

**Center for Higher Education Transformation**

# **ACTIVITY REPORT**

**January 2010 to January 2011**



**CHET**

CHET's activities can be classified as follows:

1. Higher Education Research and Advocacy Network in Africa (HERANA)
2. Performance (Efficiency) Indicators
3. Policy/Change Dialogues
4. Responding to the Educational Needs of Post-School Youth
5. Differentiation in South African Higher Education
6. Higher Education Masters in Africa
7. Seminars
8. Website and Publications

## **1. HERANA**

The HERANA project is now in full production mode. Below is a brief summary of progress made during 2010.

### **1.1 HIGHER EDUCATION AND ECONOMIC DEVELOPMENT**

Except for finalising the publications, the project completed on time and exactly on budget for the period January 2008 to December 2010. CHET did, however, underestimate the number of publications and may need some additional publication and distribution funding. The following has been done:

- Published a book on the three 'successful' international country cases studies.
- Held a feedback workshop in August 2010 with at least two representatives from each country.
- Completed the first draft publications of the eight country/institution reports.<sup>1</sup>
- Published a report which synthesises the findings of the higher education and economic development component of the project. See UWN report (Appendix1).

### **1.2 HIGHER EDUCATION AND DEMOCRACY**

The following has been done:

- A report on the democratic citizenship project, based on an analysis of the Afrobarometer surveys in 20 African countries is completed.
- The survey of legislatures has been done.
- A survey based on Afrobarometer methodology has been done at the Universities of Dar es Salaam, Nairobi and Cape Town (400 students and student leadership on each campus). The Executive Summary has been published and the final report will be published in April 2011.

### **1.3 ADVOCACY**

#### *HERANA Gateway and email notifications*

A distribution list of 490 names grouped into the following categories has been compiled: funders; institutional leaders; university libraries; African higher education councils/commission; higher education research centres; government departments; consultants/other. The first emailer was sent out on 24 February 2011 and at least five more mailings are planned for between March and June 2011. As at 1 March, 120 people had opened the email and of these 71% had clicked through to the CHET website.

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<sup>1</sup> Botswana, Ghana, Kenya, Mauritius, Mozambique, South Africa, Tanzania and Uganda.

Not interested anymore? [Unsubscribe](#). Having trouble viewing this email? [View it in your browser](#).

Dear Mr Francois van Schalkwyk

Phase 1 of the *Higher Education Research and Advocacy Network in Africa (HERANA)* is coming to an end. The focus of our work over the past three years has been research exploring the relationship between higher education and development (economic and democratic) in Africa. We have also initiated various advocacy projects, including the *University World News Special Africa Edition*, the *HERANA Gateway*, and *policy dialogues*.



The research outputs from HERANA Phase 1 are in the process of being published and disseminated. Attached is the executive summary of the report: ***Universities and Economic Development in Africa: Pact, academic core and coordination***, as a taste of what is to come over the next few months.

**Universities and Economic Development in Africa:**  
*Pact, academic core and coordination*

Nico Cloete, Tracy Bailey & Peter Maassen

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The HERANA Gateway will be redesigned and will include a new resources section. This resources section will include a unique collection of policy document and research publications on African higher education. Planned launch date for the new site is May 2011.

#### *Presentations*

For 2011 a number of results presentations are planned: March – Unesco and Mauritius; April – Western Cape Universities and Botswana; May – NY-based foundations, Berkley and Tanzania; June – book launch in SA; July – NMMU and book launch in SA; September – Nairobi and Makerere; October – Norad and University of Oslo; November – Fort Hare international higher education conference.

#### *University World News*

Beyond the immediate network membership, HERANA has sought to bring issues relating to higher education in Africa to the attention of a much wider audience on the continent and internationally. One such strategy is the HERANA Gateway, a specialised search engine which provides a central

point for the dissemination of research-based information on higher education in Africa to relevant experts and decision-makers. This year, the HERANA Gateway has had more than 3,000 users from 108 countries.

Another strategy is *University World News* Special Africa editions and fortnightly Africa newsletters which were launched in 2008 in collaboration with the HERANA project. By the end of August 2010, there were more than 27 000 people in 150 countries receiving the weekly global edition. Of UWN's total of 27 026 registered readers, 13 280 receive the Africa edition. This includes some 7 500 people who receive both the Global and Africa editions, and people in Africa as well as readers outside the continent with an interest in African higher education. More than 6 000 of UWN's readers are based in Africa, in 29 countries. The biggest readerships are in South Africa (2 978), Egypt (1 241) and Nigeria (703) followed by Mauritius (135), Namibia (129), Uganda (92) and Morocco and Kenya with 90 readers.

