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NATIONAL RESEARCH DEVELOPMENT

A Report of An Inventory

# Social Sciences in Mozambique, Tanzania, Uganda and Zimbabwe





# **The Social Sciences in Mozambique, Tanzania, Uganda, and Zimbabwe:**

## **A Report of An Inventory Conducted by the Universities of Dar Es Salaam, Eduardo Mondlane, Makerere and Zimbabwe**

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# Abbreviations and acronyms

AAPS	African Association of Political Science
AERC	African Economic Research Consortium
ARPAC	Cultural Patrimonial Archive
B.A.	Bachelor of Arts
B.Sc.	Bachelor of Science
CAS	Centre for African Studies
CASS	Centre for Applied Social Sciences
CBR	Centre for Basic Research
CEEI	Centre for Strategic Studies
CODESRIA	Council for the Development of Social Science Research in Africa
CPS	Centre for Population Studies
D.Phil.	Doctor of Philosophy
ERB	Economic Research Bureau
FASS	Faculty of Arts and Social Sciences
FEBM	Faculty of Economics and Business
FSS-PU	Faculty of Social Sciences—Pedagogic University
ISAE	Institute of Statistics and Applied Economics
ISRI/CEEI	Institute for International Relations/Centre for Strategic Studies
M.Phil.	Master of Philosophy
M.A.	Master of Arts
M.Sc.	Master of Science
MHA	Mozambique Historical Archive
MISR	Makerere Institute of Social Research
MU	Makerere University (Uganda)
MUST	Mbarara University of Science and Technology
NURRU	National Union of Researchers and Research Users in Uganda
NUST	National University of Science and Technology
NGO	Non-governmental organisation
OSSREA	Organisation for Social Science Research in Eastern Africa
Ph.D.	Doctor of Philosophy
PU	Pedagogic University (Mozambique)
REDET	Research and Education for Democracy in Tanzania

RUP	Rural and Urban Planning
SAPES	Southern African Political and Economic Series
SARIPS	Southern African Regional Institute for Policy Studies
SSA	Sub-Saharan Africa
SSW	School of Social Work
SWSA	Social Work and Social Administration
TEMCO	Tanzania Election Monitoring Committee
TFHES	Task Force on Higher Education and Society
UDSM	University of Dar Es Salaam (Tanzania)
UEA	University of East Africa
UEM	Eduardo Mondlane University (Mozambique)
UFICS	Unit for the Study of Social Sciences
UNCS	Uganda National Council for Science and Technology
UZ	University of Zimbabwe
ZIDS	Zimbabwe Institute of Development Studies
ZOU	Zimbabwe Open University

# Executive Summary

This is a synthesis of the reports of an inventory of the social sciences in Mozambique, Tanzania, Uganda, and Zimbabwe. Through its bilateral programmes, Sida/SAREC has been supporting institution building and social science teaching, research, and research capacity building in these countries. The inventory was mainly carried out in—and by researchers of—the main public universities of these countries: Eduardo Mondlane University (Mozambique), the University of Dar Es Salaam (Tanzania), Makerere University (Uganda), and the University of Zimbabwe.

The main objective of the inventory was to assess the current state of the social sciences and of social science knowledge production and dissemination in the four countries; identify strengths, weaknesses and challenges, priorities, and possibilities for regional and international co-operation; and make recommendations to SAREC and to the institutions themselves. The specific objective of this synthesis report is to merge the findings in the case reports from each of the four countries into a single document, highlighting the main characteristics of the social sciences in the four countries—major trends, commonalities, and specificities—and the recommendations.

African higher education and research has undergone dramatic changes over the last few decades. These changes are part of much larger and deeper processes of change occurring at both the global and the national level.

Concurrently to ongoing changes toward multiparty democracy and market-oriented economies, new institutions of higher education, universities and research networks are emerging. The rapid development of information technology causes systems and institutions producing knowledge to transform. (SAREC)

From being “thin and undifferentiated”, with just a handful of State established and supported universities, African higher education systems are becoming increasingly complex. Universities have dramatically increased in number, and there are new private and public institutions.

Although new public and private institutions of higher education and research have been established in each of the countries that was inventoried, the four main public universities (Eduardo Mondlane University, Makerere University, the University Of Dar Es Salaam and the University of Zimbabwe) are the ones where most social science teaching and

research is still being carried out. Much of the teaching of social sciences is still done in university departments and institutes. In addition to that undertaken by the public universities, research is now also carried out in a wide range of independent research institutes and centres, research non-governmental organisations (NGOs), and regional organisations and networks. The main public universities, however, form the core of what seems to be emerging knowledge systems, and act as a conduit through which much of the communication between the different constituent elements of the systems pass.

The teaching of the social sciences is much more important at the undergraduate level than at the post-graduate level. Student numbers are high at the undergraduate level but small at the doctoral level. Master's degree programmes are offered by each of all the four main universities. The disciplines that draw the largest numbers of students are economics, political science, and sociology, partly because of the perceived "market value" of these disciplines. Doctoral programmes are constrained by human resources. Only a small number of teachers qualify and have the experience to supervise doctoral research. Libraries and laboratories are ill equipped for post-graduate research, and post-graduate students face extreme financial difficulties. Most doctoral degrees are therefore obtained in other countries—in European and American universities, and in South Africa. The University Of Dar Es Salaam and, to a much lesser degree, Makerere University have, however, begun developing Ph.D. programmes.

Faculties are understaffed at Eduardo Mondlane University and the University of Zimbabwe, and with the exception of the University of Dar Es Salaam, the majority of the staff members of the universities do not hold doctoral degrees. Lecturers and professors who hold Ph.D.s make up 10.9% of the teaching staff at Eduardo Mondlane University, 35% at the University of Zimbabwe, 40% at Makerere University, and 80% at the University of Dar Es Salaam. Staff development programmes designed to improve qualifications have been initiated, particularly at Eduardo Mondlane University, the University of Zimbabwe and Makerere University.

Although a strong case for social science research—which is in high demand—can be made, until fairly recently there were no clearly conceptualised and formulated research policies. Research capacity is also limited. The institutions face constraints on the human resources available for research, a lack of facilities such as computers and Internet access, and a lack of funding. The weakness, and in the case of Eduardo Mondlane University and the University of Zimbabwe, the almost total absence of doctoral programmes makes it difficult to improve research capacity enhancement through post-graduate programmes. Basic research is constrained by the frequent and generalised recourse to consultancy.

Funding is one of the most critical issues confronting the social science faculties and departments. In the past, funding for the universities and for the social sciences came primarily from the state. External donors are now the primary source of funding—Sida/SAREC being among the most important. Social science faculties receive a smaller share of financial resources than the faculties of engineering, but more

than other faculties. Attempts to supplement donor and government funding with locally raised funds (for example by charging fees to students and by regulating and charging a fee on consultancies) have had limited success. Both research and core costs such as salaries are inadequately funded. Consequently, the conditions of service are generally poor, although there have been some improvements at Makerere University and the University of Dar Es Salaam. Teachers and researchers therefore devote much time to various kinds of moonlighting to supplement their incomes, and this has affected the quality of teaching and research negatively.

A large number of social science graduates are presently employed in the public, private, and civic (particularly NGO) sectors. Research output in the form of publications has been quite significant, but below desired levels. University presses went into disarray, but are being revived as autonomous companies, for example at the University of Dar Es Salaam. Indigenous social science journals serve as possible outlets for publishing. Research results are also shared through public seminars and workshops. Social science departments and individual scholars have been taking an active part in public debates, electoral assistance, and so on

Both institutions and individual social scientists appear to be keen to maintain some form of social and market relevance. Relevance to national development needs or priorities is a basic principle. Research agendas are, however, determined at various levels (from national to department and individual levels), but they are defined more and more by funding agencies who commission research.

Bilateral co-operation between the universities of the four countries is extremely limited. Linkages are maintained through the regional organisations and networks. The composition of the teams and the way this inventory was carried out made it an exceptional exercise in inter-university co-operation. It provided team members an opportunity to identify areas where bi- and multilateral inter-university co-operation would be possible.

Strategic planning has been carried out in most of the universities, and the plans are more or less university transformation programmes. The main challenge is implementation.

Common themes in the recommendations made by the teams include continued Sida/SAREC support for enhancing institutional research capacity. This includes support for staff development and aid in inter-university co-operation. Existing models of successful inter-university co-operation that have led to significant research capacity enhancement include the African Economic Research Consortium M.A. in Economics programme; the USEPHIA programme in Southern Africa; the Southern African Regional Institute for Policy Studies M.A. in Policy Studies programme; the methodology workshops; and the Gender, Governance, and Humanities Institutes of regional organisations such as the Organisation for Social Science Research in Eastern Africa and The Council for the Development of Social Science Research in Africa. Inter-university co-operation programmes involving universities of the North and those covered by this inventory could also be developed.

# 1. Introduction

## 1.1 Background

This paper is a synthesis of four documents that summarise the findings of an inventory of the social sciences in the leading universities in Mozambique, Tanzania, Uganda and Zimbabwe. The case studies looked at social science teaching, research, and publishing, as well as discourses, impacts, and the importance of social research today.

Through its bilateral programmes, Sida/SAREC has been supporting institution building and social science teaching, research, and research capacity building in the four countries for some years now.

*“Today the landscape of African higher education is rapidly shifting. Concurrently to ongoing changes toward multiparty democracy and market-oriented economies, new institutions of higher education, universities and research networks are emerging. The rapid development of information technology causes systems and institutions producing knowledge to transform.”*

(SAREC, Document 1: page 1)

In the context of these deep processes of change, it is important to know the state of the social sciences, how they have been affected by the change processes, and the extent to which they are increasing our understanding of the current social transformation in Africa. Such an assessment will enable the universities to come to terms with the challenges facing them and enable policymakers to identify forms of support and rethink and redesign research co-operation programmes where necessary.

### *The Need for the Social Sciences*

The importance of social research grows as social realities become increasingly complex. A Special Task Force on Higher Education and Society (TFHES) convened by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and The World Bank stated in its report that “the world economy is changing as knowledge supplants physical capital as the source of present (and future) wealth...” (TFHES, 2000:9). The Task Force further affirmed: “technology is driving much of this process”. The knowledge in question includes social knowledge, which has become both a leading factor in these global changes and a

requirement for understanding and coming to terms with them. Developing countries have as important a stake in this process as the industrialised countries.

Much modern day research-based knowledge is produced and transmitted horizontally across generations in higher educational institutions. The growing importance of knowledge therefore makes higher education and research even more important.

As Africa is the continent where both higher education and internet connectivity—two of the key factors in the on-going knowledge revolution—are least developed, the first question that arises is that of what ought to be done and how to enable this continent to play an active role in the increasingly globalised world. The challenges facing the social sciences in Africa are made greater by the deep social, political, and economic crises. The demands on the social sciences emanating from the growing civic sector, and from various public and private actors, have been constantly rising, as have the numbers of students seeking enrolment in social science faculties. Yet all the reports in this inventory indicate a mismatch between this rising demand and the attention that the social sciences are getting from the governments of the countries where the case studies were made.

In Africa, the public universities are the centrepieces of the higher education and research systems. This stands out clearly in all the case studies that form the basis of this report. However, there has been a dramatic pluralisation of knowledge and knowledge production sites in recent times, and systems with complex linkages between the different kinds of knowledge and sites have emerged. The development of social science teaching and research went hand in hand with the birth and evolution of the modern state. In Africa, the post-independence state created the public universities in which much of social science teaching and research is taking place. The history of the social sciences in Africa is therefore very closely linked to that of the universities, themselves being “a fruit of nationalism”, which makes them “a post-colonial development” (Mamdani 1998:2).

Just as the institutional base has been changing, so has the demographic profile of the scholarly community. After some 40 years or so of post-colonial development, both the institutions and the social sciences have clearly reached higher levels of indigenisation and are rooted much more deeply in local realities than was the case at the outset.

Changes in the higher education and research landscape are part and parcel of the more general transformation of the African socio-economic and political environments. The “business” of social science is, precisely, to read, name, and try to make sense of social realities as they change. Research priorities and themes have therefore been changing. However, realities are also changing in the importance attached to social research in general; to each of the social science disciplines in particular; and within disciplines, to each branch. There has been a certain amount of reclassification occurring in the fields of knowledge and development. This reclassification has been taking place partly based on dominant conceptions of development and on the perceived “relevance” to “national development priorities”—whose very definition has been changing in parallel with the shifts in development paradigms—and partly on the

“market value” of the disciplines and the branches within them. The “market value” is seen mainly in terms of the marketability of courses, job opportunities for graduates in these disciplines, availability of donor funding, and opportunities for commissioned research and consultancy. This inventory describes how the universities have been responding to these new developments by, among others, making changes in their curricula; introducing new fields and courses; initiating reforms in university governance and administration; broadening the scope of fund-raising (such as seeking new donors, charging fees, and regulating consultancies); and reaching out to communities and, in a few cases, to public and private corporations.

