



## **A Sociology of Absences: Interrogating Policies for Widening Participation in Higher Education in Ghana and Tanzania**

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# Researching Absences in Higher Education in Ghana and Tanzania

Professor Louise Morley



# Why Research Higher Education in Africa?



## Major site of:

- ✓ cultural practice
- ✓ identity formation
- ✓ knowledge/wealth creation and dissemination
- ✓ symbolic control.

## Student enrolment worldwide:

- ✓ 13 million in 1960
- ✓ 82 million in 1995
- ✓ 137.8 million in 2005
  
- ✓ 24% globally
- ✓ 5% in Sub-Saharan Africa
  
- Global Gender Parity Index of 1.05 (UNESCO, 2007).
- Global gender gap (World Economic Forum, 2008).
  
- UK = 13
- Ghana = 77
- Tz = 38

# Conceptual, Contextual and Theoretical Challenges



- 'Don't study the poor and powerless, because everything you say about them will be used against them' (Nader, 1972: 295).
- Representing the Other/ Orientalism (Said, 1995; Wilkinson and Kitzinger, 1996).
- De-parochialisation of research (Appadurai, 2004).
- Post-colonial power relations/ Higher education messaging systems of the North (Santos, 1995).
- Transnational feminisms (as opposed to masculinist discourses of transnational capitalism) (Mendoza, 2002).
- Hybridisation of public/private provision (Ball, 2008).
- Intersectionality, rather than fractured identities (Davis, 2008).
- Sociology of absences (Santos, 1999).
- Feminisation theory (Leathwood and Read, 2008).



# Widening Participation in Higher Education in Ghana and Tanzania: Developing Equity Scorecards



## Quantitative

### Equity Scorecards Measuring:

- Sociological variables of gender, age, socio-economic status (SES)

### In Relation to:

- Educational Outcomes: access, retention and achievement.

### In Relation to:

- 4 Programmes of Study in each HEI.
- 2 Public and 2 private HEIs.

## Qualitative

- 200 life history interviews with students from public and private universities (100 Ghana and 100 Tanzania);
- 200 interviews with academic staff and policy makers in Ghana and Tanzania.

(Morley, Leach and Lugg, 2008; Morley and Lussier, 2009)

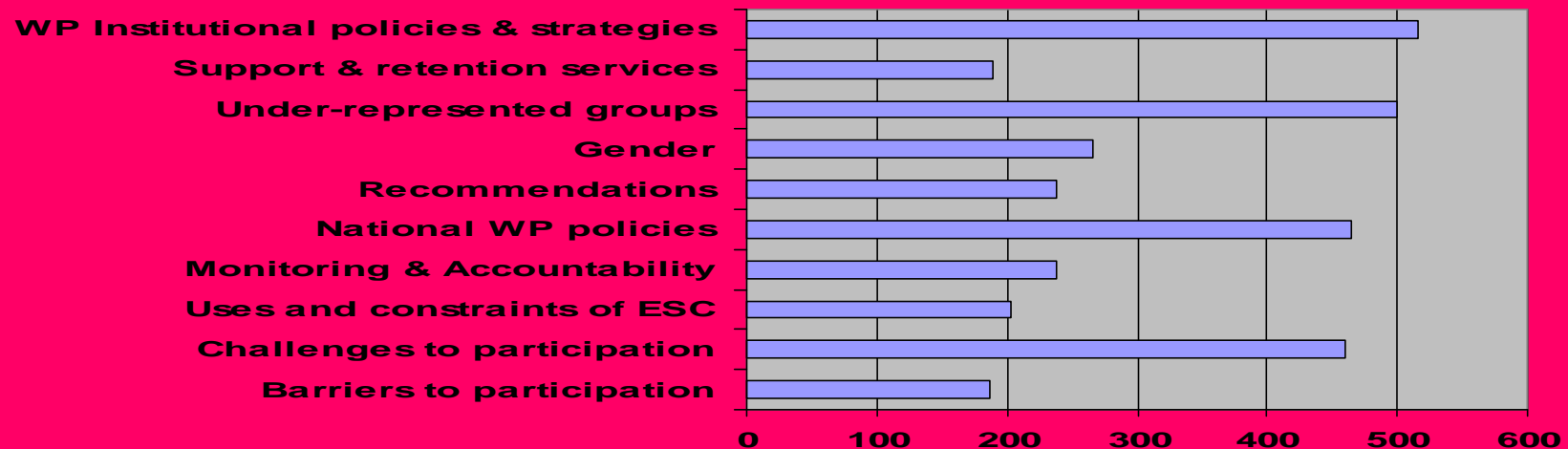
# Qualitative Overview: Narrating Higher Education



## Main Themes: Life History Interviews



## Main Themes: Key Staff and Policy Makers Interviews



# Quantitative Overview: Absences and Inclusions



- **Women**

- ✓ Majority on B.Sc. Admin Human Resources Management (Ghana, private);
- ✓ Minority on B.Sc. Agri-business Management (Ghana, private).

- **Mature students**

- ✓ Many on B.Primary Ed (Ghana, public), B.Ed with Maths (Tanzania, public)
- ✓ Absent on B.Sc Optometry (Ghana, Public), and in small numbers elsewhere.

