NEW VARIATIONS ON THE AFRICAN DEVELOPMENT UNIVERSITY:

THE UDS EXPERIENCE WITH DEVELOPING AN ALTERNATIVE APPROACH TO TERTIARY EDUCATION

by

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INTRODUCTION

This paper seeks to contribute to the conference training goals by sharing insights gained by the University for Development Studies’ experience with developing an alternative approach to tertiary education.

The University for Development Studies was established in 1992 by the Government of Ghana in reaction to what the foundation University Registrar referred to as “the new thinking in higher education which emphasizes the need for universities to play a more active role in addressing problems of the society, particularly in the rural areas”. (Effah, 1998).

The ontogeny of this “new thinking” dates back to 1960s. In 1973 the Association of African Universities, at its Accra workshop on creating the African University, lamented the fact “that the African universities had not so far identified themselves with the realities of the predominantly rural society” (Effah, 2002). In Ghana, the 1980s saw the emergence of overt public criticism of the universities for being out of touch with the development realities of the country. Inspired by the revolutionary tenets of the national political leadership of the time, Ghanaians subjected their public institutions to sharp scrutiny as to their relevance to the myriad challenges facing the society. Universities were perceived to be elitist and/or neocolonialist centres of privilege, far removed from the national effort to find solutions to the problems of development.

It was in this milieu, after decades of debate, that a national consensus was finally arrived at on the desirability of establishing a University in the northern part of the country. It is not surprising therefore, that the Government of Ghana seized the opportunity to make an important political and social statement concerning the role of the African University.

The legislative instrument establishing the University for Development Studies expressly enjoined it, in Section 2:

“…… to blend the academic world with that of the community in order to provide constructive interaction between the two for the total development of Northern Ghana in particular and the country as a whole”.

Other provisions of that law demarcate the institution’s fields of emphasis to include agricultural sciences, medical and health sciences, and integrated development studies; and also enjoin the University to embark on research and offer practical training in the subjects it teaches and to rely on material available in the north of Ghana in particular and the country as a whole.
DISTINGUISHING FEATURES OF UDS

The University for Development Studies is thus the only University in Ghana devoted solely to development research and training. The University for Development Studies was the only university in Ghana to be enjoined by its founding law to break with tradition and to proactively become innovative in what it does.

The law which established UDS made it a multi-campus institution geographically located throughout the northern part of Ghana: this is opposed to the traditional method of locating a University in one campus in a major metropolitan area. The campuses of UDS are located at Nyankpala, Tamale, Navrongo and Wa. A fifth campus is expected to be in Kintampo in the Brong Ahafo Region. From the geographical spread, it is clear that the laboratory of the University for Development Studies is wide and environmentally diverse.

In summary, what distinguishes UDS from the traditional African University can be summed up as:

- its location, i.e mainly rural Northern Ghana
- its multi campus nature: its campuses are spread out and are thus close to relatively large parts of poor areas
- the pro-poor philosophy of its vision
- its Third Trimester Field Practical Programme, which ensures that students and staff work closely with disadvantaged people in their communities as an integrated part of the curriculum
- an innovative admissions policy aimed at addressing gender unbalance and general equity of access to tertiary education
- it has a curriculum and pedagogical style which is the envy of other actors in the development training area.

THE CONSTITUENCY OF THE UNIVERSITY FOR DEVELOPMENT STUDIES

To situate the University for Development Studies (UDS) within northern Ghana and bring to the fore the various challenges she is confronted with, there is the need to provide a background to northern Ghana. This background information also highlights in a way the special nature and challenges for higher learning and the need for flexibility and innovativeness in what we are doing and intend to do at UDS.