As part of its own response to the shifts in the landscape structures of higher education in Africa, Sida/SAREC is evaluating research structures and funding schemes, specifically social science funding. The inventory of the social sciences in the four countries listed above is part of this evaluation.

## **1.2 Objectives and Rationale of the Study**

The main objective of the inventory was to assess the state of the social sciences and of social science knowledge production and dissemination in the four countries. The specific objectives were:

- To identify national priorities for social science research and their relation to current capacity at the national universities, with the aim of formulating strategies for how capacity could be mobilised and expanded.
- To identify possibilities for co-operation between the universities included in the study.
- To identify existing and possible co-operation schemes between national social science research and regional social science organisations and networks.
- To present an overall picture of how external funding for social sciences is provided and used and to identify gaps and recommend changes to donors—including Sida/SAREC—and to the universities.

The study was conducted primarily at the University of Dar Es Salaam (Tanzania), Eduardo Mondlane University (Mozambique), Makerere University (Uganda), and the University of Zimbabwe. Each one of these four universities is the leading higher education institution in the country where it is based.

### **1.2.1 The Methodology**

The inventory process in itself was regarded as a way to contribute to the development of a research strategy at each faculty, thus strengthening capacity. It was therefore decided at an early stage that members of the faculties—instead of outside consultant—should carry out the studies. To ensure a mutual engagement and increase collaboration between the countries concerned, it was further suggested that each assessment team should be given the opportunity to meet and discuss the content and disposition of the inventory process. By introducing this, perhaps unique, model and stressing the participatory approach, it was hoped that the

important notion of ownership would be clearly defined from the beginning.

Two workshops were organised, the first in Umeå, Sweden, on 8–9 June 2000 and the second in Kampala, Uganda, on 22–24 October 2000. Both workshops comprised participants from the four universities concerned, regional organisations in Africa (the Organisation for Social Science Research in Eastern Africa, The Council for the Development of Social Science Research in Africa, the African Association of Political Science, and the Southern African Regional Institute for Policy Studies), and Sida/SAREC.

The main objective of the Umeå workshop was to discuss and agree upon the Terms of Reference (TOR) for the study. The discussions proved fruitful, and it was clear that all participants saw the need for the inventory exercise to be conducted. Furthermore, the participants were pleased that they had been given the opportunity to influence the TOR. At this first workshop, four research teams—each assigned to one of the countries to inventory and with one participant from each country in each team—were formed. Team leaders were appointed to take the main responsibility for carrying out and coordinating the studies. A time plan was also decided upon, and the teams were asked to draw up budgets for conducting their studies. Data were compiled mainly in September 2000. The focus was on the social sciences in the four main public universities listed above. However, the teams could extend their study to include other institutions of higher education and research in the country they were assigned to study. The period covered was mainly that of the 1990s, particularly the last 6 years of the millennium: 1995–2000.

The second workshop, held in Kampala, provided an opportunity to discuss findings and conclusions in a first draft of the inventory reports. During the 2-day workshop, each university made presentations and outlined the present situation for their area of study in accordance with the previously agreed upon TOR. At this workshop, the country groups consisted only of people from the same country (unlike the teams that conducted the inventory, which were mixed).

### **1.2.2 Why is this approach possibly different?**

The inventory is an alternative to hiring external consultants to gain information and analyse a context or situation. The inventory process is also a different approach compared to the traditional project proposal or the process of funding earmarked projects on a singular, specific, topic. The inventory process funds a process of analysis and strategic thinking on the institution and the faculty levels and allows both the institutions and Sida/SAREC:

- To take a long-term perspective on institution building in a specific context, considering local, political, social, and economic factors.
- To understand capacity building in a broad context, including the dynamics between institutions—gaining insight into the making and functioning of knowledge systems.
- To work with the issue of ownership—identifying and defining issues and problems at institutional, national, and regional levels.

With regard to ownership, the methodological starting point is that ownership is not only related to a project or a certain output, as often defined. Ownership begins one step earlier, in owning the problems that the institution faces. Therefore, ownership is not an end in itself: it is the beginning of a transformation process. And it is itself a continuous process that requires a context-specific historical understanding, related to the dynamics of the day. The role of Sida/SAREC is to facilitate this process and thereby contribute to the strengthening of institutions and the building of capacities, based on a long-term perspective provided by the institutions from a decentralised perspective.

In a second step (following this inventory), after institutions have identified the problem areas and projects for funding and have decided for which projects it would be strategically best to approach Sida/SAREC for funding, the institutions are expected to submit proposals, which will then be assessed by Sida/SAREC, after which a decision for funding will be taken.

This report covers various aspects of the life of the social sciences in the four countries as depicted in the case studies prepared by the four teams: the institutional framework, policies, teaching, research, publishing, and dissemination as well as issues on funding, social relevance, and relevance to the labour market; strategic institutional development plans; and the role of Sida/SAREC.

# 2. The Institutional Framework for Higher Education and Research

Higher education *systems* are made up of three elements: the institutions of higher education; the organisations directly involved in financing, managing, or operating higher education systems; and “the rules that guide institutional and individual behaviour and interactions among the various actors” (TFHES 2000: 46). In Africa, the public universities were, in the 1960s and 1970s, almost the only institutions of higher education and research. Originally designed more or less as what elsewhere is called a “liberal arts college”—that is, concerned not simply with technical or professional training but chiefly with broadening the mind—the university has become a *multi-purpose institution*: it functions as a professional education institution, and, as has been argued in an important study on knowledge networks, as an institution for

mass undergraduate training, extra-mural studies, graduate education, high level research, all of which are functions that in more advanced settings are typically handled by a system of separate, but interdependent institutions. Consequently, national systems in the Sub-Saharan Africa (SSA) may be stylised by some as “thin” and “undifferentiated”. At their heart lies one or a few institutions expected to discharge a wide range of functions relating to learning and knowledge creation. (Fine 1997:6-7)

Instead of higher education systems with a broad range of interconnected institutions that complement one another with some specialising in various kinds of professional training and others attempting to develop into major research institutions, we have systems dominated by an all-encompassing public university involved in both some form of vocational or professional training and general undergraduate training as well as in various forms of research and adult education. The small number of institutions and limited degree of institutional diversity and specialisation had, until fairly recently, been the cause of some confusion as to what the mission of the university is and what expectations society and industry should have of them. The problem became more serious with the growing scarcity of jobs and the rising number of unemployed university degree holders.

However, as has been mentioned above, the tertiary education landscape, in Africa and elsewhere, has over the past few decades shown clear signs of change and indications of growing diversification and increased

complexity. Higher education has expanded in rapidly changing economic, social, political, and technological environments—both local and global. The last 15 years or so has witnessed an acceleration of the pace of change. There has been a diversification of institutions and a pluralisation of knowledge production sites. A whole range of new kinds of institutions has emerged, including private universities, distance learning institutions, virtual universities, research NGOs, social science councils, and various kinds of knowledge networks. This development can be observed both at the level of the sub-regions (East and Southern Africa), and in each of the four countries covered by the study. Traditional institutions such as public universities have themselves been evolving in increasingly complex ways, especially in terms of management. Certain units within the universities (for example University Presses) have been privatised, or semi-privatised, and some departments have developed close working relationships and run joint projects with government departments and the civic sector.

The links and flows between these different kinds of institutions and the broad range of output and publics paint an extremely complex picture. However, despite the growth and diversification of the higher education sector, the public university is still the centre of the higher educational systems in the four countries that were inventoried—and in Africa, for that matter.

## **2.1 The Main Universities: History and Major Developments Since their Establishment**

All four universities are public institutions that have their roots in the colonial education systems. Those of the former British colonies (Makerere University, Dar Es Salaam and Zimbabwe) began as affiliates of the University of London. In the settler colonies of Mozambique and Rhodesia (now Zimbabwe), the universities began as exclusive institutions for the children of the settler population. All four became national universities when the countries achieved independence, and the roles assigned to the universities changed with independence. It was to change again with the introduction of structural adjustment policies in the mid-1980s, and with the end of the Cold War and the political liberalisation of the late 1980s and early 1990s. Three of the four countries—Mozambique, Uganda, and Zimbabwe—experienced civil wars or wars of liberation, which presumably have had an impact on the universities.

Makerere University and the University of Dar Es Salaam are emanations of what used to be The University of East Africa (UEA). The UEA was established first as a University College affiliated with the University of London in 1949, before becoming an autonomous regional university in 1963, with constituent University Colleges at Makerere University (Uganda), Dar Es Salaam (Tanzania), and Nairobi (Kenya) (Jinadu 1989). One of the constituent colleges of the UEA, Makerere College, was founded in 1923 to offer vocational and professional training. In 1970, the three campuses or constituent colleges of the UEA became three independent national universities. The division of the UEA into three national universities was a manifestation of the fragmentation of the higher education systems that has been observed in other

parts of Africa as well, as universities came to be one of the symbols of independent statehood: “Along with a national flag and a national anthem, a national university came to symbolise national independence” (Mamdani 1998:2).

In Mozambique, Eduardo Mondlane University (UEM) was first established in 1962 as General University Studies of Mozambique, with courses in education, medicine, agronomy, forestry, veterinary sciences, and engineering (Fry & Utui 1999; Mario et al. 2001). The social sciences did not feature prominently in this original set-up. In 1968, the institution was renamed the University of Lourenco Marques (Maputo), as the struggles for independence were beginning to gain momentum. The objectives then were to cater for the sons and daughters of colonists, and to create a local elite that could act as a buffer against the independents’ ideas. At the time the country obtained its independence in 1975, the teaching staff of the university, mainly Portuguese, left the country. In 1976, the university was renamed Eduardo Mondlane University, after the leader of FRELIMO (the liberation movement), who was assassinated in 1969 (Ajayi, Goma & Johnson 1996:115). The new government called upon expatriates from the countries of the Soviet Bloc for much of the teaching; many of the courses of the previous university that were considered non-priority courses were suppressed or suspended. The social sciences were, however, among the priority disciplines—along with history, geography, education, and modern languages—presumably because of the socialist orientation of the new government that replaced the Portuguese colonial administration. A Faculty of Marxism-Leninism was also established. The emphasis, however, was on (the faculties of) law and economics. Other major changes came much later, with the adoption of a democratic constitution in 1990 and the end of the civil war in 1992.

The University of Zimbabwe has its origins in the University College of Rhodesia and Nyasaland, established on the initiative of the European settlers of Rhodesia who wanted higher education for their children, but not for the Africans. The University College was incorporated in 1955, with a special relationship with the University of London (Ajayi et al. 1996:66). The Rhodesian white minority’s Unilateral Declaration of Independence in 1965, and the college was turned into an autonomous University of Rhodesia in 1970. It became the University of Zimbabwe in 1980, when the country became independent.

Thus, the four universities are contemporaries, and as autonomous national universities they are all fairly new. Today, they each form the core of the higher education system in their respective countries. There are other public institutions of higher education and research in each of the four countries. Some of these institutions combine teaching with research, while others fall mainly into one of these two activities: teaching or research.

In Uganda, the Makerere Institute of Social Research (MISR) is one of the public institutions that are mainly involved in social science research. The Makerere Institute of Social Research is quite old. Mbarara University for Science and Technology (MUST) is, on the contrary, quite new. The Uganda Government established it in 1990, and

the courses offered include development studies, which is a field that is largely constituted of social science disciplines.

The situation in Zimbabwe is similar to that of Uganda. In addition to the University of Zimbabwe, there are six other universities, some of which are public universities (for example the National University of Science and Technology, established in 1991; Bindura University of Science Education, established in 1996; and the Zimbabwe Open University, established in 1999, with a student population of 19,000, of whom 5,000 are enrolled in the social sciences).

The main public universities of Mozambique are Eduardo Mondlane University and the Pedagogic University, and the main private university is the Catholic University of Mozambique (UCM, Mario et al. 2001), whereas in Tanzania, the University of Dar Es Salaam is by far the most important university in terms of its size, its range of activities, and its role in the higher educational system. There are, however, several other universities in both Tanzania and Mozambique, totalling at least ten institutions of higher learning in each of these countries<sup>1</sup>.

In all four countries, and several other sub-Saharan African Countries, “what has most dramatically changed the field of higher education over the last five (to ten) years” is this pluralisation at the institutional level, which signals what—in the case of Mozambique—has been called, “the end of state monopoly over the production and transmission of knowledge at all levels of society” (Mario et al. 2001:8). This pluralisation, which is a result of a more general liberalisation in the higher education systems, has been a mixed blessing. Educational opportunities have, as a result, increased at the tertiary level, which is one of the reasons why student numbers have risen dramatically in all four countries. The enrolment of fee-paying students has helped to increase resources for the universities and salaries for staff. Pluralisation, however, was accompanied by its own problems, such as the increasing recourse to moonlighting by staff of the public universities, many of whom have taken on part-time teaching positions at private institutions, leaving less time for academic duties in their main institutions of affiliation.