In the six months to the end of September 2010, UWN received on average 75 400 unique visitors to the website per month, and on average 670 000 page views a month. Amongst the readers, 28% are university leaders or senior managers (including vice chancellors, deans or heads of departments or units), 37% are lecturers or researchers, 10% are administrators, international officers or other non-academic staff, and 25% are others (students, journalists, Public Relations officers, conference organisers and consultants).

Official recognition came when UNESCO selected UWN as media partner to the 2009 World Conference on Higher Education in Paris, and again when UWN became a media partner to the OECD's Institutional Management in Higher Education 2010 general conference, *Higher Education in a World Changed Utterly: Doing more with less*.

For a list of publications see Website and Publications section of this report. For a summary of some of the Unique features of HERANA and some Impacts, see Appendix 2.

## 2. PERFORMANCE (EFFICIENCY) INDICATORS

This Ford-funded project has three components. The first is a set of Institutional Profiles for all 23 South African universities that can be used by councils and institutional leadership to provide key indicators for governance and planning. The second component is a set of performance indicators for each of the major institutions in the eight African countries participating in the HERANA project. The final phase is to link the institutional profiles and the efficiency indicators so that 'peer' comparisons between institutions in eight other African countries can be made with relevant institutions in South Africa.

The following has been achieved:

- The book South African Higher Education Indicators 2000-2008 has been published.
- The profiles of the seven other African universities have been done; publication date of Cross National Performance Indicators: A case study of eight African universities is scheduled for April 2011.
- Some peer comparisons in terms of 'flagship' universities have been made and are included in the final report.
- Developed an interactive, online database of performance indicators for the South African system, and during 2011 the other seven African university profiles will be added (see <http://www.chet.org.za/indicators/>)

By combining the HERANA and Performance Indicators data we not only have the most comprehensive 'profiles' of a set of African universities, we are also developing a complex understanding of how they 'work', both in terms of internal functioning and in linking to development.

### 3. POLICY/CHANGE DIALOGUES

The main project goal is to continue CHET's mission of stimulating debate and informing policy by producing data and analysis of higher education transformation during the post-2000 period through research and information sharing networks.

After three workshops, three broad sections with chapters and authors have been finalised. The following title has also been finalised: *Knowledge Policies and Economic Relevance of Universities in South Africa: The balance between legitimacy and productivity.*

The focus of the new book will be on the coordination of knowledge policies at the global and national levels, as well as the policies and implementation practices at institutions for improving knowledge production – doctoral graduates and research output. The book will have the following main sections:

- An overview of global knowledge policies and key issues from the framework
- National emphasis: The South African knowledge production landscape
- Institutional emphasis: Six South African university case studies
- Integration and conclusions

The first workshop for writers of the institutional section is scheduled for April 2011.

### 4. RESPONDING TO THE EDUCATIONAL NEEDS OF POST-SCHOOL YOUTH

This is a joint project with the UWC Further Education and Training Institute (FETI) in collaboration with the Department of Higher Education and Training. Unfortunately, with the departure of both the Director and the Deputy Director-General's contact in the Department, the project is in limbo. However, there continues to be frequent references to the Ford Foundation NEET project and Charles Sheppard receives biweekly requests for data on the FET colleges or the performance indicator project.

During 2010 the following has been completed:

- Approaches to youth unemployment: an international perspective – Linda Suze, SALDRU
- Skills training reform unrealistic – Sean Archer (<http://www.universityworldnews.com/article.php?story=20110225202151905S>)
- Credit Constraints and the Racial Gap in Post-Secondary Education in South Africa – Murray Leibbrandt (to be published in 2011 by SALDRU)
- Further education and training enrolments: an analysis of provincial data – Charles Sheppard
- Research on FET Colleges in five provinces that will include an investigation into their physical infrastructure and human and financial capacity to offer programmes for post-schooling youth – Rolf Stumpf, Joy Papier and Seamus Needham

A joint seminar with DHET is planned for June 2011 to discuss youth unemployment, skills and training.

## 5. DIFFERENTIATION IN SOUTH AFRICAN HIGHER EDUCATION

University World News reported that “Almost 16 years after 1994, at the Higher Education Summit of the Minister, a broad spectrum of the South African higher education community accepted differentiation as strategy to bring greater diversity and mission for purpose into the system” (23 May 2010 (<http://www.universityworldnews.com/article.php?story=20100523104119724>)).

CHET presented the key paper on differentiation at the Summit and was asked to convene a task team to develop a ‘differentiation methodology’. The Ford Foundation agreed to support this with a grant of US\$ 100 000. The project proposes to deliver the following:

- Develop a concept paper on a methodology for differentiation
- Develop sets of indicators for differentiation that will include efficiency, equity and programmes
- Undertake a prototype analysis to explore a variety of possible clusters
- So strengthen the existing expertise network of researchers, institutional leaders and government officials regarding differentiation, and
- Further advance the knowledge and awareness on differentiation amongst members of the Department of Higher Education and Training and the broader higher education community.

