

CHET ACTIVITY REPORT

January 2008 to December 2008

CHET activities can be classified into five programmes or projects.

1. HIGHER EDUCATION RESEARCH AND ADVOCACY NETWORK IN AFRICA (HERANA)

1.1 HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

In terms of the Successful Systems case studies, Pillay undertook the site visit to North Carolina in March, Cloete and Pillay visited South Korea in July, and Nkata and Pillay visited Finland during early October 2008. The case studies have been written up and we received very informative feedback from the three country expert reviewers. The synthesis is in progress, and Cloete will make a first summary presentation to the US Partnership in New York during January 2009. The preparation for the 8 institutional case studies is all but done and these are planned for the first 6 months of 2009, with the first being the University of Ghana in early February. The 8 institutions are: Botswana, Dar-es-Salaam, Eduardo Mondlane, Ghana, Makerere, Mauritius, Nairobi and Nelson Mandela Metropolitan.

The link between higher education and poverty reduction

In May 2008 a proposal for a second project within the Higher Education and Economic Development component of HERANA, entitled “Investigating some of the complex links between higher education and poverty reduction Africa”, was submitted to the Inter-University Council of East African Universities and AAU. It was approved during October with funding from DFID (100 000 UK pounds). Makerere is the fund holder, and CHET will co-ordinate the project as part of the economic development component of HERANA.

1.2 HIGHER EDUCATION AND DEMOCRACY

Democratic citizenship and African legislatures projects

Both of these projects are making good progress (project leader is Prof Mattes from UCT). The first draft report for the democratic citizenship project, based on an analysis of the Afro-Barometer surveys in 20 African countries, is attached. The legislatures report is due by mid-2009.

Student governance project

After considerable delays (in part, owing to the political instability in Kenya), Njuguna Ng’ethe and David Court participated in developing a methodology that links the survey to Robert Mattes’ two projects. A survey will be done that will assess the general conception of democracy amongst students and student leadership in three institutions (Dar-es-Salaam, Nairobi and Cape Town).

The research-policy nexus

In August 2008, Tracy Bailey submitted the final draft of a literature review entitled *The research-policy nexus: Mapping the terrain of the literature*. This review, together with two mini case studies, will form the basis of a seminar to be held in 2009 that will address the question: How does government think about and use research in policy-making? Dr Harriet Deacon is currently undertaking one of the mini case studies in the Department of Arts & Culture.

1.3 ADVOCACY

The HERANA Gateway

The aim of the HERANA Gateway (<http://www.herana-gateway.org/>) is to contribute to the development of a network of higher education expertise in Africa and to provide a central point for the dissemination of research-based information on higher education in Africa to relevant experts and decision-makers. A dual strategy is employed to achieve this dissemination; namely, a 'pull' strategy that extracts information from selected information resources by means of a single, centralised search across all of the selected resources, and a 'push' strategy that will deliver relevant content to members and subscribers of the network via an electronic newsletter.

At present, the following thirteen organisations are included in the search function of the Gateway:

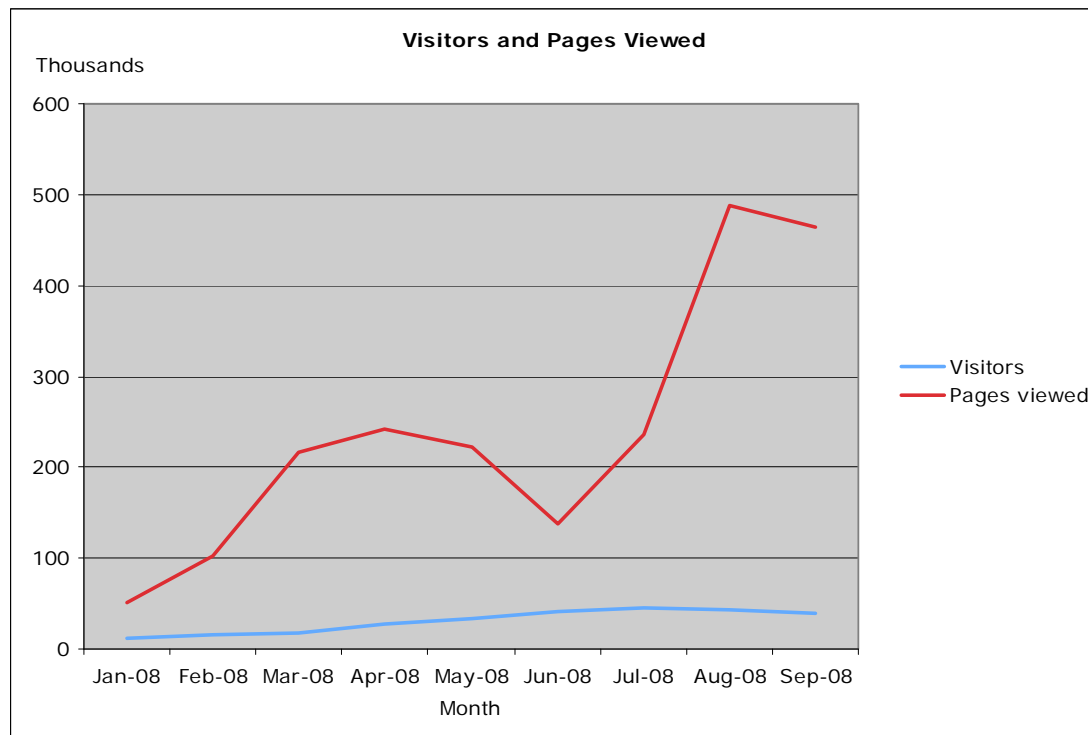
1. African Higher Education Research Online (South Africa, Uganda) (<http://ahero.uwc.ac.za/>)
2. Association of African Universities (Ghana) (<http://www.aau.org>)
3. Association for the Development of Education in Africa (Tunisia) (<http://www.adeanet.org/publications/>)
4. Centre for Higher Education Transformation (South Africa) (<http://www.chet.org.za/>)
5. CODESRIA (Senegal) (<http://www.codesria.org/>)
6. Council on Higher Education (South Africa) (<http://www.che.ac.za/>)
7. Foundation Partnership for Higher Education in Africa (United States) (<http://www.foundation-partnership.org/>)
8. Harvard University Africa Higher Education Research Project (United States) (<http://www.arp.harvard.edu/AfricaHigherEducation/>)
9. Human Science Research Council (South Africa) (<http://www.hsrcpress.ac.za/home.php?cat=8>)
10. International Network for Higher Education in Africa (United States) (http://bc.edu/bc_org/avp/soe/cihe/inhea/)
11. Inter-University Council for East Africa (Uganda) (<http://www.iucea.org/>)
12. Michigan State University African Higher Education Resource Directory (United States) (<http://africa.msu.edu/AUP/>)
13. University World News (global) (<http://www.universityworldnews.com/>)

The HERANA Gateway is run from a dedicated Google Mini box hosted in the UK.

University World News

World University News has been one of CHET's most successful projects, giving both CHET and HERANA enormous coverage possibilities which need to be developed as research reports become available. The Advocacy Subcommittee and the researchers have started a discussion on how to do this. As can be seen below, the number of visitors, pages viewed, people from countries visiting the site, and number of stories, have risen exponentially since January.

Month	Visitors	Pages viewed	Reference	Country	New stories
Jan-08	12 675	51 198	5 622	99	89
Feb-08	14 806	102 926	8 197	114	105
Mar-08	18 624	215 672	8 675	114	122
Apr-08	27 394	241 667	11 793	120	130
May-08	33 807	221 938	14 398	140	116
Jun-08	40 878	137 308	12 663	131	118
Jul-08	44 908	236 881	19 584	133	119
Aug-08	43 373	488 374	22 197	139	127
Sep-08	39 772	463 861	20 942	134	122



For a more detailed report of the HERANA project, see Appendix 1.

2. PERFORMANCE (EFFICIENCY) INDICATORS

An international seminar was held on 5-7 March 2007 at Spier Estate from which the project group mapped out the next steps and also agreed that there would be two separate, but linked, components to the project. The first component would compile a set of **Institutional Profiles** for all 23 South African universities that could be used by councils and institutional leadership to provide key indicators for governance and planning. The second component would be **Efficiency Indicators** for each of the major institutions in eight African countries. In the final phase, the Institutional Profiles and the Efficiency Indicators would be linked so that 'peer' comparisons between institutions in eight other African countries can be made with relevant institutions in South Africa.

2.1 Performance Indicators to Improve Institutional Governance

Each of the 23 profiles covers the academic period 2000–2006. As part of the above revision process, additional information on institutional plans for 2008, as well as the student enrolment and output targets set by the Department of Education for 2010, have been included. In September 2008, the Vice Chancellors and planning officials of each institution were sent their individual profiles and notes on the first peer group proposal.