## **2.2 Research Centres and Research Non-Governmental Organisations**

In addition to traditional academic institutions, independent research centres such as the Centre for Basic Research (CBR) and the Economic Policy Research Centre in Uganda, regional institutions such as the Southern African Political and Economic Series and the Southern African Regional Institute for Policy Studies<sup>2</sup> in Zimbabwe, and professional associations such as the African Association of Political Science

<sup>1</sup> The higher education and research systems of the four countries include private university and non-university institutions. In addition to its public universities, Uganda also has several private universities, which include The Islamic University in Uganda, the Uganda Martyrs University, The Christian University of East Africa, Nkumba University, Ndejje University, and Kampala University. Several others are in formative stages.

The private universities in Zimbabwe include Midlands State University (MSU), established in January 2000; Africa University, established by the United Methodist Church in 1992; and Solusi University, established in 1994 by the Adventists.

Mozambique also has five private tertiary education institutions, which include two denominational universities: the Catholic University of Mozambique and Mussa Bin Bik University (UMBB), an Islamic university. And Tanzania has at least as many as Mozambique.

<sup>2</sup> The Southern African Regional Institute for Policy Studies, SARIPS, has, however, recently been closed down as an autonomous institution and reincorporated into the Southern African Political and Economic Series, the parent institution, which is also currently faced with problems of institutional governance.

and the African Economic Research Consortium have links with the universities and operate in the four countries. Several vocational training and other non-traditional academic institutions also conduct training programmes that lead to certificates or degrees signifying some level of familiarity with social science concepts and methods. Research NGOs as well as all the major international development, human rights, or other NGOs operating in these countries<sup>3</sup> commission problem-oriented studies and publish reports—sometimes books on social and development related issues—thus adding to the huge volume of grey literature and, more important, to the plurality of perspectives.

The proliferation of these independent institutions and the relatively recent creation of more public and some private universities has led to a significant broadening and a diversification of the institutional landscape. Most of the public and private universities that one can find in these countries today are new establishments, the majority of which were created in the 1990s as a result of government and private initiatives.

The links and flows between these various institutions are extremely complex. First, several of the new institutions were established with staff who had previously worked—and sometimes still were working—with the older ones. Second, the production of new pedagogical materials such as textbooks takes time; materials are therefore “borrowed” from the older and better-established institutions. The desire for autonomy, away from the cumbersome bureaucratic procedures at the bigger institutions, and the meagre salaries are among the factors that led to the creation of many of the new independent centres and institutes.

However, the public university still forms the core of the higher education and research system. Almost all the independent local, regional, or international institutions and organisations that are involved in some form of social research or engaged in social science teaching depend quite heavily on the public universities and their institutes (such as the Zimbabwe Institute of Development Studies and the Institute of Development Studies in Tanzania) for their supply of teachers, consultants, trainers, and training materials. For instance, even at independent research centres such as the Centre for Basic Research and the National Union of Researchers and Research Users in Uganda, which could be expected to have their own research staff, “a large number of researchers are from Makerere” (Kwesiga et al. year?:13). Although the dependence of the independent centres and research NGOs on the public university is sometimes seen as a matter of diversion of resources away from the public university, it is important to note that without the additional income that they derive from their “private” practice, and without the possibility to engage in research in or with centres like the Centre for Basic Research and the Southern African Regional Institute for Policy Studies, many of those who are still based at the university would have probably left.

<sup>3</sup> Those cited include Oxfam UK and Action Aid and a large number of local or regional NGOs such as the Forum for Women in Democracy (FOWODE, cited in Uganda Report, pp.12–13).

## 2.3 Social Science Faculties, Departments, and Institutes

The disciplines classified as “social science” disciplines range from history to economics. The teaching of disciplines such as sociology and economics began in the region, particularly in Uganda and Tanzania, long before the establishment of social science faculties (Jinadu 1989). Teaching and research are carried out at different rates in university departments and institutes, as well as in institutes and centres that are directly under government ministries. Teaching is mostly done in the departments, and centres and institutes tend to do more research than teaching. Some research and research capacity enhancement is carried out in collaboration with regional research organisations and networks, such as the Organisation for Social Science Research in Eastern Africa, the Southern African Political and Economic Series/Southern African Regional Institute for Policy Studies, the African Association of Political Science, The Council for the Development of Social Science Research in Africa and the African Economic Research Consortium, which have programmes in Eastern and Southern Africa. The institutional arrangements are quite similar, although the situation in Mozambique is slightly different from what it is in the three other countries.

### Social Science Teaching and Research Departments, Faculties, Centres, and Institutes at the four main universities covered in this inventory.

<b>Makerere University</b>	<b>University of Zimbabwe</b>	<b>Eduardo Mondlane University &amp; Pedagogic University</b>	<b>University of Dar Es Salaam, Faculty of Arts and Social Sciences</b>
Political Science & Public Administration	Political Science & Administration Studies	Faculty of Social Sciences (Pedagogic University)	Political Science & Public Administration
Social Work and Social Administration	School of Social Work	Unit for the Study of Social Sciences	Education Faculty
Sociology	Sociology	Faculty of Arts	Sociology
Women and Gender Studies			
Population Studies	Centre for Population Studies	Mozambique Historical Archive	Demography
Psychology	Psychology	Cultural Patrimonial Archive	Geography
Economics	Economics	Faculty of Economics & Business	Economics
The Makerere Institute of Social Research	Rural and Urban Planning	Institute for International Relations (CSS)	FPA
Makerere Institute of Economics	Centre for Applied Social Sciences	Centre for African Studies	Economic Research Bureau
			Institute of Development Studies
			Faculty of Law
			Commerce Faculty

There is no single explanation for why a given discipline is confined to the level of a course or a unit within a department, or elevated to the level of a whole department or faculty. The specific institutional arrangements made for each discipline do, however, reflect the status of the discipline in question at the university. Besides the “core social science disciplines”, the absence of gender studies from the lists of departments—except at Makerere University—is quite striking. So is the absence of “cultural studies” and “human rights studies”.

### *Tanzania*

The Faculty of Arts and Social Sciences at the University of Dar Es Salaam comprises ten departments. Political science, sociology and economics are considered the “core” social science disciplines. However, “units” of the University of Dar Es Salaam dealing with social sciences include the Departments of Statistics, Geography, Political Science and Public Administration, and Demography; the Economic Research Bureau; and the Institute of Development Studies. Although all these departments, institutes, and bureaux are engaged in teaching and research, teaching is mostly done in the departments, while the bureaux and institutes are mainly involved in research.

### *Zimbabwe*

At the University of Zimbabwe, political science and administration together form a combined department, as they do at the University of Dar Es Salaam, and at Makerere University. In addition to this department, the Faculty of Social Studies at the University of Zimbabwe also comprises the Departments of Economics, Sociology, Psychology, and Rural and Urban Planning, and the School of Social Work. Social science research and/or teaching are also carried out at a Centre for Population Studies (CPS), a Centre for Applied Social Sciences (CASS), and an Institute of Development Studies. Sociology, psychology, and philosophy are also taught at the Faculty of Education. Most of the other public and private universities also offer courses in the social sciences, although in several of these universities, which are quite new, social science faculties were established only recently. For instance, the Humanities and Social Science Faculty of Africa University was only established in 1998, and geography, sociology, and environmental studies became part of the curriculum of Africa University in 2002, under a Faculty of Humanities and Social Sciences.

The National University of Science and Technology (NUST) focuses more on commerce, accounting, management and banking, than on the traditional social science disciplines such as political science and sociology. Similarly, Bindura University of Science Education, established in 1996, has so far only a limited interest in social science teaching and research, although there seems to be a strong interest in the study of social development and health issues such as Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), population, poverty, the environment, and so on. Midlands State University, established in January 2000, offers honours degree programmes in media and society studies, human resources, and economics. Although it was only recently established (in March 1999), The Zimbabwe Open Univer-

sity (ZOU) already has 19,000 students, of whom about 5,000 are enrolled in the social sciences. ZOU plans to introduce courses in psychology, sociology, economics, and philosophy.

#### *Uganda*

In Uganda, the Faculty of Social Sciences at Makerere University, established in 1963, is currently composed of four departments: Political Science and Public Administration, Social Work and Social Administration, Sociology, and Women and Gender Studies. In addition, the Department of Population Studies in the Institute of Statistics and Applied Economics (ISAE) and the Institute of Economics, the Institute of Psychology, and the Institute of Public Health in the Medical School also offer courses in social or behavioural sciences. Social sciences are also taught at other public and private universities in the country, and Development Studies are taught at Mbarara University for Science and Technology (MUST). However, it is at Makerere University and its institutes (such as the Makerere Institute of Social Research) that most social science teaching and research takes place.

#### *Mozambique*

Mozambique presents a slightly different picture. Eduardo Mondlane University has both a Faculty of Arts and a Faculty of Social Science, with a considerable overlap between the two. There is also a social science research centre, the Centre for African Studies. The Faculty of Economics and Business is a separate entity. In addition, Eduardo Mondlane University also has a Unit for the Study of Social Sciences (UFICS-Eduardo Mondlane University), and it hosts the Mozambique Historical Archive. The Pedagogic University also has a Faculty of Social Sciences, and there is the Institute of International Relations with its Centre for Strategic Studies and a Cultural Heritage Archive, both of which are directly under government ministries.

# 3. Themes and Issues in the Social Sciences

## 3.1 Themes and Issues

By the very nature of the objects of their study, the social sciences have been concerned with issues that vary from place to place and with changing paradigms—over time. Research themes have tended to reflect, partly, more or less global and regional concerns of social science scholars and, partly, local concerns and interests.

For instance, in Mozambique a first set of themes addressed issues such as:

- “Sustainable development”, with a particular focus on issues such as community-based resource management, gender and power, democratisation and governance, decentralisation, land tenure, and so on.
- Poverty alleviation and related issues such as hunger and illiteracy.
- Globalisation and the place of Mozambique in the new global order.

A second set of themes more highly reflects local and national preoccupations and concerns such as epidemic diseases and recent phenomena like the floods of the past few years.

The third set of themes centred on the Mozambican civil war; the discussion here focused on post-war resettlement and normalisation (issues related to the civil war and its effects such as land mines and causes of violent conflicts) and on issues such as national languages.

In Zimbabwe, research themes range from structural adjustment, indigenisation, HIV/AIDS, and urban problems to land distribution, natural resource management, gender, governance, and privatisation.

Themes in social research in Uganda are in some respects quite similar to those that are being addressed by the researchers in the other countries. There is, however, what appears to be a special interest in some specific issues such as constitutionalism, civil society, pastoralism and Karamoja, the role of government (as provider or enabler?), and Asians.

With the political liberalisations of the early 1990s and the conflicts in the region, “priority topics and areas of research in vogue” in Tanzania include:

- Multipartyism, governance and civil society
- Conflict and conflict resolution in the Great Lakes

- Rule of Law and human rights
- Structural adjustment and its impacts
- Liberalisation and democratisation
- Environmental issues
- Globalisation

Therefore, in all four countries, there is an expressed desire—and there are attempts—to focus on issues that are high on the national development agendas (for example Tanzania’s Vision 2025), but the research themes and topics reflect broader concerns related to both the local and global contexts.

## **3.2 Social and Market Relevance, and Impact**

### **3.2.1 Impact**

The academic community is generally quite self-critical when assessing the impact of its work on national development and broad social processes. This is the case with the reports. One area where there has been a significant impact is in the provision of trained human resources for government, private, and civic sector employment. Although there are links with government departments, the impact of the social sciences on policy is less clear. So are the contributions to global scientific debates.

Several departments of the University of Dar Es Salaam have functional or consultative links with relevant government ministries or departments: The Department of Political Science and Administration—which actually was created when the School of Diplomacy, jointly owned by the Governments of Tanzania and Mozambique, was founded; the Department of Economics, which among other things, ran an annual “State of the Economy” workshop until the mid-1990s and co-operates with the Planning Commission; the Department of Statistics, which works with the government’s Bureau of Statistics and plays an active role in conducting national surveys; the Kiswahili Department; the Department of History; and others. The Faculty of Arts and Social Sciences consults for the government and tries to influence policy and national debates through the dissemination of research results. The Faculty of Arts and Social Sciences has also been at the centre of knowledge production and dissemination; it therefore forms the core of the higher education and social knowledge systems in the country and in the region.

This means that the University of Dar Es Salaam is not really an ivory tower. The clearest manifestation of this was when the Faculty of Arts and Social Sciences played a leading role in two major programmes that acted as a link between research, publication, and dissemination through conferences as well as some degree of involvement in policy dialogue. REDET and the Tanzania Election Monitoring Committee (TEMCO) were formed in 1994 with the introduction of a multiparty system and elections; TEMCO was formed by 24 NGOs that became 60 in number in the 2000 general elections. At the regional and international level, the University of Dar Es Salaam—and the Faculty of Arts and Social Sciences in particular—played an active role in the formation of and contributes to the life and animation of The Council for the

Development of Social Science Research in Africa, the Organisation for Social Science Research in Eastern Africa, the African Association of Political Science, AAPAM, and other organisations. The Faculty of Arts and Social Sciences runs regional training and research projects on governance and other important issues. Beyond East Africa, the influence of the Faculty of Arts and Social Sciences, however, declined in the crisis years of the 1970s and 1980s. Now, its influence is strongly felt only in East Africa.

