

Abstract: Based on a criticism of comparative interpretations of the changes under way in higher education in Africa, the attempt is made to describe the current situation in Nigerian universities as part of the nation's history. Special emphasis is placed on the tensions observed between a diverse social demand and a uniform system of higher education since the 1970s. These tensions now fuel controversies and foster initiatives that reflect the importance of social, geographical, ethnic and political issues having to do with a national system of higher education and its adaptation to the requirements of globalization.

Source: Jstor

44. LINDSAY, Beverly

Toward Conceptual, Policy, and Programmatic Frameworks of Affirmative Action in South African Universities

The Journal of Negro Education. Vol. 66, No. 4, 1997, p. 522-538

Abstract: Debate surrounding the concept and goals of affirmative action is growing in the United States and other countries. This article explicates and compares the conceptual tenets of affirmative action as they have been operationalized in the U.S. and South Africa. It critiques the positions on equity and affirmative action stated in South African policy documents and by key government policymakers, university executives, and faculty. It also presents case study data on the relationship between affirmative action and institutional change at four South African universities, identifying emerging paradigms for democracy in that nation's higher education system.

Source: JSTOR

45. LUSAMBA, Joseph Senda

La politisation de la gestion des ressources humaines dans l'enseignement supérieur et universitaire : cas du système de quota régional en République Démocratique du Congo
Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 3, N° 2, 2005, p. 81 - 100

Abstract: The spread of schools in the Democratic Republic of Congo at the time of independence was very uneven. The unequal distribution of schools partly explains the under-representation of certain regions of the country in the higher education sector and the small number of students from these regions attending the universities. A 'regional quota system' was created in the 1970s as a way of redressing the imbalance. Quotas were determined on the basis of the population of each region. Consequently, two students with the same scores in the 'advanced level' / Higher School Certificate exams could end up having unequal access to higher education, specifically universities, because access was determined by a number of factors, some of which were objective and others subjective.

46. MALINVAUD, Edmond

Recherche et enseignement supérieur: Les défis de la discipline économique
Revue économique. Vol. 52, No. 5, Sep., 2001, p. 1043-1053

47. MAMA, Amina (Recommended)

Restore, Reform but do not Transform: The Gender Politics of Higher Education in Africa

Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 1, N° 1, 2003, p. 101 - 125

Abstract: This paper uses gender analysis to reflect on the emergence and development of higher education in Africa. The available statistical picture indicates that despite the absence of formal exclusions, women's entry into higher educational institutions— as students and as employees—has remained slow and uneven, suggesting the need to look beyond the numbers. The overall pattern of exclusion and marginalization is true for both administrative and academic tracks but is at its most extreme for senior academic and research positions. The persistence of extreme gender inequality is most easily and often attributed to external social and familial factors. Here, however, it is argued that there is sufficient evidence to suggest that, despite institutional and managerial claims of administrative neutrality, the institutional and intellectual cultures of African institutions are, in fact, permeated with sexual and gender dynamics.

Source: http://www.codesria.org/Links/Publications/jhea1_03/mama.pdf

48. MANNATHOKO, Changu

Theoretical Perspectives on Gender in Education: The Case of Eastern and Southern Africa
International Review of Education / Revue Internationale de l'Education. Vol. 45, No. 5/6, Nov., 1999, p. 445-460

Abstract: In recent years, throughout Eastern and Southern Africa, there has been a proliferation of research on gender in education. It is possible to point to a wide variety of publications, courses and programmes planned and organized by universities, national governments, international organizations, non-governmental organizations and the private sector relating to this field. This article examines the feminist and gender theories underpinning all these endeavors. The theories are assessed for their potential capacity to assist in elucidating the complex relationship between gender and development within the region.

Résumé : Ces dernières années, on assiste en Afrique orientale et australe à une prolifération d'études scientifiques sur les questions d'égalité des sexes dans l'éducation. On peut énumérer une accumulation de publications, de cours et de programmes préparés et réalisés par des universités, des gouvernements nationaux, des organismes internationaux, des organisations non gouvernementales et des entités du secteur privé actives dans ce domaine. Cet article analyse les théories féministe et paritaire sur lesquelles reposent tous ces efforts. Il évalue ces théories par rapport à leur contribution potentielle à clarifier la relation complexe entre égalité des sexes et développement dans cette région du monde.

Source: Jstor

49. MARTINEAU, Rowena (Recommended)

Women and Education in South Africa: Factors Influencing Women's Educational Progress and Their Entry into Traditionally Male-Dominated Fields

The Journal of Negro Education. Vol. 66, No. 4, Autumn, 1997, p. 383-395

Abstract: Creating a system that provides quality education and training for all - young and old, regardless of race, class, or gender - is probably the greatest developmental challenge facing the South African government today. Women (and girls), particularly those of African origin, have been largely excluded from analyses of South African education. This article seeks to address this gap in the literature by examining South Africa's educational progress generally and that of its women specifically, especially African women, along with a discussion of the factors affecting the education of women in South Africa and possibilities for future redress.