- **Poor students**

- ✓ More in Tanzanian universities e.g. Law, Education (public), Business (private):
- ✓ In Ghana some poor students on B. Primary Ed (public)
- ✓ Absent from B.Sc. Agri-business Management (Ghana, private), B.Sc. Optometry (Ghana, Public).

- **Conclusion**

- ✓ Studying Education is a route into HE for older and socially disadvantaged students.
- ✓ Women, poorer and older students less likely to enter STEM courses.
- ✓ Marginalised groups enter disciplines with lower exchange values in the labour market.

# Quantitative Overview: Getting In, Getting On



## Getting In: Ghana

### Qualified to enter

- 12.7% of students qualified to enter HE were selected;
- 6.62% of these were from deprived schools.

### Actually entering

- 15.32% of the students from non-deprived schools that qualified to enter HE were selected;
- 3.72% of the students from deprived schools that qualified to enter HE were selected.

## Getting On: Ghana and Tanzania

- Variability in completion rates relate more to programmes than to student identities;
- No significant difference between completion rates for men and women;
- The majority of students in both countries obtain 2<sup>nd</sup> class degrees;
- There is no significant difference between the achievement of marginalised and non-marginalised groups.



# Equity Scorecards: Measuring Access, Retention and Achievement in Ghana and Tanzania

Dr Kattie Lussier



# Ghana: Access to Level 300, Public University 2007-8



Programme	% of Students on the Programme										
	Men	Women	Low SES			Age 30 or over			Mature and Low SES		
			Total	Men	Women	Total	Men	Women	Total	Men	Women
B. Sc. Optometry	81.82	18.18	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
B. Commerce	67.19	32.81	3.15	1.35	1.80	2.70	2.25	0.45	0.22	0.22	0.00
B. Education (Primary)	56.13	43.87	7.74	7.10	0.65	58.71	36.77	21.94	5.16	5.16	0.00
B. Mgt. Studies	58.96	41.04	1.49	0.75	0.75	3.36	0.75	2.61	0.00	0.00	0.00

3 December, 2009

# Ghana: Applications and Admissions, Private University, 2007/08



Programme	Number of Applicants			% Women Applicants	Reason for rejection				% of Applicants Accepted		
	Total	Men	Women		Women		Men		All	Women	Men
					BC <sup>1</sup>	NMC <sup>2</sup>	BC	NMC			
B.Sc. Economics	391	267	124	31.71	52.73	47.27	49.58	50.42	11.51	11.29	11.61
B.Sc. Human Resources Management	1575	567	1,008	64	46.53	53.47	52.27	47.73	14.41	14.29	14.64
B.Sc. Agri-Business Management	102	81	21	20.59	50	50	52.94	47.06	13.73	4.76	16.05
B.Sc. Accountancy	1050	620	430	40.95	35.47	64.53	33.72	66.28	15.25	12.79	16.96

1. Below the cut off point for the programme
2. Not meeting criteria for admission to university

# Tanzania: Access, Level 100, 2007-8



## Public University

Programme	Women Students		Students from Low SES		Mature Students	
	% Age 30 or over	% Low SES	% Women	% Age 30 or over	% Women	% Low SES
B. Commerce	0.49	6.31	23.91	0.0	10.00	0.0
LLB. Law	3.70	18.52	21.43	7.14	50.00	50.00
B.Sc. Engineering	1.89	12.26	20.00	0.0	50.00	0.0
B. Science with Education	0.0	15.38	13.33	11.11	0.0	27.78

## Private University

Programme	Women Students		Students from Low SES		Mature Students	
	% Age 30 or over	% Low SES	% Women	% Age 30 or over	% Women	% Low SES
B. Business Administration	14.81	25.93	25.00	0.0	30.77	0.0
LLB. Law	8.45	2.82	25.00	25.00	37.50	12.50
MD. Medicine	10.71	3.57	20.00	20.00	21.43	7.14
B.Ed. Maths	35.71	3.57	4.00	48.00	8.85	10.62

# Ghana: Retention, Level 400, 2007-08



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## Withdrawal Public University

Programme	% of all students on the programme										
	Withdrawal		Withdrawal Low SES			Withdrawal Age 30 or over			Withdrawal Mature & Low SES		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
B. Sc. Optometry	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
B. Commerce	12.67	7.82	0.00	0.00	0.00	9.70	7.55	2.16	0.00	0.00	0.00
B. Ed. (Primary)	6.83	3.73	0.62	0.62	0.00	8.07	5.59	2.48	0.62	0.62	0.00
B. Mgt Studies	4.97	10.87	0.31	0.31	0.00	6.52	2.80	3.73	0.31	0.31	0.00

## Withdrawal Private University

Programme	% of all students on the programme										
	Withdrawal		Withdrawal Low SES			Withdrawal Age 30 or over			Withdrawal Mature and Low SES		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
B.Sc. Economics	4.17	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
B.Sc. Human Resources Management	6.61	13.22	0.00	0.00	0.00	2.20	0.88	1.32	0.00	0.00	0.00
B.Sc. Agri-Business Management	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
B.Sc. Accountancy	3.73	2.48	0.00	0.00	0.00	0.62	0.62	0.00	0.00	0.00	0.00



