Introduction
The view that all that a University teacher (or a teacher in any institution of higher education) needs to function effectively is high level specialised knowledge of a narrow range of academic disciplines is now considered out of date. To respond to the demands of restive, relatively young students living in a knowledge and information globalized world, and to fit meaningfully into a world in which the emphasis has shifted from how much you know to how well you have learnt to learn, today's teacher needs both a broad knowledge base and sharpened capacities for learning how to learn. The latter combines

- cognitive (or hard skills)
- emotional intelligence (or soft skills)
- ICT versatility (awareness and mastery of the possibilities of ICT and the ability to exploit and employ these possibilities for quality academic work).

In the same vein, there has been a paradigm shift regarding the concept of 'scholarship'. The term is no longer restricted to the conduct and the fruits of research; it has acquired an extended meaning centred on the knowledge management functions of academic institutions, which in themselves rest on the tripod of

- Knowledge production/generation (or Research),
- Knowledge dissemination (or Teaching), and
- Knowledge application/sharing (or Responsive Societal Engagement)

Thus, a scholar is no longer judged simply by research ability but more by the extent to which the scholar’s research informs her/his teaching as well the extent to which both research and teaching are channelled towards responses to society’s major development challenges. Today's world class universities in fact do not stand on only one leg of research
competence. Instead, they rest squarely on a strong academic tripod that ensures that
- Quality research remains the norm
- Students receive quality teaching to ensure quality learning
- Knowledge generated through research, and persons qualitatively transformed through quality teaching, serve the cause of societal development.

Universities all over the world are now known to be making efforts to rise above the standing-on-one-leg syndrome by incorporating pedagogical training into academic staff development. Africa has also joined the trend and pedagogy training for higher education teachers is gradually becoming an ‘in-thing’ in the region. This presentation undertakes a cursory survey of on-going experimentations in Africa on the subject. It then goes on to propose, for purposes of further discussion, what should be the immediate future trend, if pedagogical skills development in higher education teachers is ever to move beyond experimentation to institutionalisation. This would involve concerted actions along the following lines.

1. Institutional management mechanisms for Pedagogical Skill Development
2. Building pedagogy into doctoral training programmes
3. Pedagogy as an area of concern by learned societies
4. Institutionalising career-long pedagogical skills development in higher education teachers
5. Institutionalisation of pedagogy master trainer programmes
6. Strengthening exchange mechanisms at the sub-regional and regional levels.
A HIGHLIGHT OF ON-GOING EXPERIMENTATIONS
Experimentations here should be understood as trials in different forms to make pedagogy an integral part of academic skill requirements of teachers in higher education and attempts indifferent forms, in different places, to provide appropriate training opportunities for the acquisition of such skills. The experimentations, generally speaking, fall into four broad categories, as follows

Mere Acceptance in principle
This is a characterisation of a growing acceptance of the need for pedagogical expertise in higher education teachers. Time there was when the prevailing perception of an academic was simply that of the researcher. This perception has to a certain extent been largely modified to that of the teacher-researcher, as typified by the French expression *enseignant-chercheur* as a professional category.

Most of the higher institutions in Africa would therefore, as a result of an emerging paradigm shift in the perception of the academic, readily accept that Teaching Competence should be made a requirement for the recruitment and career advancement of teachers in higher education. However, this ‘acceptance in principle’ has not been fully translated into practice by the institutionalisation of systematic pedagogical skills development for lecturers.

Adhoc pedagogy induction programmes
There has, in the past two decades been a number of *here-today-and-gone-tomorrow* initiatives aimed at giving the barest minimum of pedagogical skills to teachers in higher education. Some of these initiatives have taken the form of the inculcation of basic pedagogical skills, while some others have been subject-discipline oriented, particularly in faculties of medicine.

Programmes of this nature have not been systematically built into the regular academic life of institutions mainly because they have usually not been fully accepted by lecturers. There is also the major reason that teaching competence has been neither assessed nor rewarded in the process of academic career advancement.
Institutionalised pedagogy programmes
This is a growing trend that has witnessed some upsurge since the middle of the 1990s. It used to be a feature of the University of Abidjan in Cote d’Ivoire. It is gradually becoming entrenched in universities in South Africa and it is seen as the ultimate stage of a process that should bring pedagogical skills into reckoning as a desirable part of the tool kit of every academic.