Similar things could be said about the public role and engagement of the other three main public universities as well: Makerere University, the University of Zimbabwe, and Eduardo Mondlane University. For instance, Makerere University has been playing a major role in the health sector, particularly in increasing understanding of HIV/AIDS. The University has had a direct impact on policy and interventions, especially in the Rakai District of Uganda; through measures such as refugee studies and malaria treatment projects. Makerere's role in the socio-economic sector, in water and sanitation programmes, in gender issues, and in decentralisation, among others, has been fundamental. The University of Zimbabwe played an active role in the struggle against the instauration of a single party in Zimbabwe, in the latter's Constitutional Commission, and in shaping public opinion. Individual social scientists have also taken an active part in public debates and in the civic sector in Zimbabwe.

The social sciences have therefore had a significant impact on the general political, social and cultural life of the region, which means that the concept of the ivory tower university has no real significance today. It also means that there is some degree of social and labour market relevance.

### **3.2.2 The Issue of Relevance—Social Relevance and Market Relevance**

There is an expressed desire to make the social sciences relevant to development needs in the four countries covered in the inventory.

First, the continued rise in the numbers of students enrolling in social science faculties may be taken as an indication of the relatively high social value of the social science degree. The situation varies, of course, from discipline to discipline and with the conjuncture of the moment. Economics and business faculties attract large numbers of students and funding. So do—but to a lesser degree—political science and administration faculties and sociology.

Second, the studies found high turnover rates, particularly in Mozambique and Zimbabwe, and significant “brain circulation” in Tanzania and Uganda. Teachers leave the universities temporarily or permanently for better paying jobs in the private and NGO sectors, in international organisations, or in institutions in industrialised countries. This is an indication of the high demand for the human resources produced by the social science faculties and for the services of social scientists. The demand for the services is also expressed in the amount of consultancy that is going on. Consultancy poses one of the greatest challenges to the social science faculties because, among other things, teachers are fewer in number in certain departments, research students do not wish to continue to the Ph.D./D.Phil. level, and student-teacher ratios are deteriorating.

Third, the social science and humanities faculties at the University of Dar Es Salaam and Makerere University have been successful in initiating projects such as REDET and TEMCO in Tanzania that appeal to the government authorities and donors. There is also some amount of policy advisement being conducted, although the impact of social science analysis on public policy is difficult to gauge.

Fourth, there is a demand for social science analysis of social phenomena and a demand for social scientists from the civic sectors of the four countries. Social scientists are active in social movements on gender, health, environment, conflict, and rights issues.

The social and market relevance of basic research, however, is more difficult to establish. Basic research is therefore not getting all the attention and support it deserves. It ought to be given adequate support.

# 4. Social Science Research

## 4.1 Research Policies, Priorities, and Agendas

Research is a defining feature of university life, “the life line of any university, and a university without research activities runs the risk of becoming a gloried Secondary School” (Mushi et al. year?:28). Research policies, priorities and strategies are defined at the national, university, institute or faculty, and department levels. Regional organisations and networks also play an important role in the identification of research priorities and specific research issues of interest to the region and to individual countries (for example The Council for the Development of Social Science Research in Africa’s General Assembly and Multinational and National Working Groups; the Organisation for Social Science Research in Eastern Africa; and the African Association of Political Science national chapters). University “strategy documents”, however, mainly and invariably refer to “national development priorities” or “needs” to explain or justify options taken or choices made.

However, in some of the main universities such as the University of Zimbabwe, formal research policies are still simply non-existent. In these cases, individual researchers and department heads and institute directors presumably take their cue from what appears to them to be priorities based on their readings of situations at local and global levels and on interactions with policymakers, civil society, or regional or other research organisations. In the countries where research policies exist (Uganda, Tanzania), the definition of clear research policies is quite a recent phenomenon. The Uganda National Council for Science and Technology was created in 1990, and in Tanzania, the official, publicly known research policies of the University of Dar Es Salaam were first adopted in 1998.

Social research is carried out in post-graduate training programmes (M.A., M.Sc., and the M.Phil.; the Ph.D. and the D.Phil.) and in collective and individual projects. The main challenges are those of funding, capacity, and the management of the tensions between research and teaching, and research and consultancy.

### *Tanzania*

As part of its Institutional Transformation Programme, the University of Dar Es Salaam officially adopted “University-Wide Research Policy and

Operational Procedures” in 1998. The definition of the policy and procedures was made in a participatory process involving various stakeholders, especially the academic centres. The policy includes teaching, research, and public service, and falls in line with and reflects certain aspects of the Mission of the University of Dar Es Salaam, the Tanzanian Government’s Higher Education Policy, the National Science and Technology Policy, and the Tanzanian Development Vision 2025.

The guiding principles of the policy include those governing:

- The determination of the research agenda. This takes place at several levels, from the individual researcher, through the department and Faculty to the international level.
- The sourcing of funding for research. The main source is the Tanzanian Government which, according to the Lagos Plan of Action adopted by African Heads of State in 1980, should aim to allocate 3% of the gross national product (GNP) to research.
- Procedures for approval, control, and monitoring of research projects at all levels, from the department level to the University level.
- Proprietorship of research outputs and dissemination.

As a way of dealing with some of the problems associated with accessing donor funding, setting agendas, co-ordinating, and prioritising, the new Policy now requires the University administration to conclude Frame Agreements with major donors. This way, donors agree to give a block sum of money to the University for research, which then solicits proposals from individual faculties for projects in need of funding.

### *Zimbabwe*

There seems to be no formal research policy at the University of Zimbabwe. The policy appears to be that “lecturers, post-graduate students and selected undergraduate students are expected to do research in areas of social concern and academic interest”. Departments approve research topics but do not impose topics on students, who are, however, encouraged to enter new areas that have not been over-researched. This is the case with the Department of Political Science and Administration at the University of Zimbabwe.

### *Uganda*

In Uganda, the Uganda National Council for Science and Technology (UNCST) “advises and coordinates the formulation of an explicit national policy on all fields of science and Technology” (UNCST 1997, cited in Kwesiga et al. 2000:11). The goal is to rationalise the integration of science and technology in socio-economic development, and research is addressed in sectoral areas, which include social sciences and humanities, natural sciences, health sciences, agriculture and allied sciences, and physical sciences. The members of the board and sectors are drawn from related fields. The emphasis is on the development of science and technology, which has led to the marginalisation of the social sciences and humanities. Although all research carried out in Uganda should be registered under the Uganda National Council for Science and Technol-

ogy, there is no mechanism to enforce the requirement, and not all university-based research, for instance, is registered with the Council. The Council is also expected to disseminate data on research.

At the university level, Makerere has a University Research and Publications Committee that lays the ground rules and allocates funds for research. This is a Senate Standing Committee, below which are faculty and departmental committees. The Senate Committee controls centrally produced funds, which came mainly from what used to be an annual government allocation for research given to the University. Individuals and units (for example departments) then competed for these funds. As times became harder, the amount of government allocation was reduced and often released late. The increase in the income that the University now gets from private students has enabled it to top up the research funds, (2% of all internally generated income). Research is carried out by post-graduate students and by the staff of the University. University funding of post-graduate student research, however, is restricted to students who are employed by the university. The social sciences are underrepresented in the volume of post-graduate research being carried out at Makerere University because social scientists have tended to study abroad for their Ph.D.s.

#### *Mozambique*

In Mozambique, the policy seems to be to encourage social science research on “issues affecting the country”. Research is undertaken both at the university faculties and departments and at institutes and departments of government ministries. Eduardo Mondlane has general university guidelines on research and provides funding for research. Recipient faculties design their own research programmes. The university central administration does not interfere in the definition of the research agendas of faculties or departments. The institutionally stronger or more stable faculties have developed some specific guidelines for research while younger or institutionally weaker faculties and departments have no policy guidelines even in a general sense. For instance, the Faculty of Arts cautions against research being conducted at the expense of teaching and has a provision for a bonus equivalent to 15% of the salary to be given to the researcher (who successfully completes a research project?), but the Faculty of Economics and Business has no such guidelines and research is mainly undertaken at the individual level. Research policies for institutions directly under or affiliated to government ministries, such as the Cultural Heritage Archives and the Centre for Strategic Studies (CEEI) are made by government, and research priorities are determined by government priorities.

The range of topics is broad: from environment, through resource use, floods, traditional culture, language policy, conflict, and so forth to local knowledge. Topics researched by government ministry institutions include the anthropological and sociological impact of floods (the Cultural Patrimonial Archive) and the demobilisation of soldiers (the Centre for Strategic Studies).

In all four countries, a number of institutions are currently making efforts to develop or review their research policies. Institutional develop-

ment plans and strategies include increasing research aimed at benefiting societies; improving research facilities such as libraries; and reactivating research departments by creating scientific committees, initiating in-service training, and providing support to post-graduate research.

## **4.2 Research Capacity**

Capacity issues arise and can be gauged at both the institutional level and at the level of the individual researchers. An institutional framework for research does exist in each of the four countries, but the capability of individual institutions to carry out research varies, depending on the kinds and amounts of human, physical, and financial resources available to each. For the institutions, having clearly defined research policies is also an indication of the existence of some capacity. As has been noted above, research is undertaken by research students in post-graduate degree programmes and by the academic staff. In most of the universities, Ph.D.-type post-graduate programmes are limited in number, and the tendency is for research to be carried out in individual, rather than in department research projects and programmes. In almost all cases, there are major resource constraints.

### **4.2.1 Human resources**

The number of post-graduate students enrolled in Ph.D. programmes is small in all the four countries. The most critical element in terms of availability of human resources for research is therefore the staffing and the conditions of service for academic staff. Makerere University and the University of Dar Es Salaam, both of whom pay competitive salaries to their academic staff, have succeeded in halting or at least in limiting the “brain drain”. All four main public universities have been affected by the recent economic crisis and been forced to make some form of structural adjustment. Both Makerere University and the University of Dar Es Salaam experienced an embargo or a freeze on the recruitment of academic staff. The constraints on human resource began to disappear when the embargo was lifted at both institutions and the salaries were raised.

#### *Dar Es Salaam*

The staffing situation in terms of numbers of both existing positions and current field positions is much better at the University of Dar Es Salaam than in the other three major public universities. It is also better at the University of Dar Es Salaam in terms of qualifications of the staff, numbers of Ph.D. holders among the staff, and numbers of staff members who have the qualifications and experience to supervise post-graduate research. Finally, the situation is better at the University of Dar Es Salaam in terms of staff-student ratios, teaching loads, and so on. Contrary to the staffing situation at the University of Dar Es Salaam, where the risk is of becoming “top-heavy”, the situation at Eduardo Mondlane University is one of understaffing.

The Faculty of Arts and Social Sciences of the University of Dar Es Salaam had 130 members in September 2000, most of who (105) were in the social sciences; the rest were in the humanities. Within the Faculty of

Arts and Social Sciences, the Economic Research Bureau (ERB) has the largest staff (17), followed by the Department of Political Science and Administration (15), the Economics Department (15), and the Sociology Department (13). Geography and Statistics have 12 and 11 staff members, respectively. These five departments and the Economic Research Bureau together have 83 social science staff, which is about 60% of the social science staff. Economics and economics-related units such as the Economic Research Bureau stand out as the units with the largest staff. More than 80% of the social science staff of the University of Dar Es Salaam have Ph.D.s, and between 1992/93 and 1998/99, between 7.5% and 11% of the staff of each were full professors. By 1998/99, the staff of the Faculty of Arts and Social Sciences comprised 8% professors, 15% associate professors, 24% senior lecturers, 32% lecturers, and 21% assistant lecturers.

**Social Science Staff Rank at Makerere University and the University of Dar Es Salaam (2000)**

	Makerere University		University of Dar Es Salaam (FASS)	
	No.	(%)	No.	(%)
Full professors	5	4.6	8	
Associate professors	6	5.34	15	
Senior lecturers	19	19.96	24	
Lecturers	78	69.64	32	
Teaching Assistants-/ Assistant Lecturers	4	3.57	21	

FASS = Faculty of Arts and Social Sciences

**Social Science Staff Qualifications (1998/1999)**

	Makerere University	Eduardo Mondlane University & PU	University of Zimbabwe	University of Dar Es Salaam
Ph.D. and D.Phil.	40 (30.3%)	31 (10.9%)	35 (40%)	89 (>80%)
M.A. and M.Sc.	77		53 (53%)	15 (>16%)
B.A. and B.Sc.	15			
<b>Total</b>	<b>132</b>			<b>105</b>

PU = Pedagogic University

\* excludes the staff of the Department of Geography

The University of Dar Es Salaam is therefore well staffed, and the staff has high levels of qualification. Teaching loads are also relatively light: in 1999, student-staff ratios at the Faculty of Arts and Social Sciences were 10:1. That is well-below what has been established as the ideal for the fields of social sciences and humanities (15:1). The total number of contact hours between staff and students in a class is an average of 10.8 hours per week for the whole of the University of Dar Es Salaam but only 8.4 hours a week at the Faculty of Arts and Social Sciences (4.6

hours a week for economics). This is why it is sometimes claimed that the Faculty of Arts and Social Sciences is “overstaffed”. The University of Dar Es Salaam also pays the academic staff competitive salaries that are higher than those of other civil servants.