The University has a "catchment area" that covers what is traditionally called Northern Ghana (Northern Region, Upper East Region and Upper West Region) as well as the Brong Ahafo Region which is further south. Northern Ghana, (that is Northern, Upper East and Upper West Regions) covers an area of 97,702 square kilometres, about 41 percent of the land area of Ghana and population densities ranging from as low as 26 persons per square kilometre to as high as over 250 persons per square kilometre. There are areas all over the three northern regions where population pressure is a serious problem; and this poses problems with regard to natural resources use and conservation. It is generally believed that there has been very significant deterioration and degradation of natural resources in northern Ghana due to population pressure, poverty and other factors leading to over-use and over-exploitation of the natural resources. There is therefore a need for natural resource conservation measures in the savannas of West Africa. Several NGOs in northern Ghana, particularly, the Association of Church Development Projects group and the TRAX Programme Support have shown clearly that there are significant yield increases if simple land conservation measures such as crop residue management, composting, stone bunding, cover cropping, and others are undertaken by farmers.
The three regions of that comprise Northern Ghana have been noted to be the poorest, both in absolute and relative terms, in Ghana using various indices of measurement. (See for example, Ewusi, 1976; Asenso-Okyere et, al 1993; GDHS, 1994; GLSS, 1996, GDHS, 1999). While poverty in other parts of Ghana decreased slightly as a result of the economic recovery programme (ERP) of the 1980s, poverty increased in Northern Ghana during the same period. Cross sectional surveys in several parts of Northern Ghana indicate that seasonal hunger, an indicator of poverty, exists in all communities surveyed (Dittoh and Ankomah, 1997; Dittoh et, al 1998). Also, malnutrition in children, which is generally accepted as a good composite indicator of poverty, is relatively high in northern Ghana. While stunting in children in 1999 was 25.9% for Ghana on the average, it was 34.6%, 35.9% and 39.6% for Upper West, Upper East and Northern Regions respectively. Most of the poor in Northern Ghana are in the hard-core category, and that gets worse in drought years.

There are serious gender disparities in northern Ghana. Not only do women form a very large proposition of the hard-core poor, they are the least educated and most of them are employed on family lands as “farm hands”. According to the Ghana Statistical Services (1995), the highest illiteracy levels in Ghana are found in Northern Ghana for both males and females and female illiteracy levels are far higher than that of males.

EDUCATIONAL PHILOSOPHY OF UDS

The University’s Strategic Plan (Draft) captures the University’s educational philosophy in a vision statement. The vision of UDS is:

“To be the home of world-class pro-poor scholarship”

The Draft Strategic Plan is the result of a very wide consultative process, a process which was itself unique in the country’s universities.

Pro-poor scholarship is used here to denote knowledge for empowerment, to wit knowledge which can be used as an instrument of access to economic opportunity, political participation, educational development and social mobilization. This philosophy translates itself at UDS into a pedagogical style that emphasizes practically-oriented, community-based, problem-solving, gender sensitive and interactive learning. The institution is thus set to address deep-seated socio-economic imbalances in the Ghanaian (and indeed West African) society through well-focused education, research and service.

An important off-shoot of this pro-poor scholarship has been the institutionalization of its unique Third Trimester Field Practical Programme (TTFPP), about which more will be said later.

The University by its mandate and its methodology of teaching, research and extension so far indicates that its programmes have a poverty focus. Pro-poor focus in teaching, learning and practically oriented research into how poverty can be alleviated is key to Ghana’s development efforts. The curricula of the Faculties of UDS emphasize community entry, community dialogue, extension and practical tools of inquiry. Students are required to continually discuss the importance of indigenous (local) knowledge and how that knowledge can be effectively combined with “scientific knowledge”. Participatory rural appraisal (PRA), participatory technology development (PTD) and behaviour change communication methodologies are incorporated in appropriate places in the various curricula to ensure that students appreciate that the poor need to be partners in attempts to reduce or eradicate poverty.

Developing our educational philosophy further in respect of our School of Medicine and Health Sciences, the Kofinti Committee (Kofinti, 1994) stated that:
“The setting up of the School of Medicine and Health Sciences aims at creating an educational institution with certain specific goals, giving it a uniqueness which distinguishes it from the two older sister institutions:

1. A problem-based, student-centred educational system;
2. A community-based training programme;
3. An integrated programme involving degree and diploma courses; and including the training of medical as well as allied health professionals.’’

This School is designed to give its students and graduates adequate exposure to the health problems of the communities they are expected to serve. This should provide a basis for a deeper understanding and research of health issues.

In keeping with this pedagogical philosophy, the curriculum of the University’s School of Medicine and Health Sciences is grounded in the PBL-SPICES approach to medical education. Using the Problem Based Learning (PBL) approach, all instruction is organized so as to achieve the primary objective namely community-based and community oriented, student-centred and teacher-independent. This summed up by the acronym SPICES:

S - Student centred
P - Problem solving
I - Integrated approach
C - Community based and oriented
E - Electives (ibid)
S - Service to the community

This underscores the fact that UDS is developing a model of socio-economic transformation driven by the needs of society, a model and which, we believe, will be an example to both old and new institutions for higher learning. By “transformation” here we mean a paradigm shift in higher education provision towards greater relevance to society’s needs. We are already noticing the influences of the UDS model in the older Universities in Ghana. For example, more emphasis is now being placed on development studies in those institutions. Also as a result of very positive comments by staff of non-governmental organizations (NGOs) and other development agencies on the products of UDS, students in other Universities are agitating for more practical orientation of their courses.