There are currently three variants of such institutionalised pedagogy programmes.
1. Compulsory pedagogy initiation programmes for newly recruited lecturers, organised by a distinct pedagogical support unit of a university. This variant has taken root in the University of Education, Winebba (Ghana), as well as in the University of Ouagadougou (Burkina Faso), University of Bangui (Central Africa Republic), Moi University, Eldoret (Kenya) and several other institutions.
2. Initiation plus career–long initiatives where, in most cases, the latter has often been more of an Adhoc arrangement.
3. Attempts to develop fully fledged post-graduate diploma programmes in learning and teaching in higher education, as exemplified by the case of the University of Ibadan (Nigeria). This particular initiative has however remained fledging mainly because it has not won the appeal of its potential beneficiary. This also for the more important reason earlier stated: that teaching competence (even though progressively gaining acceptance) is yet to be taken into serious consideration in the career advancement of teachers in higher education.

On-line and virtual initiatives
These are some of the fall outs of the sensitisation workshops held all over the Africa region by UNESCO/BREDA in the 1990s. Nigeria’s National Universities Commission (NUC) has been piloting a version of this, while there is a pan-African version championed by the UNESCO Cluster Offices in Harare and Bamako. A variant has also been incorporated into the operations of the African Virtual University.
On-line and virtual initiatives have had the advantage of reaching out to a wider audience, but they are yet to overcome a couple of challenges. First, their impact on African institutions is yet to be determined. Second, virtual programmes in Africa are still hampered by technical hitches related to the state of ICT infrastructure in the region – a challenge that lies beyond the academic sphere of influence of virtual institutions.

In spite of these hitches, on-line and virtual pedagogy initiatives have achieved some measure of success. First, they have contributed to raising awareness in the Africa region. Second, they have produced a corps of academics, who can in future serve as master trainers.

Regional Sensitisation by UNESCO and its Partners

This has been a continuous series of training activities on higher education pedagogy that was rolled out by UNESCO/BREDAS in the mid-1990s, as an extra-budgetary activity. It has since become an integral part of UNESCO’s regular programme in Africa and has covered all the sub-regions of the continent and all the linguistic zones. It has also given birth to related national programmes, like the Virtual Institute for Higher Education Pedagogy in Nigeria.

Its pedagogical tool (a web-based material titled Learning and Teaching in Higher Education) has been a major source book on the subject for over a decade. It is currently being revised, enriched and updated, in the light the evolution of knowledge and ideas over the past decade, and in response to new demand, as well as on the basis of field experience in the use of the material in numerous training programmes all over the Africa region.

In spite of well known logistic, financial and technical challenges these initiatives have succeeded in putting pedagogical skill development in the front burner of higher education development in the region. The initiatives have also contributed to building some capacity at both individual and institutional levels. To ensure institutionalisation of pedagogy in higher education, there is need to consolidate on the achievements so far made, by intensifying sensitisation-type training and by moving activities into new directions. That is addressed in the rest of this presentation.
Ideas for the Immediate Future
Activities for the immediate future should amount to move pedagogical skills development in African higher institutions to the next level that should see the subject as both a relevance and quality concern issue in the further development of higher education in Africa. These activities should accordingly target a number of strategic areas, as discussed in the paragraphs that follow.

Institutional management mechanisms for Pedagogical Skills Development
This should be the necessary first step in moving from acceptance in principle to acceptance in reality
Fig. 1: An institutional pedagogical skills unit and its antennas

It should have physical, personnel, regulatory, technical and financial components, implying

- A designated physical structure to house an institutional pedagogical skill development unit
- Qualified academics to man the unit
- Regulations making pedagogical skills acquisition a requirement for entry into academics, and for academic career advancement
- Technical facilities (including ICT) for delivery of 21\textsuperscript{st} century pedagogical knowledge and skills
- Sustainable funding, principally through institutional budgetary allocations to the activities, equipment and personnel of the unit.