Source: Jstor

50. MILLER, B. Paige ; SOORYAMOORTHY, R; ANDERSON, Meredith; PALACKAL, Antony; SHRUM, Wesley (Recommended)

Gender and Science in Developing Areas: Has the Internet Reduced Inequality?

Images

Social Science Quarterly. Vol. 87 Issue 3, Sep. 2006, p. 679-689

Abstract: Objective. This article examines the impact of the Internet on the research careers of female scientists in three developing areas: Ghana, Kenya, and Kerala, India. Most empirical studies of gender and science focus on the developed world, yet theoretical accounts emphasize more extreme differences in developing areas. Limited evidence from Africa and Asia shows gender inequity is restricted to a few key dimensions, broadly related to differences in human and social capital. Specifically, women are less likely to acquire an advanced degree and more likely to experience educational and organizational "localism." Such localism is related to constraints on physical mobility that are widely expected to diminish with the introduction of the Internet. Methods. Using longitudinal data on 1,147 scientists in Ghana, Kenya, and south India, we examine gender differences in human and social capital by conducting a series of t tests and chi-square tests. Results. We show that higher education and Internet access increased dramatically, but localism has not been reduced significantly and may be increasing. Conclusions. This finding casts doubt on the presumption that the removal of communication constraints will soon reduce career differentials resulting from the mobility constraints on women professionals.

Source: Author

51. MORLEY, Louise (Recommended)

Sounds, Silences and Contradictions: Gender Equity in Commonwealth Higher Education
Clare Burton Memorial Lecture 2003, 30 p.

Source: <http://www.atn.edu.au/wexdev/local/docs/burton/clareburton2003.pdf>

52. MORLEY, Louise; DAVID, Miriam

Celebrations and Challenges: Gender in Higher Education

Higher Education Policy. Vol. 22, N^o. 1/2, 2009, 2 p.

Source: <http://www.palgrave-journals.com/hep/journal/v22/n1/pdf/hep200831a.pdf>

53. MORLEY, Louise; GUNAWARDENA, Chandra ; KWESIGA, Joy; LIHAMB, Amandina; ODEJIDE, Abiola; SHACKLETON, Lesley; SORHAINDO, Annik

Gender Equity in Commonwealth Higher Education: An Examination of Sustainable Interventions in Selected Commonwealth Universities

DFID (Department for International Development), Educational Papers, 2006. – 178 p.

(Researching the Issues, No. 65)

Source: <http://www.dfid.gov.uk/pubs/files/Gender-Equity-in-Commonwealth-High-Educ-No-65.pdf>

54. MOSHA, H. J. (Recommended)

The Role of African Universities in National Developments: A Critical Analysis

Higher Education. Vol. 15, No. 1/2, 1986, p. 113-134

Abstract: The role of the university in national development is the subject of much discussion in Africa today. Attention and interest in the role of the university in national development has increased because of continuing concern that universities address problems caused by the technological changes that have affected the political and social-economic order in African society. Failure to cope effectively with such changes has led to a general disenchantment among students, parents, legislators, the client system and the general populace about the quality and relevance of university education today (Group for Human Development in Higher Education, 1984; Gaff et al., 1978; and Stordahl, 1981). Hence all three groups have demanded greater accountability: efficiency in the economic sense in the way universities deliver their programmes, as well as effectiveness in the educational sense (Miller, 1974).

Source: Jstor

55. MAOULIDI, Salma

Gender and ALE in Africa: with specific References to Tanzania

Source: <http://www.icae2.org/files/genderyaleafricasalma.pdf>

56. NGONDO a PITSHANDENGE, Séraphin

L'université congolaise à la croisée des chemins : vers l'extinction du corps professoral de l'Université de Kinshasa

Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 3, N° 2, 2005, p. 101 - 110

Abstract: The shortage of human resources, particularly at the professorial level, and the difficulties of reproducing the professorial corps in African universities are seldom addressed in scholarly and policy debates on the crisis of African universities. This article discusses the problem of maintaining a critical mass of professors at the University of Kinshasa. The author argues that the professorial corps of the leading university of Congo, the University of Kinshasa, is faced with the risk of extinction, due to a high death rate among an ageing scientific and academic staff, the lack of a renewal of the body from below (too few are being promoted to professorships), and persistent brain drain. Moreover, like in other universities of Congo, living conditions at the University of Kinshasa are also extremely poor. Where even the basic minimum requirement for life is lacking, the author further argues, academic freedom is meaningless.

57. NIANG, Abdoulaye

La recherche et ses facteurs de blocage dans les universités francophones d'Afrique: l'expérience des universités sénégalaises

Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 3, N° 1, 2005, p. 77 – 100

Source : http://www.codesria.org/Links/Publications/jhea1_05/niang.pdf

58. OBONDOH, Andiwo

The Politics of Participatory Decision Making in Campus Governance

Accra: Association of African Universities, 2003. - 15 p.