During November at the national SANTED conference CHET made a presentation entitled ‘Diversity in Higher Education in South Africa: From Inequality to Differentiation’. The next workshop is planned for May 2011.

## 6. HIGHER EDUCATION MASTERS IN AFRICA

The HEMA project, which commenced in January 2008, has registered considerable progress. The eight students, from six African countries (including South Africa, Tanzania, Cameroon, Kenya, Malawi and Madagascar) have successfully completed their first two years of study, which included coursework in Olso and at UWC, and proposal writing. In November 2008, the students’ thesis proposals were presented to the UWC Faculty of Education’s Higher Degrees Committee. All the proposals were approved and their high quality was acknowledged. The four students below have submitted and Samuel Fongwa received a cum laude and is now registered for doctoral studies at the University of Free State. Three other students are in the process of submitting. The partnership with Makerere has been discontinued because the entire top structure of the higher education studies left Makerere for other positions. During 2011 Eduardo Mondlane will join the programme.

NAME	PROPOSAL TITLE
Angolwisye M. Mwollo-ntallima	Higher education and social development: Contribution of higher education student leadership to democracy in Tanzania
Samuel N. Fongwa	The contribution of higher education to regional socio-economic development: A case study of the University of Buea in the Fako region, Cameroon.
Hanitra Rasoampoizina	Higher education policy changes in Madagascar and the government’s approach to steering these changes during the last two decades (1990-2008)
Francois van Schalkwyk	Responsiveness and its institutionalisation in higher education

Gerald Ouma has been appointed as Senior Lecturer in Higher Education Studies at UWC and Thierry Luescher and Patricio Langa as post docs.

## 7. SEMINARS

DATE	TITLE	LOCATION
26–27 Aug 2010	Higher Education and Economic Development in Africa: Report back from HERANA	Le Franschhoek, Franschhoek
25 Aug 2010	Higher Education's New World Order: How and Why Governments are Creating Structured Opportunity Markets	Cargills Restaurant, Rondebosch
25 Aug 2010	Higher Education and Economic Development in Africa: Report back from HERANA	Le Franschhoek, Franschhoek
25 Aug 2010	Higher Education and Democracy in Africa: Projects meeting	CHEC Boardroom, Wynberg
7 Jun 2010	Higher Education and Economic Development in Africa: Findings and Implications for Development Aid	Norad, Oslo
31 Mar 2010	HERANA Seminar: Mauritius and Seven other African Countries	University of Mauritius, Reduit
12 Feb 2010	A New Book on Post 2000 Higher Education in South Africa	Le Franschhoek, Franschhoek
11 Feb 2010	Student Governance Project	CHEC, Cape Town

## 8. WEBSITE AND PUBLICATIONS

### Publications

2010 saw an uptick in the number of CHET publications and 2011 will continue this trend as HERANA Phase 1 publications see the light of day. Publications released in 2010 include:

- *Cross-National Higher Education Performance Indicators*
- *The Limited Impacts of Formal Education on Democratic Citizenship in Africa*
- *Linking higher education and economic development*
- *Nelson Mandela Metropolitan University: An Engine of Economic Growth for South Africa and the Eastern Cape Region?*
- *Performance Indicators in South African Higher Education 2000–2008*
- *The Research–policy Nexus*

Publications already released in 2011 include:

- *At Arm's Length: The Relationship between Research and Policy in Arts and Culture, 1992–2007* (Harriet Deacon)
- *The University in Africa and Democratic Citizenship: Hothouse or training ground?* (Thierry Luescher-Mamashela with Sam Kiiru, Robert Mattes, Angolwisye Mwollo-ntallima, Njuguna Ng'ethe and Michelle Romo)
- *Higher Education and Economic Development: A Review of the Literature* (Pundy Pillay)
- *Universities and Economic Development in Africa: Pact, academic core and coordination* (Nico Cloete, Tracy Bailey and Peter Maassen)

Three titles were launched at the HERANA Seminar in Franschhoek in August 2010 and a launch/seminar of the higher education indicators book is scheduled for April 2011.

### Website

News items continue to be added to CHET website as are the most recent publications and events. For larger CHET events, we have created dedicated pages which include the programme, presentations (PowerPoint and/or audio), list of participants and photographs from the event.

To promote the expansion of the CHET mailing list, potential subscribers can now add their names directly to the CHET mailing database via a form on the CHET website.