Further extensive work has been conducted on the peer groupings. The new proposal for these covers the following areas:

- institutional categories (small and medium universities, universities of technology and comprehensive universities)
- student enrolment size (< 20,000 and > 20,000)
- regional groupings (Western Cape, Eastern Cape, KwaZulu-Natal, Gauteng, Free State and North West/Limpopo).

Institutional profiles also include targets set by the national government, partially based on previous work by CHET, and a comparison with a 'peer institution'. Such profiles have been presented to the Councils of the universities of Fort Hare and Nelson Mandela Metropolitan. Both councils and institutional leadership reacted very favourably; at Nelson Mandela the council adopted a resolution that such a presentation should be made annually.

In addition to making limited printed copies of each institutional profile available to the relevant institutions, the data will be published on the CHET website. The data will be made available in such a way as to allow users to manipulate and extract the data according to their particular requirements. Users will be able to select one or two indicators (e.g. student enrolments or head count enrolments and expenditure per graduate) and limit parameters such as date range and the number of institutions to compare. This data manipulation tool will be of use to institutional planners as well as to higher education researchers wishing to compare data in greater detail than the graphic data presented in the printed reports.

During a meeting with the Kresge Foundation, their programme officer expressed considerable interest in supporting the development of this component of CHET's work, particularly if we expand the information on 'third stream income'.

2.2 Comparison of efficiency indicators across six countries

After the March 2007 international conference it was concluded that country data was simply too 'messy' to make defensible conclusions. It was therefore decided to choose a 'premier' institution in each country and to make an extra effort to collect comparable data. Currently the participating Universities are: Botswana, Dar es Salaam, Eduardo Mondlane, Ghana, Namibia, Makerere, Mauritius and comparable South African institutions.

A great positive was that every Vice-Chancellor approached to participate reacted favourably, and some with considerable enthusiasm. An institutional researcher/data collector was nominated in each of the eight institutions. The basic data elements and supporting information needed to calculate a set of efficiency indicators were collected through a template that was provided to the participating universities in Africa. The quality and completeness of the data and information provided by the universities were very poor in most instances and, in some, clearly inconsistent and incorrect. Following an evaluation of the feedback received, CHET decided that the most viable option to improve the datasets was to send researchers to the various universities to discuss the quality and consistency of the data with the project co-ordinators at the various universities and to attempt to collect as much raw data as possible on site.

Institutions from participating African countries will be compared to relevant institutions in South Africa, using size and programme mix (such as medical and engineering schools) as selection criteria. Most of the data have been collected and we are now writing the different comparisons. At the end of March a workshop will be held with the representatives from each of the participating institutions to verify the data and the interpretations.

3. PROMOTE A DIALOGUE ABOUT HIGHER EDUCATION TRANSFORMATION IN SOUTH AFRICA THROUGH A COLLABORATIVE PROJECT

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. The project will focus on key reform areas, such as differentiation, equity, efficiency, quality, skills, knowledge and institutional culture. It is intended that it will inform academics interested in higher education studies and decision makers in institutions, government and the funding community. Strategic objectives are to:

- Provide new data and an analytical record of the post-2000 reforms in higher education in South Africa that can inform academics and policy makers both inside and outside South Africa.
- Distribute data and analysis via preliminary book chapters, think pieces on the web and University World News and a book that can serve both as a reference and as a prescribed text for postgraduate higher education studies.
- Stimulate debate amongst academics, policy makers and implementers in higher education institutions, government and the funding community.
- Strengthen and expand the existing network of higher education experts in South Africa, East Africa and internationally.

The proposal was submitted to Carnegie Corporation and Ford Foundation in July and in December 2008 Carnegie approved \$250 000 (1 January 2009-31 December 2011) and Ford informed us verbally that they are working on the grant letter.

4. HIGHER EDUCATION MASTERS IN AFRICA (HEMA)

The HEMA project, which commenced in January 2008, has registered considerable progress. The students, from six African countries, viz. South Africa, Tanzania, Cameroon, Kenya, Malawi and Madagascar, have successfully completed their first year of study, which included mainly course work and proposal writing. In August and September 2008, our students and those from Makerere University in Uganda attended a course called *An Introduction to Higher Education Studies* at the University of Oslo in Norway. Here they interacted with the European Erasmus Mundus Masters in higher education – the class comprised 50 students from 40 countries.

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 students' dissertation topics focus mainly on the complex relationship between higher education and development. The HEMA students are currently in their home countries and will embark on fieldwork in January through March 2009. It is planned that the students will return to UWC in April 2009 to write their dissertations. All the students are expected to complete their studies by the end of 2009.