(AAU Research Paper Series; No. 14)

ISBN 9988-58923-9

Source: <http://www.aau.org/studyprogram/pdffiles/obondoh.pdf>

59. ONSONGO, Jane

The Growth of Private Universities in Kenya: Implications for Gender Equity in Higher Education

Journal of Higher Education in Afrique/Revue de l'enseignement supérieur en Afrique. Vol. 5, N° 2/3, 2007, p. 111 -

Abstract: The establishment of private universities in Kenya and Africa is relatively new. At independence (1960s) there were about seven universities on the continent. However, by 2005 there were 85 private and 316 public universities in Africa (Kihara 2005). Kenya is leading in this expansion of private higher education in East Africa with 16 in 2006 compared to three in 1980. This article examines the implications of the growth of private universities on gender equity in higher education in Kenya. The article is based on two studies conducted in Kenya in 2002 and 2004 on the participation of women in university management. These two studies and a survey of literature on student

enrolment in private and public universities reveal that private universities are providing increased opportunities for women to access higher education both as students and staff. Increased opportunities are provided through flexible admission and recruitment criteria, a conducive working environment and the appointment of more women into senior management positions.

Résumé : La création d'universités privées au Kenya et en Afrique est relativement quelque chose de nouveau. Au moment de l'indépendance (1960), il y'avait environ sept universités sur le continent. Cependant, en 2005 il y'avait 85 universités privées et 316 universités publiques en Afrique (Kihara 2005). Le Kenya est à la tête de cette expansion de l'enseignement supérieur privé en Afrique de l'Est avec 16 universités privées en 2006 contre trois en 1980. Cet article examine les implications de la croissance des universités privées sur l'équité des genres dans l'enseignement supérieur au Kenya. L'article est fondé sur deux études menées au Kenya en 2002 et 2004 sur la participation des femmes dans la gestion des universités. Ces deux études ainsi qu'une enquête littéraire sur le nombre d'étudiants inscrits dans les universités privées et publiques montrent que les universités privées offrent aux femmes de plus en plus de possibilités d'accès à l'enseignement supérieur, en tant qu'étudiantes et membres du personnel. Ces possibilités sont offertes à travers des critères flexibles d'admission et de recrutement, un environnement de travail propice et la nomination de plus de femmes à des postes de direction.

60. ONYEIZUGBO, E.U (Recommended)

Effects of Gender, Age, and Education on Assertiveness in a Nigerian Sample.

Images

Psychology of Women Quarterly. Vol. 27 Issue 1, Spring2003, p12-16

Abstract: Two hundred fourteen (214) married persons, 101 men and 113 women aged 20–60, with at least high school education, participated in the study which investigated the effects of gender, age, and educational attainment on assertiveness among married persons in Nigeria. The Assertive Behavior Assessment scale (ABAS; Onyeizugbo, 1998) was used to measure assertiveness. It was hypothesized that persons with higher educational attainment will report more assertiveness than persons with lower educational attainment. Results supported the hypothesis. In addition, interactions between gender and age, and gender and educational attainment were found. Younger men reported more assertiveness than younger women whereas older women reported more assertiveness than older men. Also, women participants of lower educational attainment reported more assertiveness than their men counterparts whereas men of higher educational attainment reported more assertiveness than their women counterparts. Results of this study suggest that women in Nigeria may become more assertive with age. **Source: Author**

61. PROCTOR, Nigel

Government Control of the Curriculum: Some Archive and Recent Evidence

British Educational Research Journal. Vol. 14, No. 2, 1988, p. 155-166

Abstract: The current moves by the Government to establish a National Curriculum will be directed and managed by the civil servants in the Department of Education and Science. Their present deliberations are highly confidential, but the control they exercised over the curriculum in the early decades of this century can be gauged through a study of confidential internal memoranda of the Board of Education in the Public Record Office. Two case studies-of geography in secondary schools, and of geography as an advanced subject-are presented before comparisons are made with the successful campaign to gain recognition for the subject within the Government's National Curriculum.

62. ROOM, G.

Globalisation, social policy and international standard-setting: the case of higher education...

International Journal of Social Welfare. Vol. 9, Issue 2, Apr2000, p. 103

Abstract: Investigates the development and functioning of international social policy standards focusing on the case of higher education. Forms of globalization; Role of political interests and strategies; Importance of international standard-setting procedures; Credibility and status of higher education institutions.

63. RAMIREZ, Francisco O.; WOTIPKA, Christine Min1

Slowly But Surely? The Global Expansion of Women's Participation in Science and Engineering Fields of Study, 1972-92.

Sociology of Education. Vol. 74 Issue 3, Jul2001, p230-251

Abstract: This cross-national study shows that women's enrollments in science and engineering fields in higher education increased between 1972 and 1992 throughout much of the world. This increase was positively influenced by women's level of enrollments in the non science and non engineering fields. This finding suggests a positive spillover effect for women. The level of male enrollments in these fields also had a positive effect, thus suggesting that as fields of study become more open to men, they also become more open to women. These cross-national findings raise questions about the applicability of the persistence of an inequality perspective to women's expanded access to higher education.