# Tanzania: Retention Level 100, 2007-08



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## Withdrawal Public University

Programme	Women		Poor Student		Mature Student	
	% on programme	% withdrawal	% on programme	% withdrawal	% on programme	% withdrawal
B. Commerce	33.23	1.46	8.39	0.0	1.61	0.0
LLB. Law	28.13	0.0	16.67	0.0	2.08	0.0
B.Sc. Engineering	26.04	0.94	10.57	5.71	0.98	25.00
B. Science with Education	16.18	15.38	19.50	17.78	7.47	44.44

## Withdrawal Private University

Programme	Women		Poor Student		Mature Student	
	% on programme	% withdrawal	% on programme	% withdrawal	% on programme	% withdrawal
B. Business Administration	43.55	7.41	19.35	12.50	20.97	0.0
LLB. Law	41.04	1.41	8.09	0.0	9.25	7.69
MD. Medicine	26.42	0.0	4.72	0.0	13.21	0.0
B.Ed. Maths	13.02	0.0	11.63	0.0	52.56	0.0

# Ghana: Completion and Achievement, 2007-08



## Completion Rate Public University

Programme	Men		Women		Poor Students		Mature Students	
	% on programme	% who completed	% on programme	% who completed	% on programme	% who completed	% on programme	% who completed
B. Commerce	70.62	57.95	29.38	21.56	3.23	3.23	22.10	12.40
B. Management Studies	54.35	49.38	45.65	34.78	1.24	0.93	17.70	11.18
B. Education (Primary)	56.52	49.69	43.48	39.75	10.56	9.94	72.67	64.60
B. Sc. Optometry	75.00	75.00	25.00	25.00	0.00	-	0.00	-

## Student Achievement Private University

Programme	Men			Women			Poor Students			Mature Students		
	% on progr.	% 1 <sup>st</sup> class	% 2 <sup>nd</sup> class	% on Progr.	% 1 <sup>st</sup> class	% 2 <sup>nd</sup> class	% on progr.	% 1 <sup>st</sup> class	% 2 <sup>nd</sup> class	% on progr.	% 1 <sup>st</sup> class	% 2 <sup>nd</sup> class
B.Sc. Economics	83.33	0.00	80.00	16.67	0.00	75.00	4.17	0.00	100.0	0.00	--	--
B.Sc. Human Resources Mgt.	29.52	0.00	67.16	70.48	0.00	68.12	0.88	0.00	100.0	4.41	0.00	50.0
B.Sc. Agri Business Mgt.	72.73	0.00	75.00	27.27	0.00	100.0	0.00	--	--	0.00	--	--
B.Sc. Accountancy	57.76	0.00	83.87	42.24	0.00	86.76	0.62	0.00	100.0	3.11	0.00	80.0

# Tanzania: Achievement, 2007-08



## Public University

Programme	Women			Poor Students			Mature Students		
	% on final Year programme	% 1 <sup>st</sup> class	% 2 <sup>nd</sup> class	% on final year of programme	% 1 <sup>st</sup> class	% 2 <sup>nd</sup> class	% on final year of programme	% 1 <sup>st</sup> class	% 2 <sup>nd</sup> class
B. Commerce	29.64	0.63	93.04	6.94	0.0	88.57	2.06	0.0	81.82
LLB. Law	41.10	0.0	69.07	9.75	0.0	84.21	5.08	0.0	66.67
B.Sc. Engineering	25.60	4.17	85.42	12.80	5.00	82.50	4.27	0.0	81.25
B. Science with Education	38.46	0.0	96.67	12.82	0.0	100	5.13	0.0	100

## Private University

Programme	Women			Poor Students			Mature Students		
	% on final year of programme	% 1 <sup>st</sup> class	% 2 <sup>nd</sup> class	% on final year of programme	% 1 <sup>st</sup> class	% 2 <sup>nd</sup> class	% on final year of programme	% 1 <sup>st</sup> class	% 2 <sup>nd</sup> class
B. Business Administration	28.67	16.28	76.74	10.67	0.0	87.50	24.00	8.33	63.89
LLB. Law	44.65	0.0	39.18	10.70	0.0	34.48	12.01	0.0	43.48
B.Ed. Maths	29.82	0.0	100	12.28	0.0	100	77.19	0.0	100

# Messages from the Equity Scorecards



- **When structures of inequality are intersected, poor, older women disappear from majority of programmes.**
- **Equity Scorecards provide evidence that often contradicts national and organisational policy aspirations to widen participation.**
- **Variation across programmes and year groups needs closer monitoring.**

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# Policy Activity, Contradictions and Aspirations

Professor Louise Morley





# Policy Context

## International

- UNESCO (1995): international solidarity in strengthening HE
- UNESCO (1998): WP as equity and social justice
- World Bank (WB) (2002): WP for poverty reduction
- WB & UNESCO Task Force on HE and Society (2000): WP as economic imperative
- Commission for Africa (2005): WP for building social institutions
- World Bank (2009): Tertiary Education and Growth in Sub-Saharan Africa