THE SUCCESS STORY OF UDS

Some of the success stories of UDS are intangibles. These include its sheer survival in the face of lack of enthusiasm from the established universities and the leadership of professional bodies which had difficulty coming to terms with the radical innovations that UDS was pursuing. In addition, staff who were trained in traditional universities had initial misgivings about the thrust of UDS’ academic journey. Even the student body embarked on strike action in 1997 in an unsuccessful attempt to compel the University leadership to abandon its integrated approach in favour of “traditional” degree programmes!! In very inclement and under-resourced infrastructural environments – and with no substantial relief in sight - it is almost a miracle that staff and student morale has survived the past ten years.

One is nevertheless able to report some remarkable success stories. I concentrate on our gender equity/admissions policies and our Third Trimester Field Practical Programme which sets us apart from other higher education providers in our country (and, possibly, the West African sub-region).
UDS: GENDER EQUITY/MAINSTREAMING AND SOCIO-ECONOMIC EQUITY

At UDS, we believe in Amartya Sen’s observation that “… traditional inequalities, such as unequal treatment of women in sexist societies, often survive by making the respective identities, which may include subservient roles of the traditional underdog, matters for unquestioning acceptance, rather than reflective examination. But the unquestioned presumptions are merely unquestioned – not unquestionable." (emphasis added) (Sen, 1998)

“The term ‘gender’ as used here refers to the social constructs that greatly influence our behaviour and interactions. When we speak of gender roles, those are roles linked to sex and sexual stereotypes that are largely determined by the culture and society in which each of us lives. ‘Gender’ is not (and should not be used as) equivalent to ‘female’ or a euphemism for ‘sex’. It is quite appropriate to seek both equality between men and women and gender equality, with the latter implying roles that may well be different but are equal in status and social esteem. There will always be social and institutional constructs around what is male and female, but they need not be unequal in value. Such inequality is usually but not always to the detriment of women - which reinforces the argument for gender analysis alongside legitimate feminist enquiry”. (Loufti, 2001)

It is in this context that UDS has adopted a holistic policy on gender mainstreaming. The University is committed to addressing the issues of gender equity and mainstreaming, especially in relation to empowerment and poverty reduction. In Ghana, and particularly in Northern Ghana, gender and poverty have been intricately and inextricably linked. Our admission policy in relation to gender is informed by findings, supported by research, that education is one of the ways through which poverty can be reduced. Perpetual poverty is nurtured by perpetual lack of access to education. We are encouraging female enrolment through an admission policy that allows more qualified female applicants to gain admission into our academic programmes.

The University for Development Studies has adopted radical and holistic strategies in addressing the issues of access and equity, beyond the narrow confinement of these issues to overall expansions in enrolment. Two strategies have been initiated to address gender equity and enhance access of students from less well-endowed backgrounds, schools and environments.

In order to promote gender equity in the enrolment for all programmes of the university, especially the sciences, the UDS admitted all female applicants who met the basic entry requirements in 2002/2003 academic session. By this decision, female enrolment has increased dramatically for all programmes in the 2002-2003 academic year, with (for instance) female enrolment in the School of Medicine and Health Sciences increasing by more than 250% over the 2001 – 2002 figure. The illustration below indicates the growth of female admission into the University seen its establishment. It shows that the percentage of female enrolments was 12% in 1997/98 rising to 29% in 2002/2003.
An explicit purpose and corresponding mandate of the UDS is to bring University education closer to the four regions of Northern Ghana, where educational opportunities and facilities are generally poor, and the chances of students from those parts being admitted (on the basis of simple aggregate score criteria) to the older, more established universities, extremely limited. Yet, since its inception, our University pursued a more orthodox admission policy, relying on the simple aggregate criteria for admitting all students. The result has been that, candidates who are not able to meet the highly competitive admission requirements in the older universities, wind up selecting UDS as their last resort; and, to make matters worse, it is these who obtain admissions ahead of some of the best students from the 4 regions, but whose grades tend to be a poor reflection of the status of their schools. The new policy for admissions into UDS in the coming years is designed to enhance access of students from less endowed secondary schools across Ghana, especially those from Northern Ghana. According to this proposal, all candidates who meet the basic entry requirements for admission into UDS will be ranked according to their position in their schools of origin. By this system, students from similar schools would compete in their cluster, and the best (top 5%, 10%, or as the case may be) in each cluster of schools would be admitted. Even as I write this policy is being implemented in our current admissions process. We are, however, unable to convey results now because the process is not yet completed.