64. RONNING, Anne Holden (Recommended)

Les femmes, l'enseignement supérieur et le développement: rapport d'évaluation du projet sexennal de réseaux UNITWIN et chaires Unesco

Paris : UNESCO, juillet 2001. – 53 p.

Source: <http://unesdoc.unesco.org/images/0014/001455/145563f.pdf>

65. ROSS, Alec M.

Two Decades of "Higher Education"

Higher Education. Vol. 23, No. 2, Mar., 1992, p. 99-112

Abstract: The coordinating editor provides a commentary by way of introduction to a complete list of all articles presented in *Higher Education* since its foundation in 1972. Information is supplied on the increases in frequency of publication and on the special issues which have appeared. The list of articles, by author, is supplemented by an index by geographical area, another by subject and an author cross-reference index to identify all authors to multiple-author articles. The article comments upon the changes which have occurred world-wide in higher education in the period under review and invites readers to judge to what extent the journal has achieved its aim of creating an international forum in which problems arising in higher education can be identified, described, analysed and discussed.

Source: Jstor

66. SAFAVI, Farrokh

A Model of Management Education in Africa

The Academy of Management Review. Vol. 6, No. 2, Apr., 1981, p. 319-331

Abstract: Despite abundant natural resources, Africa faces a bleak economic future, owing in large part to its inability to train capable managers. In this article I present a dynamic model of management education in Africa, based on extensive field research. Among the many variables comprised in the model, those of greatest relevance to aid-giving countries are the pre-university educational system, the strong Western influence in management curricula and teaching methods, the lack of facilities for providing practical experience, and the relationship between governments and universities. Knowledge of weaknesses in the system and of differences between the needs of African and Western management should make it possible to develop more effective management education programs in Africa.

Source: Jstor

67. SAINT, William

Higher Education in Ethiopia: The Vision and Its Challenges

Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 3, N° 3, 2004, p. 83 - 113

Abstract: Ethiopia is embarked on a higher education expansion and reform programme of impressive dimensions. Expansion will create new universities, establish three system support agencies, mount new courses, and triple enrolments. Reforms introduce increased institutional autonomy, curriculum revisions, new funding arrangements and student contributions by means of a graduate tax. This article analyses current higher education reform efforts in Ethiopia. It begins by sketching the social context in which higher education is situated and describing the country's higher education system. An assessment of tertiary education financing follows. Management capacities and efficiency in the use of these resources are then discussed, noting the particular challenges posed by HIV/AIDS. Educational quality and relevance are subsequently addressed. Analysis points out potential weaknesses in the reform programme but concludes that enrolment expansion targets are likely to be met. However, the dynamics of expansion may well generate difficulties in maintaining educational quality.

Source: http://www.codesria.org/Links/Publications/jhea3_04/saint.pdf

68. SALMI, Jamil

The Higher Education Crisis in Developing Countries: Issues, Problems, Constraints and Reforms
International Review of Education / Revue Internationale de l'Education. Vol. 38, No. 1, Jan., 1992, p. 19-33

Abstract: This paper looks at the current higher education crisis in developing countries and discusses how problems are analyzed and decisions made in the context of higher education reform. It focuses in particular on discrepancies between objectives and achievements in an attempt to highlight the importance of risk analysis in strategic planning for higher education development. The paper observes that traditional approaches to higher education planning and decision making have failed to build into their development and reform strategies appropriate mechanisms to evaluate risks and deal with uncertainties. Countries have been following three main strategies to minimize the adverse effects of the higher education crisis: the passive risk approach, the positive risk approach, and the diffuse risk approach. Experts have advocated a contingency planning approach to planning for educational projects sponsored by international donor agencies, taking into account the management requirements for a smooth implementation of innovative projects. In the case of higher education reforms, focusing on management variables is important but not sufficient. An impact assessment approach is needed to reflect the challenging nature of higher education reforms which, by essence, confront established practices and vested interests.

Résumé : Le présent article examine la crise que connaît actuellement l'enseignement supérieur dans les pays en développement et étudie la manière dont les problèmes sont analysés et les décisions prises en ce qui concerne la réforme de l'enseignement supérieur. L'accent est mis en particulier sur les différences entre les objectifs fixés et les résultats obtenus afin de mettre en lumière l'importance de l'analyse des risques dans la planification stratégique pour le développement de l'enseignement supérieur. On fait observer dans cet article que les approches traditionnelles de la planification et de la prise de décision en matière d'enseignement supérieur n'ont pas réussi à intégrer dans leurs stratégies de réforme et de développement des mécanismes appropriés pour évaluer les risques et prendre en compte les incertitudes. Les pays suivent trois stratégies majeures pour minimiser les effets nuisibles de la crise de l'enseignement supérieur: l'approche passive, l'approche positive et l'approche diffuse des risques. Les experts plaident en faveur d'une approche de la prise en compte des événements imprévus dans la planification des projets d'éducation financés par les agences donatrices internationales, en tenant compte des exigences de gestion pour une mise en oeuvre souple des projets novateurs. En ce qui concerne les réformes de l'enseignement supérieur, l'accent mis sur les aspects administratifs est important mais insuffisant. Une approche de l'évaluation de l'impact paraît nécessaire pour refléter l'aspect déf: des réformes de l'enseignement supérieur qui, par essence, se heurtent aux pratiques établies et aux intérêts acquis. - **Source:** Jstor