Key website statistics for the period January 2010 to January 2011:

- 10 522 visits from 145 countries/territories
- 29 872 page views
- 65% new visitors
- Most visited section: Reports
- Most visits (where average time on site exceeded 1 minute) from: South Africa, US, UK, Norway, Egypt, India, Germany, Netherlands

#### *UWN Articles*

In the coming months University World News will be running articles on:

- Connecting higher education and development – summary of the HERANA research. Published on 27 February.
- The three international case studies (Finland, South Korea and North Carolina) undertaken to uncover what principles underlie successful efforts to link higher education to development. Research by Pundy Pillay. That will run on Sunday, 6 March.
- The university in Africa and democratic citizenship: whether African universities serve as training grounds for democratic citizenship or are merely ‘hothouses’ of student political activism. One or two articles. Paper by Thierry Leuscher-Mamashela. Might be published on 13 March.
- The research into the existence (or lack of it) of a ‘pact’ on higher education’s role in development and the knowledge economy in the eight African countries. It showed evidence of a pact only in Mauritius, and to some extent in Kenya around higher education and the knowledge economy. Bailey, Cloete and Maassen.
- The research into the ‘academic core’ at the eight African universities, and the issues around consultancy and the need for research incentives. Bailey, Cloete and Maassen.
- The research into the coordination and connectedness of universities. Bailey, Cloete and Maassen.
- Higher education and democracy: report to be published in April, by Bob Mattes.
- There will be country and university case studies of the eight African countries surveyed, and we will write up some of them – from May onwards.

## APPENDIX 1 UWN ARTICLE

### AFRICA: Connecting higher education and development

Karen MacGregor  
27 February 2011  
Issue: 160

The Higher Education Research and Advocacy Network in Africa, HERANA, has gathered the most comprehensive and systematic data on a group of Sub-Saharan African universities ever compiled. Research over three years in eight countries uncovered urgent needs for a 'pact' on the important role of higher education in development, strengthening the 'academic core' in universities, and greater coordination among higher education actors.

The research, involving literature and document reviews, scores of interviews and data-collection in eleven countries, explored the complex relationships between higher education and development in Africa, with a focus on economic and democratic development – matters of great importance to the continent.

A synthesis report was published last week, highlighting key findings from the numerous studies and reports generated by HERANA, an expertise network aimed at developing higher education studies in Africa through research and its dissemination, and a masters programme. HERANA has been driven by the Centre for Higher Education Transformation in Cape Town, CHET, and *University World News* is a partner.

Universities and Economic Development in Africa: Pact, academic core and coordination was authored by Professor Nico Cloete, Director of CHET, HERANA Project Manager and researcher Tracy Bailey, and Peter Maassen, a professor of higher education at the University of Oslo, HERANA's international partner university.

The report focuses on universities and economic development in eight African countries: Botswana, Ghana, Kenya, Mauritius, Mozambique, South Africa, Tanzania and Uganda. Finland, South Korea and North Carolina in the United States were also studied, to uncover principles that successfully connect higher education to development.

Funded by the (former) Partnership for Higher Education in Africa, especially by two of the consortium's members the Ford Foundation and the Carnegie Corporation of New York, HERANA has over the past three years:

- Produced 17 publications, including case studies of institutions and higher education systems in eight African countries. Numerous masters and PhD publications are in progress.
- Developed a network of some 50 academics, administrators and postgraduate students in more than 10 countries, and a working relationship with universities and government departments in the eight African countries.
- Established a research-based masters in higher education studies with 20 students from eight African countries, linked to the Erasmus Mundus higher masters education in Europe.
- Disseminated the research through 15 seminars involving some 900 participants, and drawn on their responses and ideas.

A 'development triangle' conceptual framework was developed to investigate dynamics between governments, universities and higher education funders. The central concepts of a 'pact', 'academic

core' and 'coordination' were operationalised in an African context, although they also have relevance in many other countries and contexts.

### *The context*

The synthesis report points out that higher education is now recognised as key to delivering the knowledge requirements for development. "Research has suggested a strong association between higher education participation rates and levels of development, and that high levels of education are essential for the design and production of new technologies, for a country's innovative capacity and for the development of civil society," it says.

This has persuaded many countries to put knowledge and innovation policies, and higher education, at the core of development strategies. "The ability of developing countries to absorb, use and modify technology developed mainly in high-income countries, will drive more rapid transition to higher levels of development and standards of living."

However, the report points out, the role of higher education in development in Africa has remained unresolved. Following independence from colonial rule, universities were expected to be key contributors to human resource needs.

During the 1970s the idea of 'development universities' emerged. It was argued that governments should steer universities towards a development role. But many governments had no coherent development model. "Steering became interference and universities became sites of contestation". Higher education "came to be seen as a 'luxury ancillary' – nice to have, but not necessary".