When combined with its gender equity measures, the UDS is poised to address critical questions of equity and access, separating these from the traditional pre-occupation with physical and financial means to increase enrolment.

**UDS AND THIRD TRIMESTER FIELD PRACTICAL PROGRAMME**

The University for Development Studies (UDS) has a mandate to undertake University training, research and extension in an integrated and functional way with the main purpose of making tertiary education and research become directly relevant to communities, especially those in the rural areas. The experience of UDS in trying to actualize the mandate is that there is need for a strong marriage between indigenous knowledge of the people and scientific knowledge in all areas. Indeed the most feasible and sustainable way of tackling underdevelopment and poverty is to start from what the people know and understand, that
is indigenous knowledge, and “rub-in” scientific knowledge. It is in doing so, that one recognizes the extent to which indigenous knowledge is scientific. If that concept can be institutionalized from the very onset in the training of young scientists and professionals, it is a sure way of ensuring changes in perceptions and attitudes with regards to development. That is what the Third Trimester Field Practical Programme (TTFPP) of UDS aims to do.

The University’s academic calendar is divided into three trimesters and the third trimester of eight weeks (and that can be increased if found necessary) is devoted exclusively to field work. All students in all the Faculties are required to live and work within rural community settings. The students, with guidance from their Faculty, identify development challenges, goals and opportunities with the people and design ways of working towards those goals and aspirations with the people. With the TTFPP, students accumulate nearly a year of field practice, sandwiched into their 4-year degree programme.

Thus during the third trimester, all Year 1 students are, for example, expected to be distributed to selected districts after a one week orientation as to what they are to do in the field. At the district level, the students are again distributed to selected communities. The programme for each year level is so structured that the same group of students work in the same district and possibly in the same community for all the four third trimesters. They are expected to work in groups at all times and to come up with courses of actions for the communities and districts and to assist them to implement those actions.

The programme involves almost all stakeholders in the development arena of the various communities. The University liaises with governmental and non-governmental agencies and organizations in the various communities and works together with them and with the people in the communities so that there is synergy and shared learning by all involved in the development efforts in the localities.

With adequate resources, there is no doubt that the impact of the TTFPP on rural people, including rural women and their girl-children as well as on students and staff of the University and the nation as a whole will be phenomenal.

The mandate, vision and mission of the University for Development Studies enjoins it to work closely with communities and grassroots institutions to ensure that poverty alleviation measures are worked in a participatory problem-solving manner. That means both staff and students must be able to interact intimately with community members to identify with them their problems and again with them proffer solutions. It is the TTFPP that ensures that this is achieved.

Many governmental and non-governmental organizations undertake development work in various parts of northern Ghana. The fieldwork of the students reinforces the work of most of these people. The field exposure helps them to build up ideas about development and helps them to practically see what is taught in the classroom or read in books.

The TTFPP is another practical way in which the UDS is addressing issues related to gender mainstreaming. When development workers, researchers or students pay brief one or two-day visits to communities, they hardly get the opportunity to interact with anybody except household heads who are usually males. Even if one succeeds in meeting with those who are not heads of households, these will usually be males. When students go and stay in the communities for several weeks, the level of interaction with all the people in the village is heightened. There is gender and generational interactions and all male and female community members as well as male and female students benefit.

In effect, the flagship achievement of the University is the fact that it has successfully blended its academic programmes with intensive, practical, community-based training. A whole trimester, the third trimester, is devoted solely to practical fieldwork in the local communities. Students of a given year group
identify a specific district, and in smaller groups live in the communities and interact with the people during each third trimester for a period of three years. This three year intensive engagement is an iterative process that introduces the student to community studies in the first year. In the second year, the students, together with the communities, identify the development problems and challenges in their respective communities; and on that basis work together with the community members to formulate specific interventions in the third. By working continuously in small groups in a specific community for three years, students not only gain a better understanding of the complex nature of community development problems but also develop favourable attitudes towards working with rural communities. The fact that the majority of the UDS graduates are currently working in rural communities is a testimony of the impact of this innovative training approach.