69. SAWYERR, Akilagpa

Challenges Facing African Universities: Selected Issues
African Studies Review. Vol. 47, No. 1, Apr., 2004, p. 1-59

70. SAWYERR, Akilagpa

African Universities and the Challenge of Research Capacity Development
Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 2, N°. 1, 2004, p. 213 - 242

Abstract: Critical for Africa's future is strengthening indigenous educational systems and institutions for generating and applying knowledge by assuring long-term public support with emphasis on research capacity. In addition to individual skills developed in research work, research capacity includes: quality of the research environment, funding, adequate infrastructure, research incentives, time available to the researcher, etc. In most African countries, conditions for research have been severely compromised as manifest by the generally poor remuneration, heavy teaching loads, inability to mentor young faculty, and inadequate infrastructure. While the adequacy of public funding is a crucial condition, there are a number of concrete programmatic initiatives that could be taken by the higher education and research institutions themselves. These include strengthening graduate study, improvements in the management of research, provision of a "soft landing" for young faculty, identification and concentration on "areas of strength," and pooling resources with other institutions. Special initiatives aimed at individual research capacity development include the Study Programme for Higher Education Management of the Association of African Universities (AAU); the Working Groups and Institutes of the Council for the Development of Social Science Research in Africa (CODESRIA); and the work of the National Mathematics Centre of Nigeria.

Source: http://www.codesria.org/Links/Publications/jhea1_04/sawyerr.pdf

71. SHERMAN, Mary Antoinette Brown

The University in Modern Africa: Toward the Twenty-First Century
The Journal of Higher Education. Vol. 61, No. 4, Jul. - Aug., 1990, p. 363-385

72. Sociology Curriculum: Old Problems, New Approaches

Economic and Political Weekly. Vol. 36, No. 17, Apr. 28 - May 4, 2001, p. 1382-1385

73. STRACHAN, Glenda; WHITEHOUSE, Gillian; PEETZ, David; BAILEY, Janis; BROADBENT, Kaye

Gender Equity in Universities: Should we be Worried?. - 11 p.

Source: http://www98.griffith.edu.au/dspace/bitstream/10072/20612/1/50648_1.pdf

74. STROMQUIST, Nelly P. (Recommended)

Gender Inequality in Education: Accounting for Women's Subordination

British Journal of Sociology of Education. Vol. 11, No. 2, 1990, p. 137-153

Abstract: This article is an attempt to apply a systematic use of theory to gender inequalities in education. It expands on the tenets of liberal, radical, and socialist feminist perspectives to account for differential gender outcomes in terms of educational access, attainment, and field of study choices. The State emerges as a key actor regulating and promoting educational processes and outcomes, and the perspective that most accurately captures the State's practices is socialist feminism. There has been a recent convergence in feminist thought toward the meshing of ideological and material elements in the explanation of women's subordination, bringing closer than ever the radical and socialist feminist perspectives. These perspectives detect severe limits in the State's ability to improve women's conditions while groups outside the State, particularly women-run organizations, are identified as the most likely sources of significant educational change and thus social change, in the interests of women.

Source: Jstor

75. STROMQUIST, Nelly P. (Recommended)

Policies and Practices on a Slippery Terrain: Lessons from Latin America and Africa in Educational Gender Equity

Paper presented at the International Meeting on "Gender Equity Education" (Taipei, Taiwan, May 13-15, 1999)

Source: http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/ea/b3.pdf

76. SUBBARAO, K.; RANEY, Laura; DUNDAR, Halil; HAWORTH, Jennifer

Women in Higher Education: Progress, Constraints, and Promising Initiatives

New York : World Bank, 1994. – 81 p.

77. SUDARKASA, Niara (Recommended)

Sex Roles, Education, and Development in Africa

Anthropology & Education Quarterly. Vol. 13, No. 3, Autumn, 1982, p. 279-289

Abstract: This paper provides a general discussion of the effects of colonial rule on patterns of indigenous African education, division of labor, and social stratification. It explores changing patterns of sex roles and occupational structures giving special attention to the changing position of women.

