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IMPLEMENTING AN EFFECTIVE ACADEMIC MENTORING PROGRAMME IN EUROPE AND AFRICAN UNIVERSITIES

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Abstract

This paper discusses an implementation of effective mentoring programme in Europe and African Universities. Mentoring is broadly defined as personal academic relationship in which a more experienced or higher knowledgeable individual helps or guide a less experienced or lower knowledgeable person Europe and African Universities, there are need for mentoring in order to develop academic and personal knowledge of teachers and students in the field of education. This paper highlighted the methodologies of mentorship, types of mentorship and advantages of mentorship in education. It finally listed top Universities in Europe and Africa. The paper advanced conclusions and recommendations.

key words: Methodology of mentorship, type of mentorship, ranking of universities in Europe and Africa

Introduction

Broadly, the essence of mentoring relationship in academic environment is to develop and refine a new person in the field of education. The mentor refines the skills behaviour language, abilities and the understanding of the person he or she chooses or assigned to him or her. Scholars of different professions in education sector such as have an effect on the students learning and attitude. Mentoring relationships can be Universities, Colleges, Polytechnics, e.t.c.

mentoring in an academic environment must be arranged informally or formally. In other words, the person in receipt of mentorship may be referred to as a protégé (male), a protégée (female), and an apprentice or in recent time, a mentee.

In old Africa and Europe, the well known educated citizens are those who combined skills with morality. Every child between the ages of 0 -6 years watches and expresses meaning of events around him or her. The child learns from the mother how to own, weep, smile and talk, all these constitute learning. Definite and differentiation of social institutions for learning purpose were not clearly mapped out in Africa pre-colonial society. The content of education process was in the responsibility of educating the children their accepted folk ways. In pre-literate education, special persons either because of their skills or status come to be recognised as having peculiar functions in the training and formulation of tribal customs. The elders, medicine men, the seers, the carvers, the chroniclers constituted themselves into priestly class and teachers.

The concept of mentoring originated from African's informal system of education. Both in formal and mentoring system of education over the years gave the protégé guidance, counsel and information that will enable him or her to explore the environment he or she finds himself. The mentee supervises the work of the protégé and protégée within a space of time, this situation will help the young star to understand the work excellently. Mentoring relationship may have an effect on the output of students result. There are many factors that can contribute to the success of mentee or protégé, these including academic, social integration, humilities, morality and determination. The involvement of these above will enable mentee to produce adequate result. Lavant (1987) stressed that research regarding mentoring in higher education is sparse, mentoring programme for African European males at both the undergraduate and graduate level exist at several Colleges and Universities. These programs differ greatly in their structure and arrangement. In Africa Universities mentoring is not always an official decision; rather it is personal academic needs that make newly employed undergraduates assistants to seek for mentee. The recent development calls for government of West African States to implement mentoring in their curriculum. This innovation should specifically focus on the academic success of African lecturers and teachers. This process should be examined for self efficacy, Psychological support structure, academic background and will be guided by the Universities regulations and ethics. Adequate programme should be introduced in Europe and African Universities aiming at the

success of the future of academic life of the Universe. The participants of the programme must cut across all academic disciplines in the Universities. Administration support of mentorship programme within the Universities or institutions of higher education is very necessary for the development of young scholars and academic curriculum.

Methodologies of mentorship

The major essence of mentoring is to develop the young scholars and the academic curriculum; therefore appropriate methodology and wisdom are required to achieve these global objectives in Africa and Europe Parsoloe and Wray, M. J. (2000). Listed some methodology of mentorship as follows:

Accompanying methodology: This type of methodology involves the mentor to include the mentee in the process in learning from time to time.

Methodology of sowing: The mentor at this stage prepares the mentee with difficult task before change takes place. This method is necessary mostly at the beginning of the mentorship; it helps the mentee to be stronger in the future or difficult situations.

Methodology of catalyzing: Everything in human nature changes. When change reaches a critical stage of pressure, learning can escalate. At this stage the mentor chooses to insight the learner into adequate change with provoking thinking method which can bring change in identity or re-ordering of norms and values.