During this period the World Bank, especially, concluded that development in Africa should concentrate on primary education and expenditure on higher education declined dramatically: from US\$6,800 per student in 1980 to \$1,200 in 2002, and later to just \$981 in 33 low-income Sub-Saharan African countries, according to the World Bank. The report continues:

"Lack of investment in higher education delinked universities from development, led to development policies that had negative consequences for African nations, and caused the closure of institutions and areas of higher education that are critical to development."

During the 1990s and early 2000s influential voices, including the World Bank, started calling for the revitalisation of African universities and for linking higher education to development. This movement has steadily gained ground.

### *The research*

The analytical point of departure, the report says, was that the conditions under which universities contribute to economic development are influenced by three related factors:

- The nature of the 'pact' between universities, political authorities and society.
- The nature, size and continuity of the university's 'academic core'.
- The level of coordination, implementation and connectedness of universities, in the larger policy context.

The project began with a review of the international literature on the relationship between higher education and economic development. This was followed by case studies of the three systems that have successfully linked economic development and higher education policy and planning - Finland, South Korea and North Carolina.

The next phase collected data at the national and institutional levels in the eight African countries. The universities involved were Botswana, Ghana, Nairobi (Kenya), Mauritius, Eduardo Mondlane (Mozambique), Dar es Salaam (Tanzania) and Makerere (Uganda). In South Africa Nelson Mandela Metropolitan University was regarded as 'comparable' to the other African institutions. The University of Cape Town, Africa's top-rated institution, was included in the analysis of the academic core.

The research team visited the eight African countries and universities in 2009 and conducted interviews with individuals in universities and ministries, higher education commissions and other national stakeholders. National and university policy and strategy documents were analysed.

Quantitative data including national development indicators and statistics were collected, and the concepts of 'pact', 'academic core' and 'coordination' were operationalised by developing and using indicators that allowed comparable empirical evidence to be gathered.

The data and subsequent analysis led Cloete, Bailey and Maassen to reach several conclusions of considerable importance to African countries if they are to harness the resources of universities as engines of development.

First, with the exception of Mauritius, there was little consensus among African governments, universities and other stakeholders on the role of universities in development. "There needs to be a pact about the importance of knowledge in development and the special role of the university," the authors argue.

Second, with the exception of the University of Cape Town, the institutions studied were primarily undergraduate teaching universities without the 'academic core' essential to making a sustainable contribution to development. "The academic core needs to be strengthened, particularly in terms of knowledge production," they conclude.

Third, there must be far greater coordination and connectedness among the growing number of actors and agencies (government departments, business and foreign donors) involved in higher education in Africa. And finally: "University development activities must strengthen rather than weaken academic core capacity."

### *Implications of the research*

The report highlights several implications for African countries and universities arising from the research.

- Dialogue about the role of higher education in development should be stimulated between government, higher education stakeholders and funders. "Serious thought has to be given to stronger forms of policy coordination-alignment among the different stakeholders."
- There needs to be more agreement about the role of higher education in development, "and relevant government officials and key members of higher education governance structures are not part of the discussion and capacity building," says the report.
- In all eight African countries there are tertiary councils or commissions. "It is important to clarify the roles and functions of these bodies, and to consider what role they can play in promoting greater agreement (pact formation) and coordination between key stakeholders around higher education and development," the report urges.
- There needs to be considerably more discussion about and research into what constitutes the academic core and how to strengthen it. "Just producing more postgraduates, or providing incentives for publication, will not solve the problem."
- The reward system for academics needs study "because it seems that academics are not

- incentivised by institutions, governments and some funders to strengthen the academic core.”
- Concepts such as ‘community service’, ‘third mission’ and ‘engagement’ either reflect an instrumentalist service notion or have become clichés. It would be more useful to investigate the relationship between core knowledge activities and connectedness to external stakeholders.
  - Some development-related projects or centres at the African universities were world-class in terms of international recognition and cutting-edge research, while also strengthening the academic core. “The challenge is how to increase the number and scale of these types of activities.”
  - There is a need to improve and strengthen the definition of key performance indicators, as well as the systematic, institution-wide capturing and processing of key indicator data.
  - Strengthening the government, university and foreign donor ‘triangle’ would be key to drafting and implementing strategies to strengthen knowledge production, which would enable universities to make a sustainable contribution to development.

The HERANA report calls for the establishment of an African Research Council, similar to that in Europe, “that could stimulate the funding of research throughout the continent on a basis of quality, and not regional or national interests”.