The experience gained over the years is continually used to enrich the content of the programme to enhance its relevance and quality. It is gratifying to note that in this current 2002/2003 academic year, the University has embarked on an integrated approach to the field practical training. This development entails the combination of students from the three faculties and one School i.e. Agriculture, Integrated Development Studies; Applied Sciences and the School of Medicine and health Sciences. This integrated approach is informed by the growing need for a holistic approach to the solution of the congerie of development problems that plague the deprived communities, which UDS has positioned itself to serve.

**GRADING OF TTFPP**

During the third trimester field practical training programme, students are assessed at all the levels or phases of the programme –Orientation, Field Site, Seminars/Workshops And Written Reports. This ensures the effective participation of all students in the programme.

**Orientation**

This aims at introducing students to what they are expected to accomplish on the field and includes workshops/lectures on the application of appropriate research techniques for data collection and use. Students are taken through community entry techniques and protocols and on how to interact with communities, keeping in mind the different ethnic characteristics as they work in communities. This builds confidence in both the students and the communities. The orientation also includes lectures on safety precautions. Assessing students’ participation in the orientation compels students to be punctual and responsive to the training. At present the orientation phase lasts one week. The orientation phase is assigned 10 percentage points. First year students are given orientation on the campus nearest to the region in which they would go for field placement. Second and third year students are taken through the necessary orientation during the second trimester on their respective campuses.

**Field Site**

Under this phase, students are sent to communities in groups to undertake their field practical training programme. Each student is expected to keep a field notebook to record his/her daily activities, which is countersigned by a field Coordinator (Supervisor) or a community-based immediate supervisors at the end of each day. These field notebooks are collected at the end of students’ stay in the communities and assessed by the Supervisors. The field notebooks are assigned 15 percentage points. As part of the assessment, the immediate supervisors of the students, who are largely community-based, complete and submit pre-designed Field Evaluation Forms on each student. This is assigned 15 percentage points. The physical presence of students on the field (Community entry) throughout the field work, which includes effective participation in field activities, also attracts 10 percentage points.
Seminars/Workshops

This phase comprises the presentation of seminars/workshops by the students. Under this phase students have the opportunity to report their findings from the communities. The seminars/workshops are held in the capitals of the students’ respective districts. This gives the stakeholders the opportunity to participate in such seminars/workshops. For the purpose of this phase, the student groups are reconstituted into batches and scheduled to report on the district capitals to present their seminars. This helps overcome the problem of accommodating hundreds of students in the district capital for the purpose of presenting their seminars.

GENERAL EVALUATION OF TTFPP

This innovative, practically oriented approach to student training has yielded immense benefits. To mention just a few:

- The community-technical interface has promoted active and constructive interactions of both students and staff with the local communities within the UDS operational area.
- The deep insights gained from the growing experience with these communities, through this rare innovation, have proved useful in shaping a new way of teaching and learning i.e. practically oriented and problem solving;
- The exposure of both students and lecturers, practically, to the nexus of development problems of deprived communities in Ghana and particularly in Northern Ghana is fostering favourable attitudes in students towards working in deprived communities;
- The strong links established with deprived communities has placed the university in a better position to provide useful services through the exchange of knowledge and its application to address the intractable development needs and aspirations of these communities;
- The ongoing research, teaching and learning activities of the university, are designed to meet the development needs of local communities.

The Third Trimester Field Practical Programme has, indeed, gained popularity because of its direct relevance to the government’s decentralisation programmes, which enjoins local government departments, agencies and local communities to initiate, plan and implement their own development programmes. The evidence is that UDS trained graduates are in high demand on the job market.

EMERGING CHALLENGES

Despite the outstanding successes of the TTFPP, there are emerging challenges. The core problem is the increasing disjuncture between the rapidly growing student numbers and the resources available to run the programme. The programme begun in 1993 with only thirty-five (35) students. In the current 2002/2003 academic year, we have a total of 1,815 students spread out in about 200 rural communities. We envisage that within the five year strategic plan period (2003-2008) the student intake will increase significantly to about 5,000 by the year 2008. This obviously will bring pressure to bear on the already precarious resource situation. Some effects of this predicament are the:

- low student/lecturer contact hours in the field;
- logistical constraints, especially the issue of transporting students to the field and back;
- clearly inadequate incentive system for supervising staff; and
- inadequate documentation and dissemination of the rich experience brought from the field;
Problems of the assessment and grading of students, especially where external evaluators are involved. For example, external evaluators sometimes grade unjustifiably too high or too low;

- Poor orientation of partners on the TTFPP;
- Non-integration until this year of the TTFPPs of the various Faculties/Schools;
- The absence of permanent units or structures within the Faculties/Schools to be responsible for the TTFPPs. Often the organization of the entire trimester’s work is performed by a committee of few people who have other responsibilities.