Methodology of presentation: This is a method of presenting something where it will be understandable. The mentor uses himself as example to demonstrate a skill or activity. In this stage the mentor becomes the picture of reality.

Result as methodology: The mentor at this period of knowledge harvest select any object to, create awareness of what was learned by experience and draw conclusion. The most important thing here is for the mentee to respond positively on what he had learned.

Types of mentorship

Peer group mentorship: In many universities and higher institutions in West Africa and Europe, mentorship schemes are offered to help graduate assistants to build new carrier in education.

Since the introduction of internet in teaching and learning, it has contributed to peer group mentoring in research and teaching.

Modern mentoring: In another development this can be called blended mentoring. This type of mentoring is mixed up with counseling and online activities; it helps the mentee to accept new development and services.

Reverse methodology mentoring: In the recent internet connectivity around the world today, most students or mentees have a lot of experience due to age the reverse now becomes the case between the mentor and mentee. Because of the age of mentee he or she uses phones, laptop computer system, projectors and other online devices with good strength. With this new development he or she helps the mentor in some academic activities.

Advantages of Mentorship in the Universities

Mentoring can have significant advantage to graduates assistant and students, one study participant stated that he had chosen his major career based on a conversation with one university lecturer he met in the bus. The advantages both mentor or mentee benefit from the programme are numerous to human society. Mentors develop friendships through their participation in the exercise and usually derive satisfaction from helping a young scholar and possible shaping his or her life in a positive way. Clinard, L. M. & Ariau T. (1998) propose that mentors may also be paid and they may receive other benefits such as prioritized registration, course credit and references.

Mentoring contributes to many perspective benefits in the faculties of universities. Lavant (1987) it offers at several undergraduates and graduate assistance in the institutions academic ability to teach well and understand the environment adequately. Effective monitoring programme promotes and enhances retention, academic achievement and leadership development in West African and Europe. (Ronald. 2009).

Mentoring programme helps administration of universities and other higher institutions to develop man power. Both government and the education institution stand to benefit from the mentoring programme if it is well organized. It helps to train more experienced teacher and scholars for future generation.

Ranking of Universities in Europe and Africa 2015

Europe is one of the most popular continents in the world, based on the contribution Of Europe to humanity. It may be the second smallest continent in the Earth. Laura (2014) in her compilation of world university ranking states that Europe can boast of the world's best educational institution. In the total of 336 European Universities are features with the world's top 800 roughly (42%). The UK boasts Europe's highest number of international ranked universities with 70 entries but is closely followed by Germany 42, and France 41. Meanwhile Switzerland has two universities ranked among the world's top 20 leading a group of smaller European countries with very strong higher education system, ranking of top universities in Europe and Africa is necessary in the implementation effective academic mentoring. For the convenient of this research, the countries in Europe are alphabetical listed and their positions in the world and Europe include.

Name of university

Top universities in Austria

Johannes Keple University Linz

University of Vienna

Vienna University of Technology

University Innsbruck

Kari Franzens University

Top universities in Belgium

Ku Leuvan University

Urije University Brussel

University Libre de Bruxelles

Glent University

University Catholque de Louvain (UCL)