## Ghana

- University Rationalisation Committee (1988): WP of 'non traditional' students
- White Paper on Reforms to Tertiary Education (1991): Spatial distribution of HE
- National Council of Tertiary Education (1993): WP of students with special needs
- National Council for Distance Education (1995)
- National Accreditation Board (1995): Private HE

## Tanzania

- Tanzania Development Vision 2025 (1999): WP for development
- The National HE policy (1999): Expansion & private HE
- HE Policy on Disability (2004)
- HE Students Loans Board Act (2004)
- The Universities Act (2005): Equitable access



# Why Widen Participation in Higher Education?

- **National Economic Development**
- **Social Development, Inclusion and Equity**
- **Labour Market Requirements**
- **Human Capital and Capacity Development**



# Organisational Challenges to Widening Participation



## Staffing

- Capacity
- Workload
- Recruitment
- Succession Planning

## Funding/ Demand Exceeding Supply

- Students' fees
- Unfunded expansion

## Lack of Quality Facilities

- Classrooms
- Student accommodation
- Libraries
- Laboratories
- IT

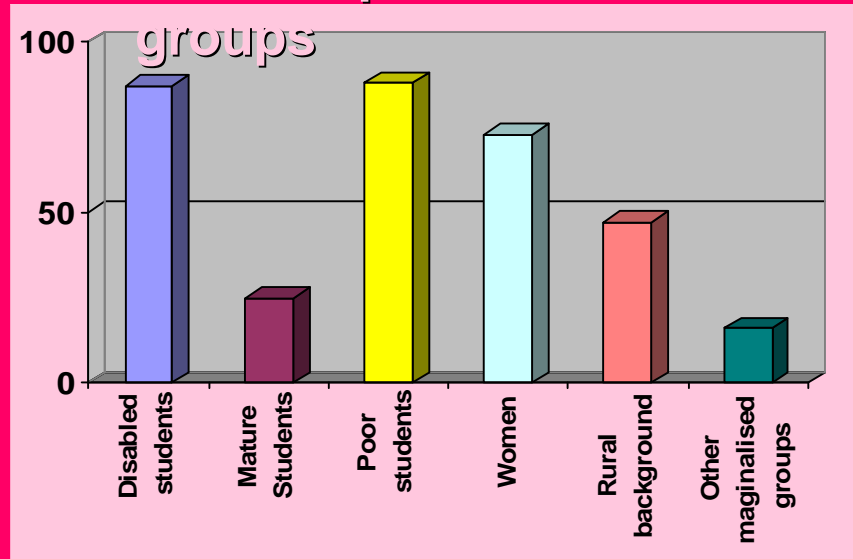
*So, limitations... one, critically is the capacity. (...) Conditions were very good in the universities at the time but the situation has changed. If you compare conditions with say conditions in the banks and other organisations, you find that the balances are tilting and therefore many people, first class people, who normally take the university as the first line of action do not come. Therefore you have a situation now that we call an 'ageing faculty'. Many people who have retired from the university continue to be there. One is the lack of teachers in medicine, in the critical areas... in engineering; you do not have the people to teach.*

National Policymaker, Ghana

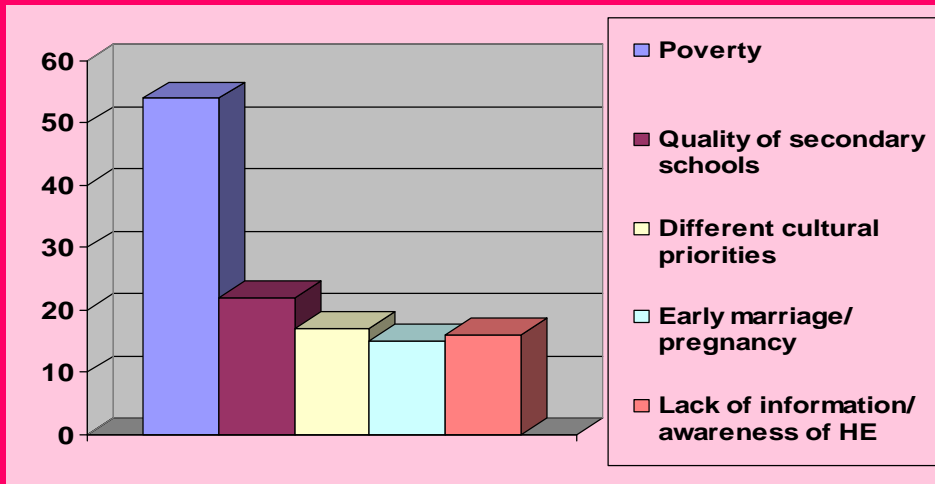
# Perceptions of Staff and National Policymakers