## APPENDIX 2 HERANA: UNIQUE FEATURES

### Unique features

- Applying the principles, not copying the practices, of three OECD systems that have successfully connected higher education to development, to an African context.
- Developing a conceptual framework – the ‘development triangle’ – that explores the dynamics between the national government, universities and funders.
- While the central concepts of pact, academic core and coordination have been operationalised in an African context, these also have relevance in many other countries and contexts.
- Providing empirical evidence about the differences and similarities between important universities in eight African countries.
- Capturing the most comprehensive and systematic data set on a group of sub-Saharan African universities ever compiled.
- Developing a working relationship with eight universities in Africa with at least two ‘dedicated’ collaborating senior persons in each university, and a contact in at least one government department in each country.
- Connecting a network of more than 50 academics/administrators/postgraduate students in higher education studies in more than 10 countries.
- Producing 17 publications, including eight country/institution case studies, and at least 20 University World News articles, with six masters and two PhD dissertations in progress.
- Establishing a research-based masters in Higher Education Studies programme with 20 students from eight different African countries, linked to the Erasmus Mundus Masters in Higher Education in Europe (40 students from 20 countries).
- Unprecedented concurrent research dissemination through publications, institution/government seminars (15 events with 900 participants), University World News (24 728 subscribers, 11 835 to Africa Edition; 6 767 Africa Edition readers based in Africa in 34 countries; highest readership South Africa, Nigeria and Egypt) and the HERANA Gateway (189 visitors a month).
- The project findings are potentially useful to government, institutions, funders and journalists.

### HERANA: Impact

Determining ‘impact’ is difficult at the best of times and particularly so before the project is concluded. Nevertheless, it is possible to identify various areas of real or potential impact, namely the production of new knowledge – both for academic purposes and for national and institutional policy and planning; and, networking, raising awareness and stimulating debate about the importance of higher education for development.

### Production of new knowledge

The HERANA projects contribute to the existing, somewhat limited, body of knowledge about higher education in Africa and, in particular, the relationship between higher education and development. New knowledge has been produced in the following areas:

- The ways in which three successful OECD countries link higher education and economic development, identifying nine similarities, despite very different contexts and practices.
- An analytical framework that includes concepts such as ‘pact’, ‘academic core’ and ‘connectedness’ as a lens through which to investigate and understand the complex relationships between higher education and economic development. These concepts have been operationalised through detailed sets of indicators.

- The nature and strength of the academic core of eight 'flagship' universities in Africa. This includes a never-done-before cluster analysis of 28 universities in sub-Saharan Africa.
- A methodology, with a set of indicators, to assess the relationship between external connectedness and the academic core in the development-related (engagement) activities of universities.
- Comparative data on the 'cognitive democracy' of students at three prominent universities in Africa.

This new knowledge has and will be utilised in various academic settings. The study on the three OECD countries has been published and has been prescribed for the joint NOMA masters course (Western Cape, Oslo and Makerere universities). The analytical framework and some of the indicators were presented as part of the opening keynote address at the Consortium of Higher Education Researchers annual conference held in Oslo in June 2010 (250 participants from 35 countries). Following the CHER presentation, we have been invited to make presentations during 2011/12 at the universities of Bath, Milan, Gent, Melbourne, Toronto, New York, Georgia and Berkeley. The book on the conference proceedings will have an opening chapter on the project and Springer has approached us to do a book on the project. A number of institutions have approached us to further discuss the 'engagement' methodology, which some have reported will be a useful tool for managing internal and external interests around external funding. Finally, the student democracy report was presented at an international student leadership seminar in South Africa, in a session with former President Thabo Mbeki, and was very positively received.

In total the project is going to produce 20 publications, at least 10 masters dissertations and two doctorates. In addition to the academic contribution to knowledge, the HERANA projects have also contributed empirical and comparative evidence which can (and has, in some cases) be used by universities and government ministries / agencies for evidence-based policy and planning.

The most direct policy influence thus far has been on NORAD and the South African Department of Higher Education and Training (DHET). During the three years of the project, three HERANA presentations were made at NORAD headquarters. Subsequently, the new NORAD guidelines for development aid in higher education have been significantly influenced by the project, both in terms of content and process. In addition, two HERANA members have been official reviewers of the new NORAD approach to funding aid.

The South African DHET has commissioned CHET, through financial assistance from the Ford Foundation, to develop a proposed methodology for differentiation that uses the cluster analysis method developed for the HERANA project and has agreed that for capacity development in the Department, some officials will join the HERANA project group in the next project cycle.

The Botswana and Mauritius Tertiary Education Councils and the Quality section of Makerere has requested CHET to assist them in developing an evidence-based indicator system.

In March 2011 the HERANA project findings and implications will be presented to UNESCO's division of Science Policy and to the International Social Science Council in Paris.