These challenges notwithstanding, the TTFPP is still the core of our curricula and UDS is determined to continue with it. We are encouraged by the enthusiastic support by our students, the employers and the other numerous stakeholders and interest groups, who are the direct beneficiaries of this programme.

**Sustainability**

The sustainability of the programme is a central concern of all the stakeholders i.e. students, lecturers, district assemblies, NGOs, communities, employers, among others. The University administration is putting in place a number of measures to sustain the programme. These include:

- the call for a more proactive stakeholder involvement in the financing of the programme since it benefits them directly.
- intensifying the fund mobilization drive. It is heartening to note here that, our students and the alumni are willing to pay a special fee towards the running of the programme.
- the University is also actively sourcing external funding through collaborative research and other donor funded projects. The university will also set aside 30% of the academic user fees paid by students and 10% of funds generated from application fees solely for the TTFPP.

**CONCLUSION: SOME PRACTICAL ADVICE**

The first piece of practical advise is that at the design and curriculum development stage, consultation should be as wide as possible. This ensures “buy-in” by the various constituencies. In our case, important partners have been the communities in which we operate, together with their Chiefs, District Assemblies and other local-level structures.

Second, non-traditional approaches require committed, bold and consistent leadership which is able and willing to set the tone in robust language. The leadership must learn to think in visionary and strategic ways. It should expect a skeptical audience from most of its constituencies, and a hostile reception from the establishment. The latter embraces government structures, the educational establishment, the professional bodies, etc. The leadership must remain unwavering whilst allowing for the dialectical and therefore tentative nature of human endeavour.

Thirdly, there is also need for re-orientation of academic staff most of whom would have been trained in traditional environments and might not have been exposed to innovation. Here the drivers of the process need to exhibit great patience in dealing with people who need time to absorb the impact of innovation. The risk here is of the leadership becoming disengaged from its primary base.

Another piece of practical advise relates to planning and resource accumulation. Our experience is that innovation should be carefully planned. Planning in this context includes a careful scrutiny of institutional statutes, procedures and processes to ensure their consistency with the innovations
contemplated; otherwise, praxis many develop which is inconsistent with governing legislation. Furthermore, in the current climate of resource and funding constraints, it is important that the roll out of innovation should match available resources. This is because the tendency for morale to fall can be accentuated by a sense of helplessness and doom.

Finally, innovation calls for consistent hard work. It is amazing how accurate the saying is that “transforming a university is like trying to transform a graveyard: you get no assistance from the inhabitants.”

NOTE: A Study Guide on the TTFPP detailing how the programme has been organized is available, and can be obtained by writing to me at University for Development Studies, PO Box 1350, Tamale, GHANA.

THE AUTHOR

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Professor John Kaburise was born in 1949 in Ghana and educated at Notre Dame Seminary/Secondary School, matriculating at Achimota School in 1969 and obtaining an Honours degree in Law (Magna Cum Laude) from the University of Ghana in 1972. In 1973, he obtained his LLM degree from the University of Pennsylvania, and subsequently studied at Lincoln College, Oxford University. He is, inter alia, a Barrister of the Middle Temple (UK) and Barrister and Solicitor of the Supreme Court of Ghana.

In an academic career that spans almost three decades, Professor Kaburise has taught Law and/or held visiting Professorial appointments at the Universities of Lesotho, UNISA, Venda, Papua New Guinea, Victoria and Waikato both in New Zealand, Boston, Pennsylvania, and Cambridge (UK). He has published widely in Labour/Industrial Law, the Law of Evidence, Constitutional Law, Legal Education, and the Management of Higher Education. Professor Kaburise has been, inter alia, a Fulbright Visiting Professor (Pennsylvania Law School, 1981), a Smuts Visiting Fellow in Commonwealth Studies (University of Cambridge, 1987/88), and a United Nations International Law Fellow (Geneva, 1985). Professor Kaburise is a Life-Member of Clare Hall, University of Cambridge.

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