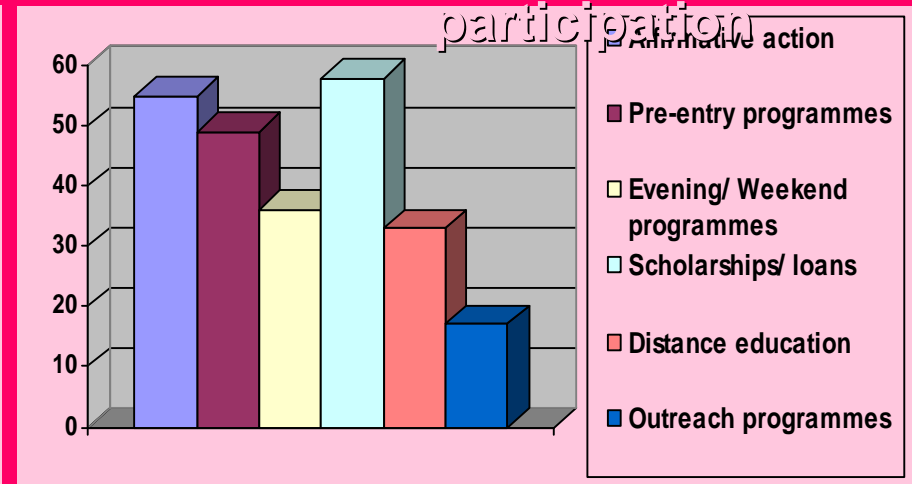
## Under-represented groups



## Barriers to participation



## Effective strategies to widen participation



# Messages from Academics and Policymakers



## To Governments and Donors

- Funding and quality HE are linked;
- Financing of HE to be reviewed e.g. student loans and scholarships/ fee distribution;
- Quality enhancement of secondary education/ preparedness for HE;
- Policy initiatives for deprived regions.

## To HE Management

- Ear-marked funding for WP students;
- Outreach activities in deprived areas;
- Improvement of support/ welfare/ retention services:
- Develop staff capacity/ professionalise HE;
- Invest in infrastructure e.g. estate, learning resources.