Top universities in FRANCE

Universite Paris Sud II

Ecole Normale Superie Leure de lyon

Ecole Normale Superleure Paris

Universite Pierre et marie curie

Ecole Polytechn ique

Technische Universitat Munchen

Karisruche Instito of Technology

Ludwing Maximillians Munchen

Top universities in Germany

Rupresht Karis Universitat Heidelberg

Universitat Frei burg

University of Pisa

University of Bologna

Politecnico di milam

Sapienza University of Rome

Erasmus University Rotterdam

Delft University Groningen

Utrecht University

Top universities in Ireland

Dublin city University

National University of Ireland Galway

University College Cork

University college Dublin

Trinity college Dublin

Position in the world

Latvia

University of latoia

University of Szeged Eotvos Coland University

Lithuania

Vinius University

Kauna university of Technology

Top Universities in Croatia

Poland

University of Porto

Universidade Nova Lisboa

Ukraine

Top Universities in Greece

Taras Sheu chenکو National university ofkyin

V.N Karazin Kharkin national university

Top Universities in Hungary

Crech Technical University in Prague

Charles University

University of Zagreb Czech Republic

University of Crete

National Technical university Athens

Establishment of University in Africa

Research ranking of universities in Africa is peculiar to the nature and financial situation in the continent. Academic pursuit of higher education is relevant and necessary for the development of the states in Africa. The quality of university pursuit depends on the information one receives which shapes his/her knowledge. Irrespective of the financial constraints most of the major higher institutions in Africa can compete excellently with any other university across the globe. Adequate information receives African universities have proven to be excellent in the production of good scholars around the universe. Countries in Africa have many universities, colleges, polytechnics, Technological schools and colleges of education, most of these schools offer degree programme in different courses. (Seyidobo (2015).

In this record, the research will show the Top 60 Universities in Africa with date of establishment.

Name of Top 60 universities in Africa

University of cape town

University of Pretoria

University of Mohammed v-souissi Morocco

University of Zimbabwe

Universite de Alger

University on Nigeria Nsukka

Ahmadu Bello University Zaria
University of south Africa (unisa)
Stellan Bosch university South Africa
Alexandra university Egypt
University of Dares Salam
Mansoura university Egypt
The America university Cairo Egypt
University of Kwazulu
Rhodes university south Africa
Ain Shams university Egypt
University of Johannesburg
University of the Western cape South Africa
Universite of de Ouagadougoul Burkina Faso
University of Nairobi-Kenya
University of Lagos
Makerere University Kampala Uganda
University of Ilorin Nigeria
University of Swaziland
Universite de Batna Algeria
Covenant university Nigeria
Sudan university of science and technology

Helwan university Egypt

University of Ibadan Nigeria

University Cheikh Anta Diop Senegal

University of Namibia

University Abou Bekre Belkaid Tlemcen

Al-Akhawayn university Morocco

South valley university Egypt (SVU)

Obafemi Awolowo University Ile Ife

Nelson Mandela University South Africa

Universidade Eduardo Mondlane Mozambique

University of Ghana

University of Botswana

The North West University North West -South Africa

The German University Uganda

Busitema University Uganda

Abia State University Uturu Nigeria

Bugema University (BUU)

Kwame Nkrumah university of science and technology KNUST

Valley view University Ghana

University of Eastern Africa Beraton

Edgerton University Ghana

Alexandra University

Egypt

Universite de la Reunim

University of Port-Harcourt Nigeria

Moi university Kenya

Benla university Egypt

Universite mentouri de constantire Algeria

University of Khartoum Sudan

Alvan Ikoku Federal University college Owerri -Nigeria

Federal university of agriculture Abeokuta

Christian Jermice university college Ghana

University for development study Ghana

University of Buea Cameroon

Federal university of Yaounde

University of Douala Cameroon

University of Liberia Monrovia

Cutting university Monrovia

Conclusion and Recommendations

Implementing university mentorship in Europe and West Africa institution are very important. Administration of education institutions should give maximum support of mentorship programme across the continents. The participants of the programme should take it very seriously in order to sustain this great innovation. The government of the two continents stands

to benefit from the programme if it is well implemented and remuneration should be mapped out for the participants in the higher institutions.

The executive leadership within the higher institutions must be genuine committed to the concept of a formal mentoring programme.

The executive leadership of universities should constitute a committee to control the programme. Energetic, compassionate, and dedicated individuals from all fields expertise and all levels with the university must be selected as mentors.

Reasonable resources/finance must be allocated for support of the programme

The programme, if well financed will bring good development in academic knowledgeable and retention of our good culture.

The committee director should be law abiding citizen who will work closely with the university's administration to obtain necessary information related to newly employed undergraduates.
(Twomey, 1991)

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