Perhaps the greatest impact thus far in terms of evidence-based management is that all eight universities in the network have signed up to participate in the second phase of HERANA for the data capacity building and the promotion of evidence-based management component. Some of these institutions, such as Makerere and Dar es Salaam, have already used the HERANA data to improve their university 'fact' books.

## Networking, raising awareness and stimulating debate

Perhaps one of the most powerful areas of impact is, and will be, raising awareness and stimulating debate about the importance of higher education for development and some of the critical features that need to be put in place. The HERANA projects have already made a visible contribution in this regard by providing platforms for networking and dialogue between national and institutional stakeholders in the eight countries, including academics and students working in the higher education studies field.

To begin with, the network now includes more than 50 academics, university leaders and postgraduate students in higher education studies in more than 10 countries. In addition, the project has developed a working relationship with the eight universities in Africa with at least two 'dedicated' collaborating senior people in each institution, and contacts in at least one government department in each country, as well as the tertiary / higher education council or commission.

This is the first time that CHET projects have had a dissemination strategy built into the project plan from the start and it has paid off. Thus far, a total of 15 seminars have been presented at all eight participating universities; Botswana, Dar es Salaam, Ghana, Nairobi, Makerere, Mauritius and Nelson Mandela Metropolitan University. These seminars have been attended by more than 900 participants from government departments, universities and funding agencies. Participants have included ministers and senior officials from the ministries of education, science and technology and finance; tertiary education and research council representatives; vice chancellors and senior university leadership, and professors and project leaders. A second round of presentations with key findings and implications is planned for 2011.

Beyond the immediate network membership, HERANA has sought to bring issues relating to higher education in Africa to the attention of a much wider audience on the continent and internationally. One such strategy is the HERANA Gateway, a specialised search engine which provides a central point for the dissemination of research-based information on higher education in Africa to relevant experts and decision-makers. This year, the HERANA Gateway has had more than 3,000 users from 108 countries.

Another strategy is *University World News* Special Africa editions and fortnightly Africa newsletters which were launched in 2008 in collaboration with the HERANA project. By the end of August 2010, there were more than 27 000 people in 150 countries receiving the weekly global edition. Of UWN's total of 27 026 registered readers, 13 280 receive the Africa edition. This includes some 7 500 people who receive both the Global and Africa editions, and people in Africa as well as readers outside the continent with an interest in African higher education. More than 6 000 of UWN's readers are based in Africa, in 29 countries. The biggest readerships are in South Africa (2 978), Egypt (1 241) and Nigeria (703) followed by Mauritius (135), Namibia (129), Uganda (92) and Morocco and Kenya with 90 readers.

In the six months to the end of September 2010, UWN received on average 75 400 unique visitors to the website per month, and on average 670 000 page views a month. Amongst the readers, 28% are university leaders or senior managers (including vice chancellors, deans or heads of departments or units), 37% are lecturers or researchers, 10% are administrators, international officers or other non-academic staff, and 25% are others (students, journalists, Public Relations officers, conference organisers and consultants).

Official recognition came when UNESCO selected UWN as media partner to the 2009 World Conference on Higher Education in Paris, and again when UWN became a media partner to the OECD's Institutional Management in Higher Education 2010 general conference, *Higher Education in a World Changed Utterly: Doing more with less*.

Thus far five HERANA articles have been published on the UWN website and at least another five are in the pipeline. By way of concluding this section, we note that Sir Peter Scott, vice chancellor of Kingston University in the UK and former editor of *Times Higher Education*, had the following to say about the positive impacts of the UWN:

*The impact of UWN on comparative higher education studies has been to provide a comprehensive, reliable and (above all) sustained evidence base which up to now has largely been lacking. Other higher education publications have tended to downplay their international coverage as the cost of providing such coverage has increased and also as domestic agendas have become more dominant; UWN, therefore, has filled a crucial gap. Its impact on policy borrowing is potentially even more important. Its contributors are experienced journalists, often based in the countries from which they report. Their brief is to explain the complexities of higher education policies to a genuinely international audience – not to simplify them for a particular national audience. Above all, UWN provides a powerful link between comparative higher education and policy borrowing – by providing a more extensive evidence base and offering more sophisticated, and nuanced, analysis. (UWN, 17 October 2010)*