As figure one shows, a Central pedagogy unit at the institutional level would need to be supported by a network of antennas at the faculty level. This would facilitate the task of intensive training at discipline-specific levels for discipline specific pedagogy. The Central Pedagogy Unit and its antennas would perform four main functions, as follows:
1. Systematic learning needs assessment of teachers and students
2. Development of appropriate programmes to respond to ever changing learning needs
3. Provision of technical support in particularly teaching-learning challenge situations
4. Making new developments in higher education pedagogy readily accessible to lecturers

**Building pedagogy into doctoral training programmes**

Doctoral programmes are today dominated by training in research methods. It has become necessary, in view of the growing acceptance of pedagogy as part of the tools kit of the academic to include Pedagogy in doctoral training programmes, to ensure that a PhD qualifies for the title of *enseigneur-chercheur*.

A three-part activity would suit the purpose here

- General pedagogic principles
- Discipline-specific pedagogy
- Practical work (observation, classroom practice, courseware development).

It would be advisable to de-emphasize the lecture method in the conduct of such a programme in favour self-directed learning, discussions, and team activity. This would have the advantage of orienting future higher education teachers towards being ‘exemplars of teaching method, since most people tend to teach the way they were taught and not the way they have been taught to teach.

**Pedagogy as an area of concern by learned societies**

The academic world is replete with learned societies devoted to networking on a wide range of discipline and professions. Most of these have apex organisations, known as *academies*. Nigeria, for example, has academies for Science, for Letters, for Education, for Engineering, and for the Social Sciences. Most of these bodies serve as mouthpiece for their various areas of concern and have become a powerful voice in public affairs, with varying degrees of influence on government policy. The powerful professional associations – Law, Medicine, Engineering, Architecture, Accountancy, etc – do influence university curricula in
their various disciplines. They in fact have to accredit university professional programmes.

What appears like a real missing link in their work is Pedagogy. If these bodies are to ensure genuine quality curricula, they should pay attention to all aspects of quality teaching for quality learning. One way of setting the process in motion is to establish pedagogy working teams that will systematically study teachers’ learning needs and develop appropriate pedagogical responses to them. This should also include regular analyses of the evolution of society and the changing role of the professions and disciplines, as a means of continuously ensuring the responsiveness/relevance of curricula and the regular updating, re-skilling and re-tooling of teachers.

Career-long pedagogical skills development

One-short, initiation programmes or new lecturers could succeed in arousing interest in professional teaching, but continuous training would help to sustain the interest. Continuous learning would also lead to a consolidation of the skills acquired in the early stages of one’s career. Above all, continuous learning is a way of emphasizing the importance of pedagogical skills development as an integral part of academic staff development programme of an institution.
Table 1: An Indicative Framework for Career-long Pedagogical Skills Development for Academics

<table>
<thead>
<tr>
<th>STAGE OF CAREER</th>
<th>PEDAGOGICAL SKILLS</th>
<th>RELATED SKILLS AND COMPETENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Career (Lecturer/Assistant)</td>
<td>• Basic pedagogic principles</td>
<td>• Course and lesson planning</td>
</tr>
<tr>
<td></td>
<td>• Discipline specific pedagogy</td>
<td>• Student-centered teaching and learning</td>
</tr>
<tr>
<td></td>
<td>• ICT-support for Teaching and Learning</td>
<td>• Coping with large classes</td>
</tr>
<tr>
<td>Mid Career Senior Lecturer/Maitre Assistant</td>
<td>• Issues and challenges in higher education</td>
<td>• Student counseling</td>
</tr>
<tr>
<td></td>
<td>• Curriculum development in higher education</td>
<td>• Material adaptation and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learning Assessment</td>
</tr>
<tr>
<td>Top Career (Associate-Full Professor/Maître de Conférences/Professeur Titulaire)</td>
<td>• Leadership and Management in Higher Education</td>
<td>• Leading curriculum, instructional and research teams</td>
</tr>
</tbody>
</table>

Table one above illustrates the developmental nature of a pedagogical skills development programme. Teachers in higher education would have different roles to play at different stages of their career. Their lifelong pedagogy training should be tailored to these changing roles. That would be one way on enhancing relevance.
Pedagogy master trainer programmes

Complete institutionalisation of pedagogic skills development into the regular core activities of higher institutions would require a corps of specialised personnel. Such personnel would require constant updating, re-skilling and re-tooling on a systematic basis.