#### *University of Zimbabwe*

At the University of Zimbabwe, the situation varies from department to department.

#### **Staffing at University of Zimbabwe (30 November 2000)**

	Professors	Assistant	Senior	Lecturers	Teaching	Part-time	Total	Ph.D.s
Political Science & Administration	2	1	1	8	6	4	22	7
Sociology	2				3		18	5
Psychology	0	1	5	1	3		10	2
Economics	0	1	3	14	2		20	9
IDS							15*	0
SSW	0	2	2	8			12**	2
CASS	1***		4****	5	5*****		14	4
<b>Total</b>	<b>5</b>	<b>5</b>	<b>15</b>	<b>36</b>	<b>19</b>		<b>111</b>	<b>29</b>

IDS= Institute of Development Studies

SSW= School of Social Work

CASS= Centre for Applied Social Sciences

\* The 15 are researchers; a total of 48 posts have been established but only 15 have been filled.

\*\* 12 posts have been established but only 8 are currently filled

\*\*\* Professor emeritus

\*\*\*\* Three of the four are senior research fellows and one is a staff development fellow

\*\*\*\*\* The five include two research assistants

#### **University of Zimbabwe Staff Positions by Gender (1998/1999)**

	Strength/Actual				
	Established	Male	Female	Total	Vacant
Professor	7	3	0	0	4
Associate Professor	4	3	1	4	0
Lecturer/senior lecturer	89	60	21	81	8
Research Fellow/Senior Research Fellow	1	0	0	0	1
Teaching assistant	20	10	10	20	0
<b>Total</b>	<b>121</b>	<b>76</b>	<b>32</b>	<b>108</b>	<b>13</b>

In almost all departments, however, the majority of academic staff members do not have doctoral degrees. This may impact negatively on the quality of teaching and research, especially as some non-doctorate degree holders are asked to teach post-graduate classes while pursuing their own D.Phil. studies. At the Department of Political Science and Administration, there are 22 full-time academic staff, 4 of which are on

study leave and 1 has taken a leave of absence to assist a diplomatic mission. The staff includes two professors, one associate professor, one senior lecturer with a Ph.D., three lecturers with Ph.D.s and five lecturers with master's degrees. It also has four part-time lecturers with master's degrees, and six teaching assistants. None of the five female members of the academic staff hold Ph.D.s or a position above the rank of lecturer. The Department of Sociology has 18 lecturers, 2 of whom are full professors. Five lecturers hold doctorate degrees, six hold M.Sc. degrees and three are teaching assistants. The Department of Psychology has 13 academic staff, among whom one is an associate professor, five are senior lecturers, and one is a junior lecturer; three hold Ph.D.s.

*Eduardo Mondlane University*

The institutional capacity at Eduardo Mondlane University is felt to be rather weak, as both staffing and conditions of service are inadequate. Social science graduates, especially holders of higher degrees such as Ph.D.s, are in great demand, and institutional development is negatively affected by the high rate of labour turnover. Among the extreme cases is that of the Faculty of Economics and Business Management, which has already been mentioned (this faculty has had eight deans within a 10-year period). This affects strategic planning, policy development, teaching, institutional research, and post-graduate degree programmes. The Unit for the Study of Social Sciences, which was founded in 1995/1996 as an experiment, has had a rapidly growing student population. In 1999/2000 it was 398, under a faculty of 40, more than half of whom (22) were employed part-time.

**Social Science Teaching/Research Staff in Mozambique (Eduardo Mondlane University and Faculty of Social Sciences—Pedagogic University)**

	<b>Part-time</b>	<b>Full-time</b>	<b>Total</b>	<b>Ph.D. holders</b>	
	<b>No.</b>	<b>% of total</b>			
FASS	9	56	65	19	12.35
CAS	5	0	5	2	40
ISRI/CEEI	23	22	45	0	0
ARPAC	28	0	0		
FEBM	34	14	48	4	8.3
MHA	10	0	10	1	10
UFICS	22	18	40	5	12.5
FSS-PU	6	23	41*	0	0
<b>Total</b>	<b>109</b>	<b>133</b>	<b>282</b>	<b>31</b>	<b>10.9</b>

FASS = Faculty of Arts and Social Sciences, CAS = Centre for African Studies, ISRI/CEEI = Institute for International Relations/Centre for Strategic Studies, ARPAC = Cultural Patrimonial Archive, FEBM = Faculty of Economics and Business, MHA = Mozambique Historical Archive, UFICS = Unit for the Study of Social Sciences, FSS-PU = Faculty of Social Sciences—Pedagogic University

\* 12 of the staff members are studying abroad

\*\* that is, 38.6% of the staff work part-time

Although the institutions have, in general, some highly qualified academic staff, they are few and several are pursuing higher degree programmes. In the Arts and Social Science Faculties at Eduardo Mondlane University, the proportion of part-time academic staff is higher than that of full-time lecturers. At the Centre for African Studies of Eduardo Mondlane University, all five lecturers are part-time. None of the staff of the Institute for International Studies (Centre for Strategic and Peace Studies) has a Ph.D., and all those with master's degrees work part-time. Only 14 of the 48 lecturers of the Faculty of Economics and Business are full-time, of whom four hold Ph.D.s. The Faculty has three professors, seven assistant professors and four lecturers on probation.

At the Faculty of Social Sciences at Pedagogic University, full-time lecturers number 23: 6 are part-time, 7 are studying abroad, and 5 are academic assistants. The Faculty has no full professors, and only two assistant professors (in the geography and history departments). Certain departments within the Faculty—for example the Department of Anthropology—have only one lecturer and one academic assistant. For this reason little post-graduate work is being done. Instead, most of the post-graduate training is done abroad.

There is therefore a need for staff development. The capacity for running post-graduate degree programmes is limited, and the supervision of students preparing honours degree programmes has been difficult.

Retention of staff is difficult because of the low salaries paid by government. Basic monthly salaries for academic staff range from USD202.50 for staff undergoing post-graduate studies to USD338.175 for those with Ph.D.s. This is well below the monthly salaries paid to University of Dar Es Salaam professors: about USD1,000. NGOs and the private sector in Mozambique, who pay higher salaries, tend to lure qualified staff away from academic institutions such as Eduardo Mondlane University, and there is considerable labour mobility.

#### *Makerere University*

At Makerere University, 230 positions have been established in the social science departments and institutes, but only 132 of them are currently filled. Human resource capacity in the social sciences at Makerere University is therefore only 57.8%. The capacity of individual departments and institutes varies from 35.5% at the Makerere Institute of Social Research—which has the lowest rate—to 85.2% at the Department of Political Science and Administration. Among the staff, 5 are full professors, 6 associate professors, 19 senior lecturers, 78 lecturers, and 4 teaching assistants. There is therefore a certain degree of understaffing and a need for further training to encourage the upward mobility of staff. Recruitment was frozen between 1995 and 1999, but the embargo was lifted early in 2000. Forty of the staff members hold Ph.D.s and 77 hold master's degrees. As is the case with the other universities, women are under-represented in the academic staff, especially at the levels of professor (where they are totally absent), assistant professor, and senior lecturer.

#### Staffing Situation of Social Sciences at Makerere University (2000)

Departments	Established Posts	Filled Posts	Capacity (%)
Political Science and Public Administration	27	23	85.2
Social Work and Social Administration	24	18	75.0
Sociology	27	19	70.4
Women and Gender Studies	19	10	50.0
Makerere Institute of Economics	25	23	65.0
Makerere Institute of Social Research	31	11	35.5
Population Studies (ISAE)	26	10	38.5
Institute of Psychology	40	18	45.0
<b>Total</b>	<b>230</b>	<b>132</b>	<b>57.4</b>

ISAE = Institute of Statistics and Applied Economics

Makerere University has a vigorous staff development programme under which junior staff are encouraged to pursue post-graduate studies at African institutions, particularly those in South Africa. Under this programme 8% of all income generated by the University is specifically reserved for staff development. Makerere also pays its academic staff competitive salaries.

Makerere University seems to have succeeded in arresting the “brain drain”, which was a serious problem in the 1970s and 1980s, and the problems of staff turnover that one finds elsewhere seem to have been largely resolved here. This means that some of the factors that contribute to worsening the “brain drain”—such as the extremely low salaries of the 1970s and 1980s—are being addressed.

Apart from the human resources, institutional capacity also depends on the availability of the physical resources, and on the quality of these resources.

At the individual level, teachers are constrained by the tasks that they must perform, and by time. Teacher-student ratios reflect the heavy burden on teachers, who have heavy teaching loads and therefore less time for research. The exception is the University of Dar Es Salaam, where as was mentioned above, adequate and slight over-staffing has led to the under-utilisation of staff for teaching purposes. The individual capacity for research is, however, also constrained by consultancy. This is a problem that exists in all four countries. Consultancy has led academic staff to venture into areas that are outside of their areas of specialisation.

#### 4.2.2 Physical Resources

Research facilities include libraries, classrooms, offices, computers and computer labs (centres), and vehicles. In most of the social science faculties, offices are undercapitalised, resources are generally in short supply, and the existing ones are quite stretched with certain departments being much better endowed than others. Offices are more often than not shared by several teachers or researchers. The growth in the student populations has made classrooms crowded. At Makerere University, for instance, the Makerere Institute of Social Research is quite well endowed

with research facilities, whereas departments such as Miserere's Institute of Psychology and the Department of Social Work and Social Administration suffer from inadequate research facilities.

#### **4.2.3 Libraries**

All universities have one or more general libraries, one or more faculty libraries (the Faculty of Arts at Eduardo Mondlane University has four libraries), and in some cases even department libraries. These are, however, often faced with serious problems of access to recent books and current issues of relevant international social science journals. Computerisation of libraries is—at best—at its initial stages. There has been some improvement in terms of acquisition of publications for the libraries in the 1990s, but the situation is still critical at some of the universities. The University of Dar Es Salaam's main Campus Library is one of the better university libraries in Africa. It holds some 400,000 textbooks and subscribes to about 700 journals. It has CD-ROM databases and provides Internet access for library users. However, this library is still weak in the acquisition of adequate, up-to-date texts—books and journal articles—to cope with the fast-growing demand. Faculty and departmental libraries were created to make up for some of the inadequacies of the main campus library. However, these smaller local libraries are still faced with such problems as lack of space for shelves and sitting; improper management (lack of proper cataloguing, classification, and processing of materials); lack of professionally trained library staff; and improper lending systems. The situation is similar at Makerere University as well. Makerere runs a Book Bank Scheme: Departments are allocated funds to purchase needed textbooks, as identified by the department. The textbooks are lent to students to share and are returned at the end of the semester. This way, the University has been able to build a stock of textbooks. At the University of Zimbabwe, unlike the Economics Department, which has a well-furnished, up-to-date library specifically for post-graduate students, the Sociology Department has a library filled with “outdated” books.

#### **4.2.4 Internet access**

Internet access is quite limited, although the University of Dar Es Salaam and Eduardo Mondlane University have made major strides in the process of computerisation and the provision of access to the Internet. Individual departments are connected to the Internet, but equipment is limited, which limits access.

Much more vigorous are the University of Dar Es Salaam's efforts to make ICTs available for its staff, who have been given the alternative either to try to cope with the new technology or consider leaving. The Faculty of Arts and Social Sciences has acquired 50 computers for its staff and students and has arranged computer literacy courses, which are also available at the University of Dar Es Salaam Computing Centre. The latter is also an Internet service provider for the university community. At the University of Zimbabwe—with the exception of the Department of Economics where all members of staff have computers in their offices—few academic staff members have computers in their offices,

and there are no computer laboratories at the Departments of Political Science and Administration, Sociology, or Psychology.

At the time of this inventory, only one of the three leading departments at Eduardo Mondlane University (in terms of student populations)—the Institute for International Relations/Centre for Strategic Studies—was without some access to the Internet, even though it had six computers. Access to computers is generally low; the highest was at the Faculty of Arts (59 computers for 65 staff and 260 students), followed by the Unit for the Study of Social Sciences (30 computers for 40 staff and 398 students), and the Department of Economics (24 computers for 48 staff and 400 students).