# Student Voices in Ghana and Tanzania

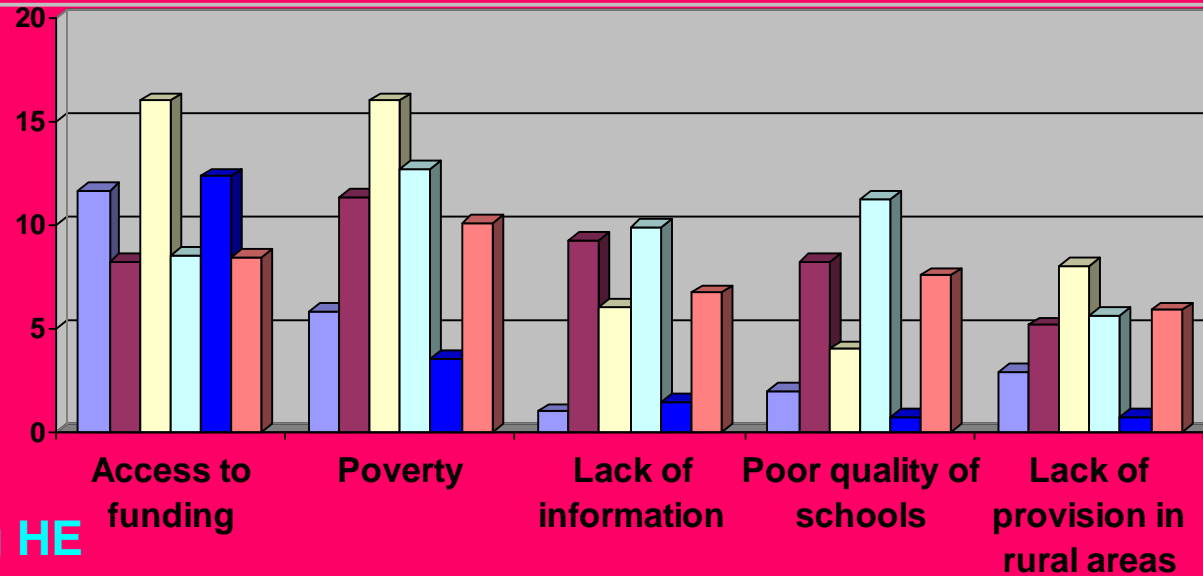
Dr Linda Dzama Forde



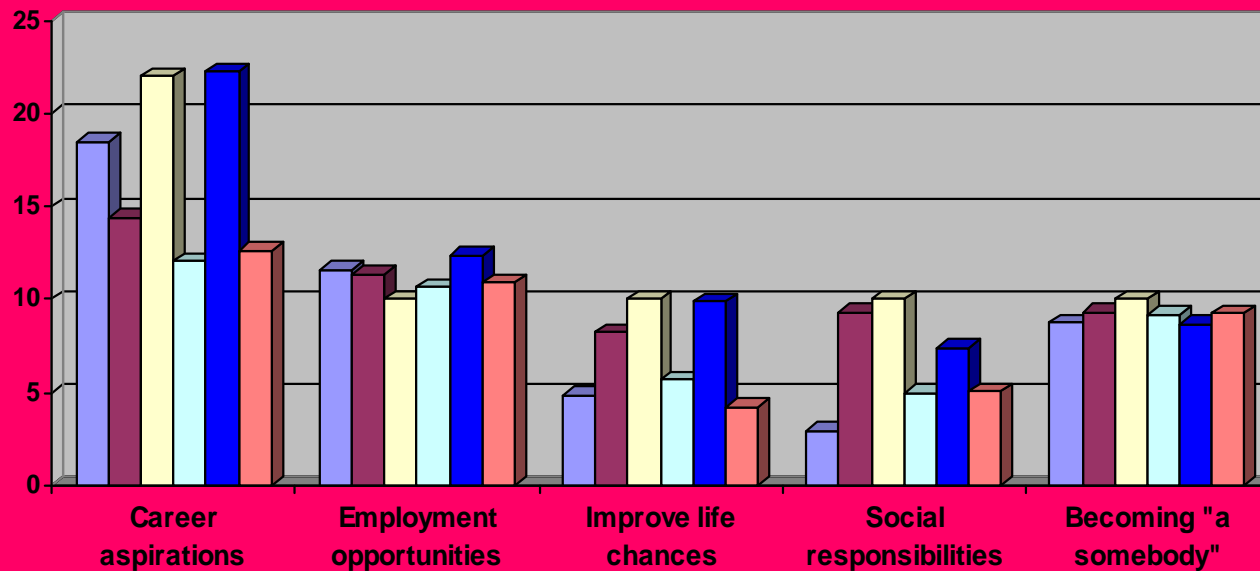
# Overview of Themes



## Barriers to HE



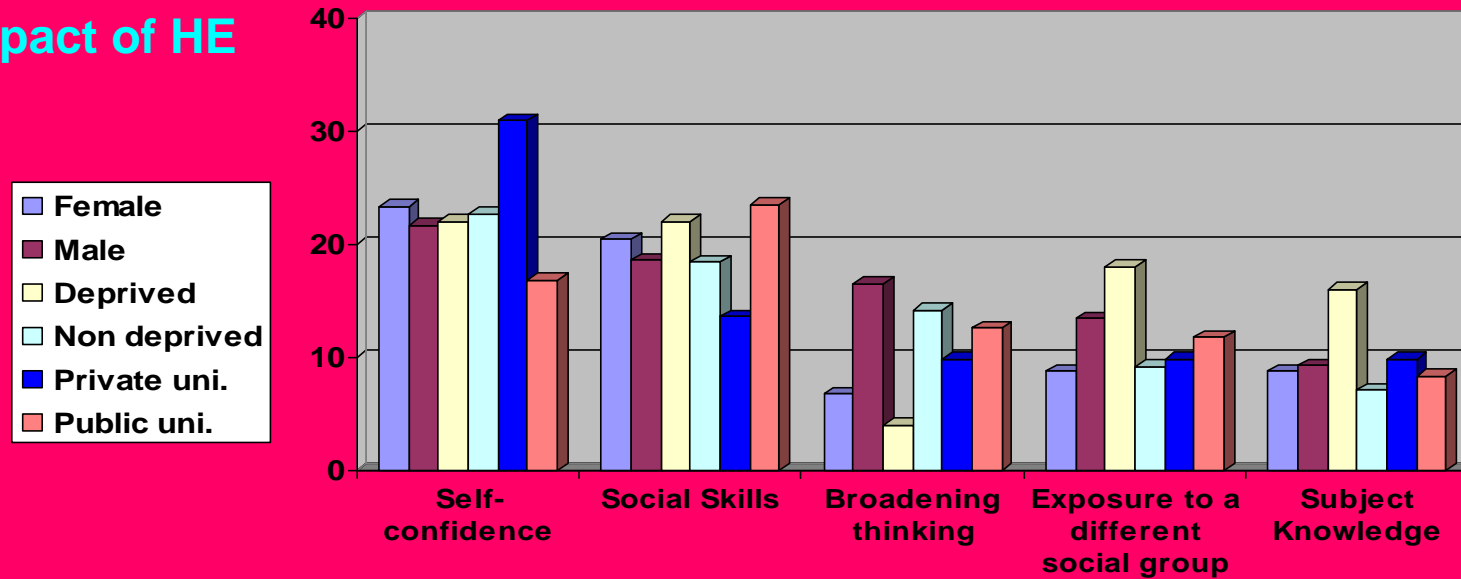
## Motivations for entering HE



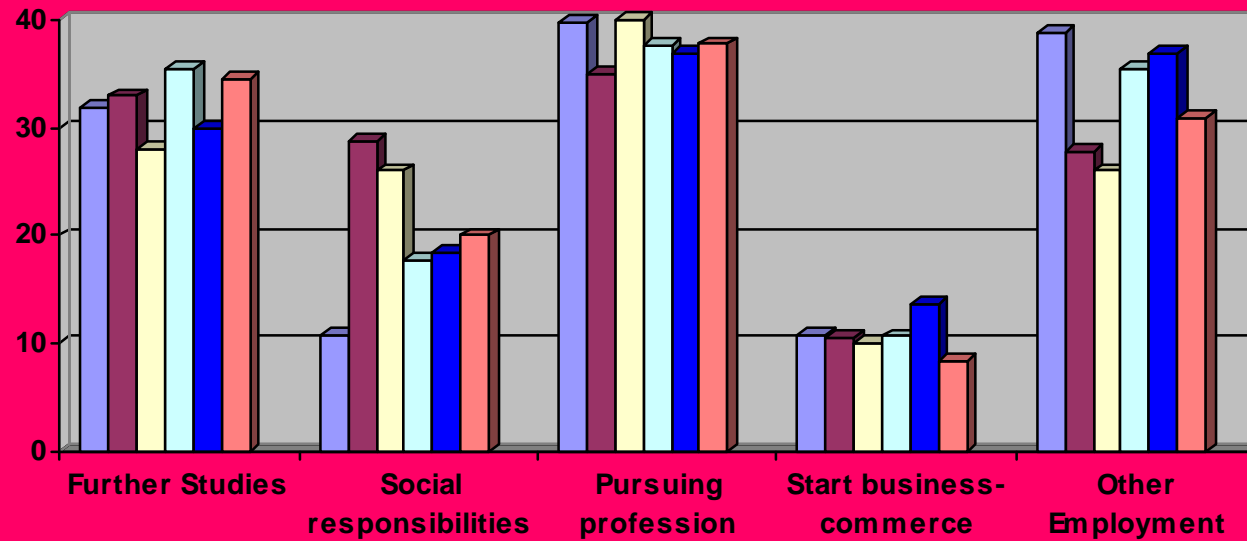
# Overview of Themes



## Impact of HE



## Future plans



# Narrating Higher Education Experiences: Support Growing Up



## Positive Support

- ✓ Mothers at primary stage
- ✓ Fathers' aspirations
- ✓ Parents' social capital
- ✓ Siblings' prior educational experiences
- ✓ Teacher encouragement
- ✓ Peer group aspirations
- ✓ Imagined futures

## Counter - Support

- ✓ Poverty leading to school exclusion
- ✓ Gendered choices
- ✓ Teacher absenteeism
- ✓ Large classes/ overcrowding
- ✓ Domestic/ agricultural labour
- ✓ Violence (home and school)
- ✓ Bereavement, polygamy
- ✓ Long distances to travel to school

# Narrating Higher Education Experiences: Support for Entering HE



## Drivers

- Parental education and occupation