This calls for appropriate arrangements at national levels (by countries with a large number of higher institutions), as well as at sub-regional and regional levels. Coordinating bodies or institutions could take care of such programmes that would focus on

- New developments in higher education pedagogy
- Advances in ICT and applications to teaching and learning
- Fundamental and applied-action research on higher education pedagogy

It would advisable to draw master trainers from as wide an array of disciplines as possible. The cross-disciplinary perspective that this would produce would be a great source of strength to institutional level training activities and would contribute to across-the-board acceptance of pedagogy skills development by higher education teachers, institutions and systems.

Exchange mechanisms at the sub-regional and regional levels.

The universe should never be taken out of universities. This implies that openness to national, regional and global trends must remain a major mission of higher education. For this reason, programmes of higher education pedagogical skills development must provide opportunities for continuous improvement and enrichment through regular exchanges among institutions and among teachers. One can think of a number of practical possibilities here

- Regular conferences at regional, sub-regional levels
- Twining arrangements among African institutions
- Twining arrangements with centres of excellence outside Africa
- Regular publications of newsletters (possibly bi-lingual English-French editions) on research and practical experiences in higher education pedagogy.
Conclusions
Living in today’s world, and fitting into the world of tomorrow would require exposure to a type of education with a tripartite curriculum (table two). The emphasis used to be on subject-discipline based curricula. The prevailing paradigm used to be that students went through a specific area of study to fit into a specific area of activity, or profession, in after school life. With the uncertainty that characterises today’s knowledge economy, curriculum emphasis is shifting to how well one has learnt to learn, away from how much one has learned.

Table 2: Elements of a Tripartite Curriculum

<table>
<thead>
<tr>
<th>HARD SKILLS</th>
<th>SOFT SKILLS</th>
<th>GO-GETTING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Intelligence</td>
<td>Emotional Intelligence</td>
<td>Imaginative Intelligence</td>
</tr>
<tr>
<td>Self Expression Skills (oral, written, etc)</td>
<td>Character formation skills (for strengthening the total person)</td>
<td>Creative thinking skills (thinking out of the box)</td>
</tr>
<tr>
<td>Logical Reasoning Skills (for analysis and problem solving)</td>
<td>Intra-personal Skills (for the individual to understand his/her personal strengths and weaknesses, as well as possibilities/potentialities)</td>
<td>Ideational fluency skills (proclivity in generating novel ideas)</td>
</tr>
<tr>
<td>Computational Skills (for mathematical reasoning)</td>
<td>Inter-personal skills (for understanding and ‘teaming’ with others)</td>
<td>Opportunity-grabbing skills (perceptivity in making the best of opportunities)</td>
</tr>
<tr>
<td>Design/Manipulative Skills (for purely technical reasoning and action)</td>
<td>Lifelong learning Skills (knowledge-seeking skills)</td>
<td>Experiential learning skills (making the best use of the lessons of experience; ever working on new ideas)</td>
</tr>
<tr>
<td>Conceptual Skills</td>
<td>Perseverance Skills</td>
<td>Idea-to-product</td>
</tr>
</tbody>
</table>
This has influenced contemporary thinking on the use to be made of subject disciplines, especially in higher education. Here, the emerging consensus points to using the subject disciplines not an end in themselves but as tools for inculcating the lifelong (21st century) skills related to cognitive, emotional, and social development of the student, as detailed in the tripartite curriculum model.

Traditional, subject-discipline based curricula can accommodate lecture-dominated teaching that results mainly in rote learning. The tripartite curriculum (inculcating the survival skills of today’s knowledge economy) requires more creative teaching strategies. For the required creative teaching strategies to penetrate Africa’s higher institutions (in order to ensure quality learning) today’s fledging attempts at institutionalising pedagogical skills development in higher education have to move several steps forward. This presentation has outlined, for further discussion, some viable ideas on the possible directions of the much desired forward movement.