Source: Jstor

78. SUTHERLAND, Margaret B.

Gender Equity in Success at School

International Review of Education / Revue Internationale de l'Education. Vol. 45, No. 5/6, Nov., 1999, p. 431-443

Abstract: Gender equity in education is seen as a logical consequence of recognising education as a basic human right. Concern is now being expressed in various countries about the relative lack of success of boys in school work. Reasons given for this situation are discussed. But in other countries, concern remains about the relative disadvantages of girls in school education. Reasons for this situation also are discussed. From these discussions certain common factors emerge: the importance of the employment situation, the attitudes of teachers, social pressures. It is asserted that there is a need for comparative studies to indicate whether gender equity in education is being achieved, and to investigate what factors may be impeding its success.

Résumé : L'égalité des sexes dans l'éducation est tenue pour une conséquence logique de la reconnaissance de l'éducation aux droits fondamentaux de la personne. Divers pays expriment maintenant leur souci quant au manque relatif de réussite des garçons dans le travail scolaire. L'article analyse les raisons de cette situation. Dans d'autres pays, la préoccupation porte encore sur le désavantage relatif des filles dans l'éducation scolaire, et les causes de ce phénomène sont également étudiées. Il déduit de ces analyses plusieurs facteurs communs: l'importance de la situation de l'emploi, les comportements du corps enseignant et les pressions sociales. L'auteure souligne le besoin d'études comparatives pour établir si l'égalité des sexes est en cours de réalisation dans l'éducation, et détecter les facteurs susceptibles d'entraver sa progression.

79. SUTHERLAND, Margaret B. (Recommended)

Women in Higher Education: Effects of Crises and Change
Higher Education. Vol. 17, No. 5, 1988, p. 479-490

Abstract. This article focuses on the effect of economic crisis on women in higher education in Europe, Australia, the United States and Japan. It looks at women's access to higher education as students, women's choice of subjects, the employment prospects of women who have earned university degrees, and women as teachers in higher education. The data suggest that as societies face fiscal crisis, greater emphasis has been placed on articulation between universities and the job market, there has been a tendency to increase fees and decrease student loan possibilities, and universities have curtailed hiring. This has meant that the trends toward equalization which characterized the past two decades are in some jeopardy.

Source: Jstor

80. TAYLOR, George E.

The Leadership of the Universities
Annals of the American Academy of Political and Social Science. Vol. 356, Nov., 1964, p. 1-11

Abstract: University initiative in the development of non-Western studies stemmed from a scholarly conviction that long term academic neglect must be overcome, reinforced by the external challenges of World War II. Even before substantial aid was forthcoming from foundations and the federal government, the academic world had taken basic steps to incorporate the non-Western world within its purview. This was done, often with foundation help, largely under the auspices of the Social Science Research Council and the American Council of Learned Societies. When direct outside assistance came, it left to the universities the fundamental task of evolving appropriate instructional and research procedures. More especially, it left to them the maintenance of scholarly standards. The major challenge confronting non-Western studies today is to be able to develop fruitful interaction with the theoretical aspects of the various disciplines, simultaneously with the introduction of non-Western subject matter into the undergraduate curriculum.

Source: Jstor

81. TEFERRA, Damtew; ALTBACH, Philip G.

African Higher Education: Challenges for the 21st Century
Higher Education. Vol. 47, No. 1, Jan., 2004, p. 21-50

Abstract. African higher education, at the beginning of the new millennium, faces unprecedented challenges. Not only is the demand for access unstoppable, especially in the context of Africa's traditionally low postsecondary attendance levels, but higher education is recognized as a key force for modernization and development. Africa's academic institutions face obstacles in providing the education, research, and service needed if the continent is to advance. Generalizing about a continent as large and diverse as Africa is difficult. Yet there are some common elements - and there are certainly some common challenges. In our discussion, we are not generally optimistic either in analyzing the current reality in much of Africa or in pointing to future prospects. The fact is that African universities

currently function in very difficult circumstances, both in terms of the social, economic, and political problems facing the continent and in the context of globalization, and the road to future success will not be an easy one. Based on Africa-wide research, this article discusses such topics as access to higher education, the challenges of funding, the growing role of private higher education institutions in Africa, governance and autonomy, management challenges, gender (including the access of women to higher education and the problems faced by women students and academic staff), the role of research and the problems of scholarly communication, language issues, and the brain drain. These issues are at the heart of Africa's future academic development. Keywords: academic freedom, access, Africa, brain drain, funding and finance, gender, language, private higher education, student activism.

Source: jstor

82. TJELDVOLL, Arild; WELLE-STRAND, Anne; BENTO, Fabio

The Complex Relations between University, Society and State: The Ethiopian Predicament in Establishing a Service University

Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique. Vol. 3, N° 1, 2005, p. 51 - 75

Abstract: The Ethiopian predicament in establishing a service university is a function of several mismatches between university, society and state: (a) between society's mainly low-tech agricultural production and the university's production of academics; (b) between the state's need for investment finances in new economic activities and the lack thereof; (c) between the state and the university in terms of proper governance and how organisational changes in higher education should be made; and (d) different opinions between state and university about the proper balance between individual academic freedom, institutional autonomy and accountability to society and state. Turning mismatches into constructive national development suggests that the government should attract foreign capital for new production activities, under the specific condition that the foreigners should simultaneously invest a certain percentage in the country's higher education development. An important structural change would be to establish a dynamic and competent decision-making body at government level for science, technology and competence production. Donor countries and agencies ought to be encouraged to support Ethiopian development projects where research, tertiary-level training and business projects can work in an integrated fashion and where the Ethiopian 'surplus' academic workforce power could be applied abroad.