The situation concerning access to computers and to the Internet, however, changes fairly rapidly (the Faculty of Arts and Social Sciences of the University of Dar Es Salaam, for instance, had four computers in 1995 but 50 in 2001), and connectivity and access is likely to improve. Donor funding is making this process move faster. For instance, the African Development Bank, USAID and Sida/SAREC funding will make university-wide connection a reality at Makerere. Here, and at the University of Dar Es Salaam, this could lead to the linking of department libraries in networks.

Department vehicles that are useable for research purposes are rare. So are scanners, cartographic equipment, overhead projectors, and the like.

#### **4.2.5 Funding**

Governments have mainly funded the social sciences as they do the other disciplines. Government funding has, however, been steadily, and in some cases drastically declining. At the University of Dar Es Salaam, the government-approved budget as a proportion of the University Council's approved budgets declined from 96% in 1984/85 to 27% in 1996/97. This is mainly a consequence of the economic hardships and of the adoption of liberal economic policies in Tanzania. The system of government budgetary allocation for the University is now one of negotiated and ad hoc budgetary allocations. The University of Dar Es Salaam has put in place a centralised mechanism for the internal allocation-reallocation of funds to faculties and institutes. The politics of resource allocation within the university has become much more complex, and sometimes gives birth to bitter struggles. The outcomes of these struggles are frustrating for some of the recipients, with complaints in the University of Dar Es Salaam faculties, bureaux, institutes, and service units that administration is taking too large a share of the resources.

The decline in government funding for the universities—and for the social sciences in particular—has made the importance of donor funding greater. It leaves donors such as Sida/SAREC as the main sources of funding for social science research. At the University of Dar Es Salaam, the average funding for the 11-year period between 1984/85 and 1994/95 indicates a growing reliance on donor funding. The average for that period puts local contribution at 19% and foreign donor contributions at 81%. The University of Dar Es Salaam has a donor diversification strategy and currently benefits from support from over a dozen foreign donors, the most important of which are Sida/SAREC, DANIDA,

NORAD, MHO (Netherlands), VLIR (Belgium), Irish Aid and GTZ, KFW and DAAD (all of Germany). Sida/SAREC has been one of the leading supporters of the University of Dar Es Salaam's Institutional Transformation Programme.

Individual faculties and departments of the university meet with varying degrees of success in trying to access the funds from donors. For instance, between 1996 and 1998, the University of Dar Es Salaam's Faculty of Arts and Social Sciences claimed 8.5% (USD1.8 million), which was quite substantial, but only about half of what was obtained by the faculties of Social Science and Engineering, and a fifth of what was claimed by the University of Dar Es Salaam level administrative units. At the faculty level, the only "traditional" donor for the Faculty of Arts and Social Sciences is Sida/SAREC, who between 1996 and 1998 gave a total of USD 108, 145, to support research, purchase equipment such as computers, publish faculty journals, and so on.

University research budgets are extremely small. The average amount of funding for post-graduate and staff research in Tanzania is extremely small.

The University of Dar Es Salaam has been successful in raising some funds from the local business sector in Tanzania. For instance, the Tanzania National Electricity Company, the Tanzanian Petroleum Development Company, and the Tanzania Telecommunication Company all support professorial chairs in the Faculty of Engineering. Tanzania Breweries bought computers for the same faculty and for the main library. This kind of funding has not been very available for most of the social science faculties and institutes in Tanzania or the other countries.

The University of Dar Es Salaam, the University of Zimbabwe and Makerere have also derived funds from various services—such as consultancies—and from fees paid by students. Certain departments at the University of Zimbabwe have made it a requirement that 10% of consultancy fees be paid to the university. Similar rules have been adopted at other institutions. Fees and services have helped in raising some funds for the universities. This has been an important factor in what made the salary increases of Makerere lecturers and professors possible. Self-generated income at the University of Dar Es Salaam, as a proportion of the government-approved budget has, however, ranged from 4% to 10% in the period between 1992 and 1997. The amount of funding required for libraries, computers and Internet access, and research, however, is much more than is being currently raised through consultancies and the like.

Funding for research is still inadequate at Makerere. The proportion of funding for social science research is also much smaller than the proportions for the natural and other sciences, because Ph.D.s in the social sciences are mainly educated outside of Uganda. The share of the financial resources for university research projects allocated to the social sciences between 1996/1997 and 1998/1999 has been diminishing: 6.3% in 1996/97, 5.8% in 1997/98, and 3.9% in 1998/99. It increased slightly in 1999/2000 to 4.5%.

Eduardo Mondlane University's main donors for research also include Sida/SAREC, the Ford Foundation, DANIDA, World Bank, NORAD, the United Nations Children's Fund (UNICEF), and the

Friedreich Ebert Foundation. Funding from some of these donors to Eduardo Mondlane University is intermittent. Some give substantial support. For instance, the Mozambique Historical Archive (AHM) received amounts estimated at SEK6 million (USD640,000) from the Ford Foundation and Sida/SAREC for research, the purchase of books, and other related operations. Government funds are used to cover salaries and general operational expenses. However, the government has been instrumental in soliciting donor funding for the University, and specifically for research.

At the University of Zimbabwe, 30% of the funding provided by Sida/SAREC goes to the social sciences. The rest of Sida support goes to the natural sciences. Lack of funding is a major constraint on student enrolment in post-graduate programmes at the University of Zimbabwe. Other donors include the Ford Foundation and the International Labour Organisation (ILO) (for example for projects at the Rural and Urban Planning Department). The Southern African Regional Institute for Policy Studies and the African Association of Political Science are also quite successful in raising funds from a range of external donors. The deterioration of the political climate in Zimbabwe, however, has begun to affect the funding situation, both internal funding possibilities and external donor funding.

#### **4.3 Scientific Output and Achievements: Publications**

Output takes the form of publications and services provided for different kinds of stakeholders: the state, communities, donors, civil society, and the private sector. Output can also be seen in terms of numbers of social science graduates. Academic staff depend on publications for promotion to higher ranks in academia (senior lecturers, assistant professors, professors).

In almost all four main universities, there is a relative paucity of department publication output. Individual researchers who claim ownership of the output, mostly carry out research. Staff publications are reported upon or presented when individuals apply for promotion. In 1999/2000, seven people were promoted to senior lecturer positions and four to associate professor positions at the University of Dar Es Salaam. Most departments of the Faculty of Arts and Social Sciences run journals, which encourage staff to publish research findings. Staff at the Social Science Faculty of Makerere University recently published three books on elections, decentralisation, and refugees. Publishing outlets for social science research at Makerere University include at least three local journals, for example the Mawazo Journal for the Faculties of Arts and Sciences, the Uganda Journal, and the journals of regional organisations such as the Organisation for Social Science Research in Eastern Africa. Makerere University Press experienced funding problems in the 1970s and 1980s, but is now being revitalised, with some autonomy to function as a commercial unit. Other publishing outlets also exist outside of the university, for example the Working Paper series of the Centre for Basic Research in Kampala.

At the Faculty of Arts of Eduardo Mondlane University, 18 research projects have been completed over the last few years, and a significant

number of monographs, didactic books, and journal articles, among others, have been published by the staff of this and other faculties of social science, arts and humanities. The Cultural Patrimonial Archive has also produced video clips and audio cassettes. A total of 75 papers were written and presented between 1997 and 1999 by the academic staff of the faculties and departments of Eduardo Mondlane University, and the trend is an increase in the volume of publications.

Scientific outputs also include courses, workshops, and seminars, and the four universities have all been “producing” more and more of these various kinds of output: between 1997 and 1999 at Eduardo Mondlane University alone, there were 17 workshops, 12 seminars, and 15 courses were held. The Department of Political Science and Administration and the Institute of Development Studies of the University of Zimbabwe have both also produced a variety of publications—books, teaching papers, consultancy reports, working papers, and occasional papers—and the School of Social Work publishes a successful Social Work Research Series. Individual scholars submit articles to refereed journals.

Several of the universities maintain websites, but electronic publishing is quite unknown.

#### **4.4 Regional and International Co-operation and Networking**

Individual social scientists from the four main universities are actively taking part in the work of organisations such as the African Economic Research Consortium, the Organisation for Social Science Research in Eastern Africa, the African Association of Political Science, the Organisation for Social Science Research in Eastern Africa, and The Council for the Development of Social Science Research in Africa as members of networks, beneficiaries of grants for thesis writing, participants in workshops and conferences, and so on. Other regional networks include FAWE and the East African Inter-University Council.

Each of the four main public universities is at the core of the national higher education system, and is therefore deeply involved in a lot of networking within and outside of the countries. There is, however, little indication of much bilateral co-operation taking place between the four, except in a few cases such as in the establishment of a school of diplomacy (involving two of them, as has been mentioned above) and within the context of the sub-regional inter-university council, which seems to be regaining much of its lost momentum.

Many of the social science departments, institutes, and research centres exchange external examiners, join programmes such as the African Economic Research Consortium’s Master’s in Economics programme (for example the University of Dar Es Salaam), or send their students to the Master’s in Policy Studies Programme at the Southern African Regional Institute for Policy Studies, to the Council for the Development of Social Science Research in Africa Gender or Governance Institutes (for example Makerere University), and so on. Some run programmes that are open to participation by students from the region. South Africa has emerged as a host for junior faculty (for example from Makerere University and the University of Dar Es Salaam) who, through the staff development programmes at their universities are pursuing Ph.D. programmes.

Through sandwich programmes, some of the universities have also developed international collaboration programmes. The latter, however, include co-operation with international NGOs operating in the region such as Action Aid and Oxfam GB.

The key issue that assists or hampers such co-operation is funding.

# 5. Plans For the Future and Strategic Planning

In summary, it is evident from the case studies that strengthening the social sciences in Uganda, Mozambique, Tanzania, and Zimbabwe requires a long-term perspective. Although these countries have gone through major political alterations which consequently have increased the demands for societal analysis, funds allocated by governments have largely been inadequate, and this has negatively affected the development of the social sciences. The situation is further aggravated by the fact that there is a relatively small number of staff members and students enrolled in Ph.D. programmes, which, in these universities, are weak, and in some cases non-existent or limited to a few disciplines. Students and staff members who remain to work at the university after graduation are therefore relatively few, and a large proportion of staff members is now approaching retirement.

The general lack of governmental funding has also produced a dependency on donor funds and, consequently, on donor-induced research agendas, which in many ways has a disconnecting effect on the link between social science institutions and societal needs. That is, the development threatens to deprive the institutions of the right to formulate their own agendas and claim ownership of the research findings.

The comprehensive idea behind this inventory was to start a process that could improve the situation of the social science faculties at the universities concerned. Having produced the reports for this inventory, the universities involved have fulfilled the first objective of the project, namely, the identification of constraints and possibilities with regard to the social science output and structures. The identification of synergy effects between national and regional actors has been stimulated, as has long-term strategic planning.

The effort to strengthen social science structures and output at the universities mentioned shall be phased into Sida/SAREC's ordinary bilateral programmes for each country as soon as possible. This is to avoid parallel activities and contracts concurrent with established routines and agreements, as parallel activities may make it difficult for the universities to gain an overview of the various Sida/SAREC commitments. Hence, the second objective in the process has been the writing of applications holding selected areas of support corresponding to the content of the inventory reports. The funding from Sida/SAREC is in a first

phase established at SEK1million/year and university, distributed over 3 years, starting 2002.

To assess the further development of the programme and the utilisation of received funds, the universities concerned will be reporting to Sida/SAREC on a biannual basis. An assessment of the whole programme is planned for 2003. For this purpose, Sida/SAREC plans to arrange a workshop to bring together the participants who attended the workshops in 2000 as well as representatives of Swedish universities and Swedish social science actors. The nature of the workshop will depend partly on the extent to which each institution has succeeded in its planning activities, considering particularly the obstacles institutions have identified in this work. The workshop will also take cognisance of the outcomes of a Regional Social Science Inventory carried out by The Council for the Development of Social Science Research in Africa, the African Association of Political Science, the Southern African Regional Institute for Policy Studies, and the Organisation for Social Science Research in Eastern Africa during 2001–2002, which will map regional social science activities in relation to national universities and knowledge systems as a whole. Swedish participation in the workshop would be supportive in terms of institutional experience, issues of research content, and possible institutional linking. The workshop will also be an opportunity to include other potential universities under the bilateral programmes of Sida/SAREC.

The universities—particularly the University of Dar Es Salaam, Eduardo Mondlane University, and Makerere University—have been engaged in strategic planning exercises. The plans define a long-term vision and set up strategies for realising the vision. Concerning the social sciences more specifically, the plans cover issues such as how to establish better linkages between teaching and basic research and how to improve teaching. Measures such as ICT, curriculum development, gender “mainstreaming”, human resource development, and specifically, staff development and computerisation are covered, as is the use of information technologies for research, for dissemination of research results, and for international networking. This will increase the visibility of social science research carried out in the universities.