## HERANA-Related Publications

Title	Author(s)	Status	Publication date	
<b>Books and Reports</b>				
1	Linking Higher Education and Economic Development: Implications for Africa from three successful systems	Pillay	Published	April 2010
2	South African Higher Education Performance Indicators 2000–2008	Bunting & Cloete	Published	September 2010
3	Universities and Economic Development in Africa: Pact, academic core and coordination	Cloete, Bailey, Maassen	Published	March 2011
4	The University in Africa and Democratic Citizenship: Hothouse or training ground?	Luescher	Editing	April 2011
5	Higher Education and Democracy: Integrated report	Mattes	Draft 1	April 2011
6	Performance Indicators at Eight African Universities	Bunting & Cloete	Draft 1	
7	Universities and Economic Development in Africa: Key findings	Cloete, Bailey, Maassen	Draft 1	May 2011
8	Country and University Case Studies: Botswana	Bailey, Cloete, Pillay	Draft 4	May 2011
9	Country and University Case Studies: Ghana	Bailey, Cloete, Pillay	Draft 4	May 2011
10	Country and University Case Studies: Kenya	Bailey, Cloete, Pillay	Draft 4	May 2011
11	Country and University Case Studies: Mauritius	Bailey, Cloete, Pillay	Draft 4	May 2011
12	Country and University Case Studies: Mozambique	Bailey, Cloete, Pillay	Draft 4	May 2011
13	Country and University Case Studies: South Africa	Bailey, Cloete, Pillay	Draft 4	May 2011
14	Country and University Case Studies: Tanzania	Bailey, Cloete, Pillay	Draft 4	May 2011
15	Country and University Case Studies: Uganda	Bailey, Cloete, Pillay	Draft 4	May 2011
<b>Chapters in Books</b>				
1	Higher Education, Donor Organisations, Nation States and Development (Routledge)	Maassen & Cloete	Published	2009
2	Higher Education and Development in Three OECD and Eight African Countries (Springer)	Cloete		Forthcoming
3	Universities and the Effects of External Funding: Sub-Saharan Africa and the Nordic countries (Johns Hopkins University Press)	Maassen	Draft 4	Forthcoming
<b>Papers and Presentations</b>				
1	At Arm's Length: The relationship between research and policy in arts and culture, 1992–2007	Deacon	Published	February 2011
2	Higher Education and Economic Development: A literature review	Pillay	Published	February 2011
3	The Limited Impact of Formal Education on Democratic Citizenship	Mattes & Mughogho	Published	June 2010
4	NMMU: An engine of economic growth for South Africa and the Eastern Cape region?	Pinheiro	Published	April 2010
5	Research Output at Eight African Universities	Boshoff	Published	June 2010

**CHET ACTIVITY REPORT JANUARY 2010 TO JANUARY 2011**

	<b>Title</b>	<b>Author(s)</b>	<b>Status</b>	<b>Publication date</b>
6	The Research–Policy Nexus: Mapping the terrain of the literature	Bailey	Published	January 2010
7	The Impact of Formal Education on Democratic Citizenship Across Continents	Mughogho	Presented	July 2010
8	Student Governance at the Nexus of Higher Education and Democracy	Luescher	Presented	March 2009
9	Student Perceptions of Student Leadership: Involved, responsive, corrupt. Evidence from HERANA Higher Education & Democracy surveys	Luescher	Presented	September 2010
10	Student Politics and Student Involvement in Higher Education Decision-making: Europe and Africa in comparative perspective	Luescher & Klemencic	Presention	Forthcoming
11	The University and Democratic Citizenship in Africa: Hothouse or training ground? Evidence from surveys conducted at the University of Cape Town, University of Dar es Salaam and University of Nairobi	Luescher		Forthcoming
12	Education, Legislators and Legislatures in Africa	Mattes & Mozaffar	Editing	February 2010
13	Scientific Capital and Engagement in African Universities: The case of the social sciences at Makerere University	Langa	Editing	March 2011
<b>Univeristy World News Articles</b>				
1	Africa: Development aid must target knowledge	Gibbon	Published	July 2010
2	Special Africa edition no. 3: Role of Higher Education in Development	UWN	Draft 1	
<b>Masters/PhD Thesis</b>				
1	Contribution of Higher Education to Regional Socio-economic Development: A case study of the University of Buea in the Fako Region, Cameroon	Fongwa	Graduated	
2	Contextual and Policy Positioning of Higher Education for Development	Watson	Submitted	
3	Higher Education and Democracy: A study of students' and student leaders' attitudes towards democracy in Tanzania	Mwollo-ntallima	Submitted	
4	Higher Education Policy Changes in Madagascar	Rasoanampoizina	Submitted	
5	Responsiveness and its Institutionalisation in Higher Education	Van Schalkwyk	Submitted	
6	Governance of Higher Education Demand and Supply in Malawi	Chiwara	Draft 1	
7	Human Capital Formation in Kenya	Gwendo	Draft 1	
8	Provision of Access and Skills Development by Private Universities	Wanjiku	Draft 1	
9	The Relationship Between Higher Education Research and Policy-making in South Africa: A case study of the use of research in the advisory role of the Council on Higher Education	Bailey	Draft 1	