Source: http://www.codesria.org/Links/Publications/jhea1_05/tjeldvoll.pdf

83. UNESCO, Paris (Recommended)

Women and Management in Higher Education: A Good Practice Handbook

Follow-up to the World Conference on Higher Education, Paris 5-9 October 1998

Paris: UNESCO, 1998. -

Source : http://unesdoc.unesco.org/images/0012/001267/126751e.pdf#xml=http://ulis1.unesco.org/cgi-bin/ulis.pl?database=ged&set=3DAD5C00_13&hits_rec=1&hits_lng=eng

84. UNESCO, Paris (Recommended)

Gender and Higher Education - A Sea Change: Report on the Debate entitled Women in Higher Education: Issues and Perspectives

Held at the World Conference on Higher Education, 1999

Paris: Swedish International Development Cooperation Agency

Source: <http://unesdoc.unesco.org/images/0011/001163/116349eo.pdf>

85. UNESCO, Paris (Recommended)

Conférence Mondiale sur L'enseignement supérieur. L'enseignement supérieur au XXIe siècle : Vision et actions

UNESCO, Paris, 5-9 octobre 1998.- 97 p.

Débat thématique : Femmes et enseignement supérieur : questions et perspectives

(File name: Femmes.pdf)

Source : http://portal.unesco.org/education/fr/ev.php-URL_ID=12339&URL_DO=DO_TOPIC&URL_SECTION=201.html

86. UNTERHALTER, Elaine

Globalisation, Gender and Curriculum 2005
Agenda. No. 41, 1999, p. 26-31

87. VERDIANA, Masanja, et al.

Forum for African Women Educationalists
Female Participation in African Universities: Issues of Concern and Possible Action
Nairobi: FAWE, 2001

Source: <http://ahero.uwc.ac.za/index.php?module=cshe&action=downloadfile&fileid=81806115511876834553483>

88. WAGHID, Yusef

Knowledge Production and Higher Education Transformation in South Africa: Towards Reflexivity in University Teaching, Research and Community Service
Higher Education. Vol. 43, No. 4, Jun., 2002, p. 457-488

Abstract: The central question this article addresses is whether the emergent shift in knowledge production can transform higher education in South Africa to the extent that it becomes socially more relevant. It is my contention that higher education transformation in South Africa can become socially more relevant if guided by the idea of a reflexive praxis which allows for the integration of "Mode 1" and "Mode 2" forms of knowledge production. I argue that Mode 1 or disciplinary knowledge should be supplemented by Mode 2 socially distributed knowledge which would cause academics to engender community service which integrates their research at universities and its application in the broader community. In other words, a reflexive praxis needs to be charted out on the part of academics which would not cause their service to be disengaged from the real problems in society, but rather, opens up possibilities for greater social relevance - a matter of "Mode 2" supplementing "Mode 1".

Source: Jstor

89. WALKER, Melanie

Women in the Academy: ambiguity and complexity in a South African university.
Gender & Education. Vol. 9, Issue 3, Sep. 97, p. 365-381

Abstract: This article explores the experiences of a group of women on two senior academic committees at the University of the Western Cape, in order to understand how practices in such committees contribute to the exclusion and marginalisation of women, and particular constructions of subjectivity. The broader university context, its history and current ranking of academic women and men, black and white, provides a contextual frame for the narrower focus. Experience is not seen to 'speak' for itself, even where narrative 'episodes' attempt to portray what it must be like to 'be there'. Thus, post-structuralist insights reveal women's contestation as well as accommodation of relations of domination so that the account is studded through with moments in which this group of academic women are powerful as well as powerless, speaking as well as silent, struggling against/with inner voices and outdated cultural scripts.

Source: Author

90. WYROD, Robert

Between Women's Rights and Men's Authority Masculinity and Shifting Discourses of Gender Difference in Urban Uganda
Gender & Society. Vol. 22, No. 6, 2008, p. 799-823

Abstract: Across the African continent, women's rights have become integral to international declarations, regional treaties, national legislation, and grassroots activism. Yet there is little research on how African men have understood these shifts and how African masculinities are implicated in such changes. Drawing on a year of ethnographic research in the Ugandan capital Kampala, this article investigates how ordinary men and women in Uganda understand women's rights and how their attitudes are tied to local conceptions of masculinity. The author argues that a new configuration of gender relations is evident in urban Uganda—one that accommodates some aspects of women's rights while retaining previous notions of innate male authority. This article therefore illustrates the complex and often contradictory engagements with human rights that occur in local contexts and how such engagements are shaped by—and are shaping—gender relations, including conceptions of masculinity.