Given that funding is among the more critical issues, the strategic plans generally focus on themes such as increasing funding and stabilising the funding base. Plans were sketched out for raising funds through new mechanisms such as contracted research; consultancies; tuition fees; donations and endowments from local business firms, donors, faculty alumni, and professorial chairs; mobilising the Diaspora; and organising lotteries.

The plans are therefore often real institutional transformation programmes, both at the level of faculties and at the level of the universities as a whole.

# 6. Conclusions and Recommendations in the Case Studies

The social sciences have undergone an extremely significant process of institutionalisation and development through teaching, research, and publishing. The public universities are at the heart of the higher education and knowledge production systems. The wave of diversification of institutions in the early to mid-1990s has led to the birth of many new and young public and private institutions of higher education and research. Social science teaching and research, however, still take place primarily at the four main universities of Makerere, Dar Es Salaam, Eduardo Mondlane, and Zimbabwe.

In many respects, the results from the case studies on which this inventory is based revealed a similar pattern concerning the institutional capacity of the faculties, departments, and institutes that undertake teaching and research in the social sciences. The situation of the social sciences at these four universities is mainly characterised by:

- A high demand from different actors for social science research, and likewise for courses by students. Output is significant but by far exceeded by the demand.
- Limited and unreliable funding from government and external donors.
- A lack of research ownership. Although there is a strong desire on the part of the institutions and the researchers to make research socially relevant and in line with expressed or perceived national development priorities, research is in reality not driven by needs but by donor agendas. The agent that commissions the research, whilst results fail to be reported back to their origins owns the scientific output.
- Limited co-ordination of research.
- Strong undergraduate social science degree programmes, but a lack of higher training at the master's and especially the Ph.D. level. The existing post-graduate degree programmes are generally weak.
- Limited collaboration between universities and research institutes within countries and in the region; much of the interconnections between institutions are ad hoc and largely dependent on the initiatives of individual teachers or researchers.
- A total lack of, or merely limited, systematic approach to research. A relative lack of policies and strategic plans for research among the institutions concerned.

- A high rate of staff turnover because of the inability to attract and retain highly qualified staff.
- An imbalance between student numbers and the number of lecturers and researchers.
- A compartmentalisation of consultancies, which largely are undertaken on an individual rather than an institutional level.
- Inadequate facilities for publication and dissemination. University presses and academic journals were hit by crises, and recent attempts to revive some of them have so far had limited success.
- Inadequate technical resources such as computers and physical facilities such as offices and classrooms. Access to the internet and use of ICTs for teaching and research in the social sciences are therefore still very limited.

The challenges are therefore enormous, the main one being that of needing to spend a lot of time teaching and carrying out research on increasingly complex but rapidly changing societies, with extremely limited and unreliable financial and human resources. The basic conditions of service are still inadequate in most of the social science faculties and departments. Salaries are poor, libraries and laboratories are under- and inadequately resourced, and the pressure for greater “market relevance” is increasing. However, the universities have been quite good at innovating and exploring new funding possibilities: charging fees to students; attempting to regulate and charge a commission on consultancies carried out by staff; developing links with international NGOs and, to a lesser degree, the local private sector; and increasing the pool of external donors.

Aside from, and perhaps more important than the issue of funding has long been the problem of the absence or lack of clarity in policies governing the development of social science teaching, research, and publishing. That problem is now being addressed through strategic planning, vision and institutional development documents in all the major universities. Although they are just beginning to make their entry into the scene, these plans reflect, in a few cases, real institutional transformation programmes that need to be further thought out, developed, and accompanied and supported.

There is a lot of interest in access and use of ICTs. However, the process of developing these ICTs is still at its initial stages in most cases; it ought therefore be supported.

The social sciences have succeeded in establishing their relevance—both social and market—although certain disciplines such as economics tend to attract not only more resources but the largest numbers of students. Some of the other disciplines, though, are also very popular. The social and market values of the social science degree are still quite high. Linkages with the policy world have improved, but the interactions with the business sector are more limited. The policy relevance of the social sciences is also becoming well established, especially in Tanzania (the University of Dar Es Salaam) and Uganda (Makerere University).

Finally, and probably more important, is the scientific quality of the research and teaching. With all their limitations, the four main public

universities covered by this inventory have a real potential for social science development. To establish their effective presence, and hopefully at a later stage their leadership in the theoretical and conceptual fields, they ought to be assisted in developing basic research; Sida/SAREC support in this area is crucial.

The recommendations from the inventory reports all emphasise the need for enhancing research capacity, especially in the areas of:

- Human resource development, which comprises staff development and staff acquisition of higher degrees—particularly at the Ph.D. and D.Phil. level—and staff and student exchange through links with regional and overseas institutions.
- Funds for a novice researchers’ programme involving methodological courses for junior and senior staff members and support for exploratory and pilot research projects.
- Resources to support joint training, research, and publication programmes with regional organisations.
- Support for a comprehensive, faculty-wide review of the curriculum.
- Institutional transformation including the provision of an ICT infrastructure and training and other teaching and research facilities.

All this points to the need for a long-term perspective concerning the strengthening of the social sciences in Uganda, Mozambique, Tanzania, and Zimbabwe.

# 7. The Social Sciences in Mozambique, Tanzania, Uganda, and Zimbabwe

## — An Afterword

Ebrima Sall

Katri Pohjolaïnen Yap

Måns Fellesson

With the increased complexity of modern society, it comes as no surprise that the demand for social science research and analysis of social phenomena—and for training in the social sciences—has become quite high. Nowhere is this more apparent than in Africa. The intrinsic force of increased globalisation, two decades of structural adjustment and the introduction of democratic principles have altered the social conditions in many African countries. Over the past few decades, sub-Saharan Africa has undergone major changes that make it an ideal “laboratory”, or rather, an ideal field for social science research. First, there have been major shifts in both the political and economic regimes. The economies of the region have been subjected to neo-liberal structural adjustment programmes. The liberalisation of the economies has led to less direct state involvement in economic activities and the growth of a large non-state sector dominated by informal activities. The modern or formal private sectors made of well established and officially registered companies employ much fewer people than the informal sectors. The official development agendas leave much less room for grand plans and more for projects and programmes designed to help reduce poverty. Welfare programmes have been restructured and scaled down, and state provision of social services has been drastically reduced.

In the last 15 years or so, almost all the countries of the region have also moved away from authoritarian, single-party regimes to multiparty regimes with governments that can claim some form of electoral legitimacy. In practice, this has meant greater possibilities for expression and organisation. Political parties and civic organisations have therefore been mushrooming. It also meant fewer political restrictions on academic freedom. The move from authoritarian rule to relatively more liberal political systems has been a crucial process that, by necessity, calls for social research. Although two of the countries covered by the inventory of social sciences presented in this report—Mozambique and Uganda—were ravaged by long drawn out civil wars, the last 15 years have also

been years of peace, except for a few localised conflicts in parts of Uganda. Transitions from authoritarian regimes to democracy, or from civil wars to post-war reconciliation and reconstruction, like rapid economic liberalisation, generally have extremely far-reaching impacts on the communities and societies involved, and most everything seems to be undergoing a general restructuring.

This study has shown how profound changes such as these have put social science research and social science training in great demand. Introduced first as a way of providing some of the knowledge needed by the modern state—and in the case of Africa by colonial administrations and later by the post-colonial state—social science research is now in great demand, and its constituencies have grown to include civil society organisations, donors, international and regional intergovernmental and humanitarian organisations, and local communities. The institutional base for social research has become much stronger as more universities have been created, and the numbers of students enrolled in social science faculties and departments has been increasing.

Yet it is also very clear from the case reports in this inventory that the expectations placed on the social sciences are far beyond what the field is capable of responding to. Both the institutional base and the scholarly communities, like the state and the societies of the region, have been affected by the global, paradigmatic, and policy changes. Three sets of factors together seem to have had a determining impact on the state of the social sciences in the countries covered by the inventory—and in a more general way in Africa—and on their capacity to live up to the expectations of communities, policymakers, donors, and the international scientific community.

First, are the structural factors. Although the institutional base for social science teaching and research has become broader, the universities have a relatively short history, they have severe resource constraints (which include the scarcity of funding for post-graduate research and for research by staff, and the scarcity of funding and equipment for libraries, and computer labs), they have staffing problems—except in the case of the University of Dar Es Salaam—and they have weak post-graduate programmes. Poor and uncompetitive salaries force the university social science faculty to spend a good part of their time moonlighting, either as consultants or as teachers in evening classes within the universities or in private institutions. The structures of knowledge production and dissemination are therefore still struggling to recover from the effects of many years of crises, civil wars, and the like

Second are the conjunctural factors, such as the “new utilitarianism” (Bundy 2002:63) with which higher education, higher education institutions, and knowledge are approached in policy circles, partly as a result of globalisation and of a homogenisation of perspectives, resulting from a shift in development paradigms. The social sciences have been affected—often in negative ways—by what seems to be a de facto re-ordering of the priorities of policymakers and donors and by a re-classification of academic disciplines and institutions. This is quite clearly discernible in both academic and policy debates and in more or less popular views on the African university and on academic research. Current academic and policy debates on higher education in developing

countries—specifically those of Africa—tend to focus on the relevance of university education—or rather of certain kinds of university education—to the needs of the current global economy and to the needs of communities and societies living under conditions of poverty. Among the overriding concerns in such debates, therefore, is the economic rationale for public and donor support to the universities. Three issues seem to be central in these debates, and all three are cast more or less in terms of meeting the challenges of globalisation. The first issue is the kind of knowledge required for survival in the global economy—specialised, practical-technical, problem-solving or problem-oriented knowledge. The second issue is partly a consequence of the first one, and it has to do with the kind of education and the kind of educational institution—specifically the kind of higher educational institution—that is needed (public-private, specialised, or liberal arts). The third issue concerns the kinds of training, research, and service to the community that are required.

Thus, some classify institutions and knowledge in terms of “modes” or “models”. “Mode One” is the traditional type of institutions and knowledge that are discipline based, less problem-driven, and so on. The higher education institutions of the “Mode One” type are, in Africa, mainly public institutions, and knowledge is mainly produced in these public institutions. “Mode Two” knowledge is of the new or alternative type, and the institutions where it is produced include most of the recently established private institutions and centres. There is therefore a growing diversification in knowledge and of knowledge-producing institutions.

These issues pose issues concerning not only the mission of the university and its status and role in developing countries today but also the status of the social sciences and social knowledge in developing countries. Yet few comprehensive empirical studies on the state of the universities and of the social sciences in the universities have been undertaken. In that respect, this inventory was therefore very timely.

Third is the relative weakness of the scientific communities of the region, and more specifically those of the countries covered by the inventory. A strong scientific community can deal with problems related to ethical issues and academic standards as well as research agendas and epistemological issues, all of which would need to be addressed in the region today. Consultancy and commissioned studies compete with academic research and are sometimes presented as “good research”, one that has some “practical sense”. It is unclear, however, whether such research adds much to our understanding of African societies and, least still, to the expansion of the frontiers of knowledge at the global level. Research agendas are often externally defined with priorities set by actors whose concerns are often far removed from those of local communities or even of the scholars themselves. The research communities of the Eastern and Southern African sub-regions are also somewhat fragmented and probably a bit too focussed on “national” issues: national development, national priorities, and so on. This inventory was one of the few initiatives in which teams of researchers from different countries came together to study the social sciences in each other’s country. Not surprisingly, therefore, the panel that discussed the findings of this inventory at

the Kampala Conference on *Challenges to the Social Sciences in the 21<sup>st</sup> Century* (organised by the Faculty of Social Sciences of Makerere University in October 2000) urged the social scientists of the region to avoid turning “*political boundaries into epistemological boundaries*”. The panel recommended, among other things, that “*a central regional body be set up to regulate research activity*” (Mukama 2001:102). The conclusions of the conference include a strong plea for basic research: “*Intellectuals must carry out basic research for society whose utility should supersede narrow monetary interests. For research for society expands our options and thereby secures of us an independent future*”.

While the large numbers of unemployed university degree holders is seen as a major problem, much of the recent literature is about how to make universities and other higher educational institutions respond to the needs of the labour market. It seems as if the question is no longer that of whether or not Africa needs her universities, but one of what kind of university education Africans need most. This inventory has shown how the universities studied are trying to respond to precisely that question, albeit in much broader terms than just the issue of relevance to the market. There is a tension between market demands and demands and expectations from communities and from civil society. The inventory has also highlighted the central role of the public university, both as a higher educational institution, and as a core institution of the knowledge system. Although one finds a few well-endowed private universities offering highly priced education in the region, the majority of private higher educational institutions tend to depend on the public universities for teachers and teaching materials.

One of the major handicaps to the development of social science research is still the weakness of post-graduate programmes, which raises questions about the reproduction of the research community. This comes out very clearly in the case studies on which the inventory is based. The Kampala conference on *Challenges to the Social Sciences in the 21<sup>st</sup> Century* also emphasised the gravity of this problem, given that most of the renowned African intellectuals are ageing. The issue, therefore, is also one of the capacity of Africa to continue to produce an intelligentsia that has “*the capacity to think the future*” (Mukama 2001:vii), to theorise African realities, and to globalise realities from African perspectives.