- Quality of schools/ teachers
- Proximity/ knowledge of universities
- Professional aspirations
- Desire to escape poverty/ wanting to 'become a somebody'
- Experience of HE in extended family

## Barriers

- Lack of family social and material capital
- Gender
- Rural marginalisation
- Age: family and employment responsibilities
- Negative educational experiences
- Perception of HE as poor investment

# Narrating Higher Education Experiences: Support at University



## Positive

- Loans Boards bursaries and scholarships
- Affirmative action programmes
- Part-time study
- Independent and Peer learning

## Negative

- Poor quality lecturers/ lack of availability of lecturers/lack of professionalism
- Transmission pedagogy
- Lack of resources e.g. IT, Library
- Large classes
- Sexual harassment
- Gender stereotyping
- Student unrest, boycotts, strikes
- Assessment: lack of transparency
- Favouritism

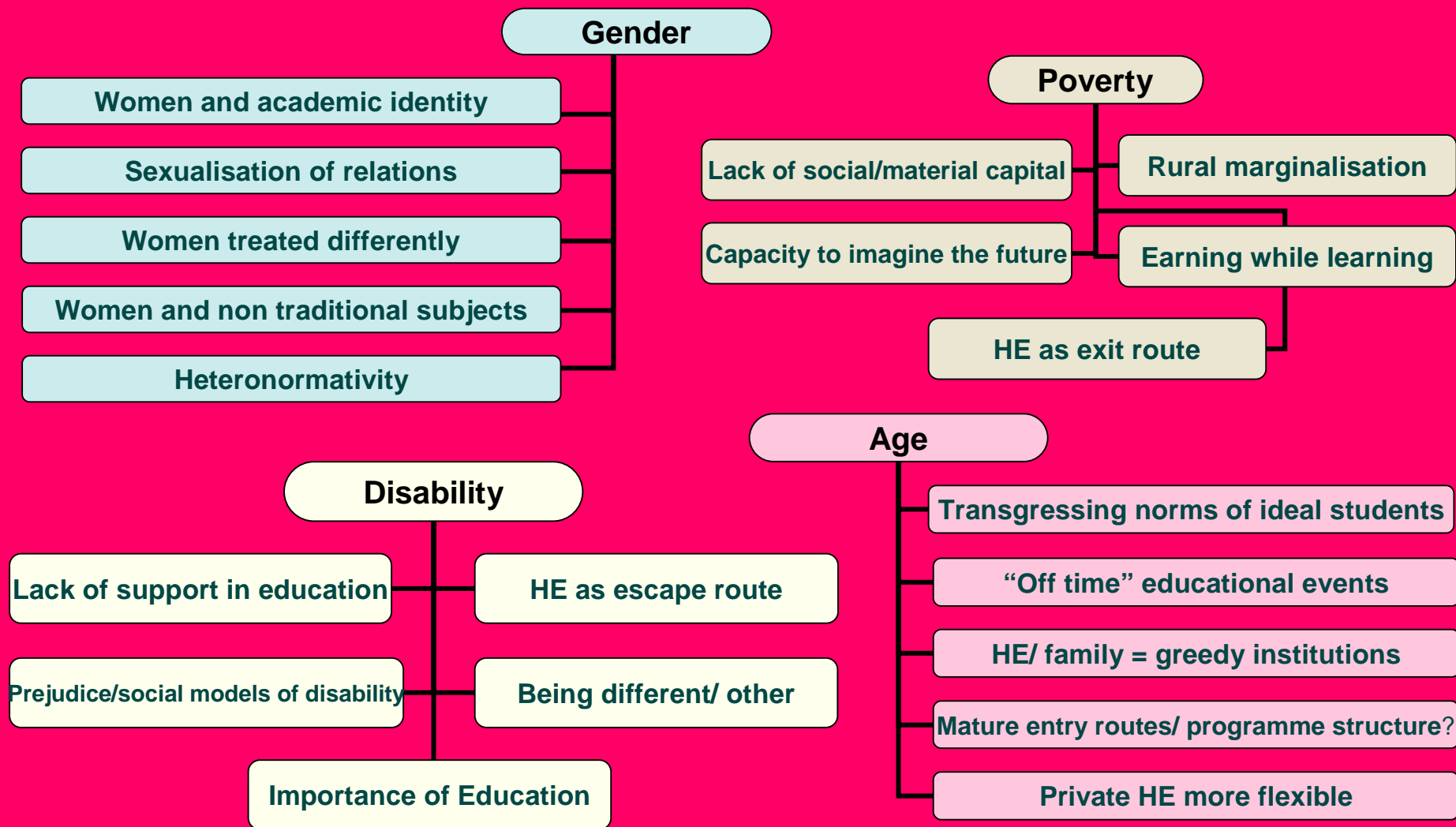
# Narrating Higher Education Experiences: Impact of HE