91. ZELEZA, Paul Tiyambe

African Universities and Globalisation

Source: <http://www.feministafrica.org/index.php/african-universities-and-globalisation>

III – GENDER AND HIGHER EDUCATION ORGANIZATIONS LE GENRE ET LES INSTITUTIONS DE L'ENSEIGNEMENT SUPERIEUR

1. African Gender Institute

Source: <http://web.uct.ac.za/org/agi/pubs/research.htm>

2. Association for Gender Equity Leadership in Education

The mission of the Association for Gender Equity Leadership in Education (AGELE) is to provide leadership in the identification and infusion of gender equity in all educational programs and processes, and within parallel equity concerns, including, but not limited to, age, disability, ethnicity, national origin, race, religion, sexual orientation and socio-economic status.

Source: <http://www.agele.org/index.cfm?secid=13316&ssecid=0>

3. Association of African Universities / Association des Universités africaines

The Association of African Universities (AAU) is the apex organization and forum for consultation, exchange of information and co-operation among institutions of higher education in Africa.

Headquartered in Accra, Ghana, AAU provides a platform for research, reflection, consultation, debates, co-operation and collaboration on issues pertaining to higher education. It has provided a range of services to its members and served African higher education in a variety of ways. It has established and increased its role in the five sub-regions of Africa and is thus able, at reasonable notice, to assemble teams of experts in relevant fields from the sub-regions. The Association possesses a unique capacity to convene higher education institutional leaders and policy-makers from all parts of the continent and on key issues related to African higher education and development. In addition, the Association provides leadership in the identification of emerging issues and support for debating them and facilitating appropriate follow-up action by its members, partners and other stakeholders.

Source : <http://www.aau.org/>

4. Association of African Women Scholars

<http://www.iupui.edu/~aaws/>

5. Forum for African Women Educationalists

The Forum for African Women Educationalists (FAWE) is a membership organization that brings together African women ministers in charge of national education systems, female university vice-chancellors, and other senior women policy makers in education in Africa. FAWE activities span the educational spectrum—from primary school through university. A full list of FAWE reports will be found on its Web site, including the full text of several of them. There is a separate section on FAWE research on higher education. In addition, FAWE serves as the East Africa Secretariat for the Ford Foundation's International Fellowship Program.

Source: <http://www.fawe.org/>

6. National Coalition for Women and Girls in Education

The National Coalition for Women and Girls in Education (NCWGE) is dedicated to improving educational opportunities for girls and women. It provides leadership in and advocate for the development of national education policies that benefit all women and girls. The website provides information on NCWGE's coalition, current activities, updates on relevant federal education legislation, useful resources, and NCWGE publications.

Source: www.ncwge.org

7. UNESCO Portal for Higher Education Institutions

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has established an online Portal on Higher Education Institutions. The Portal provides access to: higher education institutions sanctioned either by government or other competent authorities and general information about higher education, accreditation, quality assurance and related subjects in various countries. It is an entry point to each country's institutions and information, and not a centralized database or international "list."

Currently, information can be accessed on the following countries: Argentina, Australia, Canada, China, Egypt, Jamaica, Japan, Kenya, Malaysia, Nigeria, Norway, United Kingdom, and the United States of America. In the next stage of the project, the number of countries covered will be expanded.

Source: www.unesco.org/education/portal/hed-institutions.

8. Women in Higher Education

Women in Higher Education is a monthly practitioner's news journal, designed to help smart women on campus get wise about how gender affects their being successful in the male-dominated world of higher education. Its goals are to enlighten, encourage, empower and enrage women on campus. By sharing problems and solutions, women can learn to talk back, refuse to accept blame and quit taking guff from people who are less enlightened.

Source: [http://www.wihe.com/\\$spindb.query.indexmain.wihe](http://www.wihe.com/$spindb.query.indexmain.wihe)

IV – JOURNALS / REVUES

1. Affilia: Journal of Women and Social Work

Source: <http://affiliajournal.org/>

2. European Journal of Women's Studies

Source: <http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200932>

3. Feminist Africa

Source: <http://www.feministafrica.org/>

4. Gender and Society

Source: <http://gas.sagepub.com/>

5. Gender and Development

Source: <http://www.tandf.co.uk/journals/titles/13552074.asp>

6. Journal of Gender Studies

Source: <http://www.tandf.co.uk/journals/titles/09589236.asp>

7. Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique

Source : http://www.codesria.org/Links/Publications/Journals/higher_education.htm

8. Women in Action

Source: http://www.isiswomen.org/index.php?option=com_content&task=view&id=1127&Itemid=200

9. Women's Studies International Forum

Source: http://www.elsevier.com/wps/find/journaldescription.cws_home/361/description#description