All this points to the need for the public good to be given due recognition in social research. Neither democracy nor development—however defined—are conceivable without scientifically generated social knowledge. The inventory has clearly shown how little is the space for the social sciences and for basic research in the social sciences in the private universities that are mushrooming in the region. This means that state support for the social sciences is more necessary than ever before.

#### *The State of Social Science in Africa and Sida/SAREC's Bilateral Programs.*

Social science is a low priority field of science in many African states. This is partly a result of an emphasis on hard sciences that have been considered necessary for the acquisition of the technical skills required by private and public enterprises and partly because of authoritarian governments' unwillingness to support anything considered a science, which could nourish “*oppositional ideas*”. However, the neglect of social knowledge leaves both development and democracy rather impoverished

in terms of their contents. In the worst years of the crises, therefore, in all four countries, donors such as Sida/SAREC stepped in to supplement the efforts of—or as temporary substitutes for—the state by providing valuable support for the universities and for the regional research councils. The scholars from the region who conducted the inventory strongly recommend that such support be maintained as well.

After a few decades of support to higher education and social science research and with all the changes that have taken place in the higher education sector, in the social sciences, and in the broader social and political environment in Africa, an inventory of the social sciences and social knowledge production and dissemination institutions was a critical necessity—both for Sida/SAREC and for the African universities themselves. There was a need to establish an overview of the situation before suggesting alternatives and strategies. Not much of the discussion on the social sciences in Africa is based on empirical research. This inventory, carried out by scholars from the region, was therefore an important stocktaking exercise that, hopefully, will inform policy not only at Sida/SAREC but also in the countries covered, and even beyond. The reports are relevant to policy discussions both within the countries covered and at the international level. At the level of the universities where the inventory was carried out, the reports are important supporting documents for the faculty strategy documents.

The reports have also identified key areas for donor support to the development of the social sciences over the coming years. In addition to that, as a result of the inventory, a certain amount of reorganisation of co-operation strategies is taking place at the level of Sida/SAREC. For instance, for some countries, support to the social sciences has been merged into bilateral co-operation schemes. This is the case with Makerere University. During the year 2001, support to the Faculty of Social Science was merged into the bilateral collaboration at Makerere University, which among other things, established a system of faculty funds to support small-scale research projects. Similar developments have taken place at the University of Dar Es Salaam and Eduardo Mondlane University. Building on the experiences of Makerere, Dar Es Salaam, and Eduardo Mondlane, a similar process—by way of a new bilateral agreement—has been launched in Ethiopia. To learn and share the lessons from the inventory, Sida/SAREC is in the process of completing an anthology of the results and conclusions of the case studies in this inventory. In many ways, this inventory has confirmed the “rightness” of Sida/SAREC’s choice to accompany—through the support that it gives to the social sciences in Africa—the emergence and clearly audible expression of African voices on both African and global issues. It also emphasises the need for such support to continue.

# 8. Lists of documents

## **The Research Reports:**

- Professor Mushi, Samuel Stephen (University of Dar Es Salaam, Team Leader); Dr Rwabukwali, Charles B. (Makerere University); Dr Manuel, Carlos (Eduardo Mondlane University);  
The Social Sciences at The University of Dar Es salaam:  
An Evaluation Study; February 2001; 102 pages.
- Professor Uthui, R. (Eduardo Mondlane University, Team Leader); Prof. Ngunga, A. (Eduardo Mondlane University); Prof. Osoro, N. (the University of Dar Es Salaam); Prof. Angura, Tobias Onweng (the Makerere Institute of Social Research, Makerere University, representing Prof. N. Musisi):
- The Status of Social Science teaching and research in Mozambique; Final report, February 21, 2001; 23 pages.
- Eduardo Mondlane University: Strategies for the Development of the Social Sciences and Humanities, 2001–2003; 6 pages.
- Dr Kwesiga, Joy C. (Makerere University, Team Leader); Dr Mbago, Maurice (the University of Dar Es Salaam); Dr Chimankire, Donald P. (the University of Zimbabwe);  
Social Sciences in Mozambique, Tanzania, Uganda and Zimbabwe:  
A Study  
The Uganda Case; September 2000; 56 pages.
- Dr Nhema, A.,G. (Team Leader, Zimbabwe); Prof. Opuda-Asibo (Uganda); Prof. Beshu, Ruth (Tanzania); Dr Siteo, Edwardo (Mozambique);  
The Social Sciences in Zimbabwe: Country Report; November 2000; 107 pages.

## **Sida/SAREC Documents**

- Social sciences in Mozambique, Tanzania, Uganda and Zimbabwe: A Study; 8 pages, + appendixes; 19 June 2000.
- Letters to Participants of Sida/SAREC Social Science Inventory: the University of Zimbabwe, Eduardo Mondlane University, the University of Dar Es Salaam, Makerere University, The Council for the Development of Social Science Research in Africa, the Southern

African Regional Institute for Policy Studies, the Organisation for Social Science Research in Eastern Africa, the African Association of Political Science; 5 pages.

- Strengthening of Social Science Research and Capacity Building in Mozambique, Tanzania, Uganda and Zimbabwe, 15 pages.
- Contract for Short-Term Consulting Services for Synthesis Report on the Study of the Social Sciences in Mozambique, Tanzania, Uganda and Zimbabwe; 4 pages; plus appendixes (TORs, budget and Sida/SAREC's Standard Conditions for Short-Term Consulting Services, Issue of 1998).

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- Mario, M., Fry, P., Levey, L. & Chilundo, A. 2001, *Higher Education in Mozambique. A Case Study*. May 2001.
- Szanton, D. & Manyika, S. 2001, *PhD Programs in African Universities: Current Status and Future Prospects*. University of California Berkeley, September 14, 2001 Draft.

# Appendix

## Teaching the Social Sciences

### 1. Student Enrolment in the Social Sciences

Student populations have been steadily increasing in all four universities. So have the numbers of social science students, except at the University of Zimbabwe.

#### *Makerere University*

The student population at Makerere University was over 20,000 in the 2000/2001 academic year<sup>4</sup>. The percentage of students enrolling in the social sciences has also been steadily increasing at Makerere University: from 1995 to 1996, the increase has been 18.7%; it was 13.9% between 1996 and 1997, 10.1% between 1997 and 1998, and 8.3% between 1998 and 1999. One of the factors that favoured this increase was the Uganda Government's liberalisation policy. This policy made it possible for more universities to be established and for the established ones to charge fees and increase the amount of resources available to them. The establishment of more universities increased the options and possibilities for prospective students to find places in the higher educational system, and charging fees, selling services, and regulating the recourse to consultancy by staff made it possible for the university to pay higher salaries to faculty and accommodate additional students.

#### *Zimbabwe*

In Zimbabwe, on the contrary, student enrolment in the social sciences at the University of Zimbabwe has been decreasing over the last 4 years or so, while it has been increasing in some of the new universities such as the Zimbabwe Open University (ZOU). Social studies graduates at the University of Zimbabwe were 361 in 1997, 301 in 1998, and 196 in 1999. In terms of numbers, in 1999/2000 the Faculty of Social Studies of the University of Zimbabwe had the second largest number of master's and doctorate graduands (59) after the Faculty of Commerce (79), and more than those of the Faculties of Science (47) and Medicine (47). Within the Faculty of Social Studies, the Department of Economics had

<sup>4</sup> This is the figure given in the Executive Summary of the Uganda case study (Kwesiga et al, p. v); on page 1 of the report, student enrolment is said to be "over 22000".

the largest number of students enrolled in it for the academic year 1999/2000 (480 students in first to third years, but none in 4<sup>th</sup> year), followed by the Department of Political Science and Administration (404, also for years one to three only). The departments with the lowest enrolment figures were those of Rural and Urban Planning (136, in first to fourth years) and the School of Social Work (195, in years one to three).

#### *Eduardo Mondlane University*

At Eduardo Mondlane University, the objective was to increase the student population to 5,500 by 1996 and stabilise the numbers at that level. By 1995, student numbers had passed the 5,500 level and the teaching staff had reached a total of 711, which was also beyond the projected figure of 550 (Fry & Utui 1999:5). The Unit for the Study of Social Sciences (UFICS), which was established in 1995/96, had 398 students and an academic staff of 40 in 2000, the majority of whom, like in other social science related faculties, is part-time. The Faculty of Social Sciences at the Pedagogic University Arts has a student population of 260 and staffs of 41, out of whom 23 are full-time, 6 part-time, 7 studying abroad, and 5 academic assistants. The Faculty of Economics, with a student population of approximately 400, and a staff of 41, is equal in size to the UFICS.

#### *University of Dar Es Salaam*

At the University of Dar Es Salaam, the figures are much higher: in 1999, the total number of undergraduate students was 6,168, out of whom 1,612 were at the Faculty of Arts and Social Sciences, that is about 26% of the University of Dar Es Salaam's undergraduate student population. Undergraduate enrolment projections for 2000/2001 were 1,830. Post-graduate enrolment at the Faculty of Arts and Social Sciences is on average 7% of the total student body enrolled at the faculty.

## **2. Social Science Degrees**

The four main public universities are strong at the undergraduate level, and they all run master's degree programmes. They seem to be quite weak at the Ph.D. level: all the faculties of the University of Dar Es Salaam together produced 863 master's degrees (out of which 289 were from the Faculty of Arts and Social Sciences), but only 45 Ph.D.s in the 8 years between 1991 and 1998. At Makerere University, six degree programmes exist at the undergraduate level in areas such as "social sciences", "social work and social administration", "economics", "population studies", and so on, and eight (8) degrees were awarded at the master's level. However, in Uganda, almost all Ph.D.s in the social sciences were obtained outside of the country, for example in South Africa, where 15 Makerere junior faculty are currently pursuing Ph.D. programmes. Ph.D. programmes are also now being developed at Makerere University with ten candidates currently enrolled in these "home-based" programmes. The situation at the University of Zimbabwe is similar to what it is at Makerere University and the University of Dar Es Salaam. For instance, the Department of Sociology has had a total of 1,079 students in the period between 1995 and 2000, of these

1,007 were at the undergraduate level, 42 were enrolled in M.Sc. programmes, and 26 in M.Phil. programmes, but only 4 in D.Phil. programmes! The Department of Political and Administrative Studies offers a B.Sc. Honours in Political Science and Administration, an M.Sc. in International Relations, a Master's in Public Administration, an M.Phil. and a doctorate degree programme. Whereas the B.Sc. Hons PolAdmin is quite popular, with a rising number of graduands (43 in 1997; 58 in 1998, and 82 in 1999), there were only two (2) male D.Phil. candidates in 1997, and only two in 1999. The M.Phil. degree also has very few students enrolled for it, only two in 1997, 1998, and 1999, and both happen to be male students. More popular is the master's programme, with 45 students in 1997 and 56 in 1999.

Among the explanations for the weakness of post-graduate programmes are: (i) the low general level of staff qualification, with only a few professors and the majority of the rest of the teaching staff not having Ph.D.s; (ii) problems of access to recent relevant literature; and (iii) limited funding possibilities.

The Political Science and Administration Faculty of the University of Zimbabwe has only two professors, one associate professor, one senior lecturer with a Ph.D., and three lecturers with Ph.D.s. The rest of the faculty of 22 is made up of lecturers with master's degrees (who are 9 in number, 4 of whom are part-time lecturers), and teaching assistants with master's degrees (6 in number). The department therefore does not offer doctoral programmes with taught courses, because of a lack of capacity in terms of qualified teachers. Teaching and research activities are actually shrinking at the University of Zimbabwe, with the severe economic crises that have hit Zimbabwe. Out of a staff of 13, the University of Zimbabwe's Department of Psychology has only one associate professor and only three other Ph.D. holding faculty members. The exception is the Faculty of Economics, where 14 of the 20 faculty members hold Ph.D.s, but the faculty has only one associate professor and three senior lecturers.

At Eduardo Mondlane University, in addition to an extremely weak faculty in terms of both the numbers involved and the levels of qualification, the problems include the high rate of staff turnover, especially at the Economics Faculty, which has had eight deans in ten years!

The faculty at the University of Dar Es Salaam has higher levels of qualification but it is also faced with similar problems at the post-graduate level:

- a. A shortage of qualified and experienced senior staff. This has led to the indefinite postponement of the M.A. programme of the Statistics Department for the last decade.
- b. A shortage of up-to-date literature in the main library.
- c. Problems of funding—shortage of scholarships: sponsorships.
- d. Poor supervision by senior staff who are engaged in moonlighting—consultancy work to supplement their poor salaries.

Consequently, enrolment in many post-graduate programmes at the University of Dar Es Salaam has been dwindling progressively since the early 1990s. Average post-graduate enrolment at the Faculty of Arts and Social Sciences is lower than that of the university as a whole: 7% as opposed to 10% for the whole university.



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