- Self confidence
- Social skills
- Broadening thinking
- Exposure to a different social group
- Subject knowledge
- Independence
- Social status
- Maturation
- Social networks
- Learning

*“University I would say has affected me positively in so many ways (...) I can now stand in front of a whole crowd, talk to people even debate and if I can remember, it is something that I didn’t know how to do. I was so shy of people but now I can say that I can now stand confidently in front of people, interact with people without even being afraid.”*

# Narrating Higher Education Experiences: Gender, Poverty, Disability and Age





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# Summing Up

Professor Fiona Leach



# Messages to Academic Managers, Policymakers and University Teachers



- **Quality Assurance procedures and practices in higher education e.g. service-level agreements, codes of practice *i.e* for sexual harassment, transparency for assessment, professionalisation of university teachers;**
- **Widening Participation Policies: evaluation and monitoring;**
- **Robust management information systems, with more detailed indicators;**
- **Developing research capacity in African universities.**

# Summing Up: Unequal Geographies of Knowledge



- Widening participation is often associated with quantitative change.
- Less emphasis on power relations, qualitative considerations of higher education experiences.
- Globally, enrolment in higher education is rising.
- Participation rates from a range of social groups are not increasing.
- In the globalised knowledge economy, wealth distribution, as well as wealth creation, needs to be considered.

# Acknowledgements



- ESRC and DFID for funding this 3-year project.
- Amandina Lihamba in Tanzania.
- Godwin Egbenya and Splendy Macauley in Ghana.

[www.sussex.ac.uk/education/wideningparticipation](http://www.sussex.ac.uk/education/wideningparticipation)

# Project Outputs



## • Publications

- Morley, L., and Lugg, R., (2008). "Democratising Higher Education in Ghana and Tanzania: Opportunity Structures and Social Processes." *Journal of the World Universities Forum* 1(6): 51-60.
- Morley, L., and Lugg, R., (2008). "Gender Equity in African Higher Education." *International Studies in Education* 9: 11-1
- Morley, L., Leach, F., and Lugg, R., (2009). "Democratising Higher Education in Ghana and Tanzania: Opportunity Structures and Social Inequalities." *International Journal of Educational Development* 29(1): 56-64.
- Morley, L., and Lugg, R., (2009). "Mapping Meritocracy: Intersecting Gender, Poverty and Higher Educational Opportunity Structures." *Higher Education Policy* 22(1): 37-60.
- Morley, L., and Lussier, K., (2009). "Intersecting Poverty and Participation in Higher Education in Ghana and Tanzania." In press, *International Studies in Sociology of Education*, 19(2).

## • Working papers

(<http://www.sussex.ac.uk/education/1-4-30-7.html>)

- **Working Paper 1 (2007)** *Setting the Scene* (Morley, Leach, Lugg, Lihamba, Opare, Bhalalusesa, Forde, Egbenya, Mwaipopo)
- **Working Paper 2 (2007)** *Country Profiles for Ghana and Tanzania: Economic, social and political contexts for widening participation in higher education* (Lugg, Morley, Leach)
- **Working Paper 3 (2007)** *A Profile of Participation in Higher Education in Ghana and Tanzania* (Lugg, Morley, Leach)
- **Working Paper 4 (2008)** *'Policies for Widening Participation in Higher Education'* (Leach, Morley, Lugg, Lihamba, Opare, Bhalalusesa, Forde, Egbenya, Mwaipopo)