The HEMA programme has benefited immensely from CHET's broad network of higher education researchers, and research programmes. Several of the students are attached to CHET's ongoing research projects, especially HERANA. The Norwegian Centre for International Cooperation in Higher Education (SIU) recently invited applications for one additional student cohort of four (4) students commencing in 2010. They have also asked the network to apply for the next round of NOMA funding for the 2011-2014 cycle.

5. 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 three Deputy Directors General in the Department of Education (Higher Education, Further Education and Training, and Social Exclusion) and is funded by the Ford Foundation. The project is undertaking a study that will produce the following:

- A 'scoping' report that integrates data from a range of sources which will be the first to provide an integrated picture of the need and provision of education for out-of-school youth.
- A report analysing some pilot projects attempting to link HE and FET institutions in South Africa and analysing similar initiatives involving Bronx Community College and Santa Ana Community College in the USA.
- A proposal on a possible national framework to facilitate greater and more structured interaction between universities and FET colleges.
- A workable model for utilising a variety of capacities in the university sector to build corresponding capacities in the FET sector.
- Closer co-operation between key role players who have, up to now, operated 'independently'.

The results of the project will not only be useful to the national government, but also to universities, FET colleges, non-governmental organisations and funders. The project seems rather timely considering that in South Africa there is a new interest in post-secondary education in the Ministry (and the incoming ANC leadership), as well as in the US, where

both the Gates (1 billion dollars) and the Ford Foundations are expressing a renewed interest in this sector between school and university.

6. WEBSITE AND PUBLICATIONS

Website

The CHET website was drastically redesigned (transformed) during early 2008 and continues to be a valuable source of research output on higher education. Papers and presentations have been made available via the website – for example, Professor Hans Weiler’s seminar presentation *National Unification, Global Competition and Institutional Reform: The Dynamics of Change in Higher Education* – and CHET’s books continue to be available for download free of charge. Regular updates regarding CHET’s activities and programmes have also been made to the website.

From an examination of traffic to the website from national Google search engine queries (e.g. google.co.za, google.de, google.co.uk, etc.) visitors to the site hail from a diverse range of countries. Most of the traffic is, as is to be expected, from South Africa, UK and Germany, but several visitors frequent the website from as far afield as Russia, Hungary and Georgia, with a consistent small spread of African countries. In 2007 the CHET website had 124 000 visitors and 130 000 in 2008, showing a kind of ‘stable clientele’. The great growth has been in University World News which had 460 000 visits just in September 2008.

The CHET website will be restructured in early 2009 to better reflect the activities of the organisation and to make current research output more prominent. This will tie in with CHET’s expected increase in research publications in 2009.

Number of pages visited: February 2008 to December 2008

Month	No. of visits
Feb-08	9 945
Mar-08	11 217
Apr-08	14 090
May-08	12 277
Jun-08	9 224
Jul-08	8 978
Aug-08	12 751
Sep-08	13 757
Oct-08	14 733
Nov-08	10 940
Dec-08	12 089
TOTAL	130 001
Monthly average	11 818

Book sales

Most of the orders received for CHET publications are single-copy orders and the orders are spread across the list. The exception to this trend is the title *Effective Governance*. This title is

often ordered in larger quantities and is therefore the best-selling CHET title for the period. Stock levels of this title are beginning to run low.

Also in demand for the period, was the Governance Series book originally produced for the Department of Education. This book is a compendium consisting of three CHET titles: 1. *Effective Governance: A guide for council member of universities and technikons* (1999); 2. *Effective Financial Management: A guide for the members of finance and audit sub-committees of the councils of universities and technikons* (2002); and 3. *University and Technikon Councils: A guide to meeting procedures* (2003). CHET has received several enquiries regarding the custom-produced title. Both UKZN and NMMU ordered 60 copies each of this title.

Most sales are made directly to customers approaching CHET via the website. Very few books are sold via bookshops owing to CHET's ageing backlist. The 15-book set of CHET publications was promoted to bookshops and libraries during the period under review and 12 sets were sold. This is over and above the approximately 100 sets distributed free-of-charge to South African and African university libraries.

CHET was holding large quantities of certain titles that were not selling. CHET is charged for warehousing these titles and stock levels of selected slow-selling titles were therefore reduced.

A new publishing strategy currently being implemented will see selected backlist and all future publications being submitted to Lightning Source, an international print-on-demand printer and distributor. This will ensure (i) that all books listed with Lightning Source will be available through Amazon and other prominent international on-line retailers and (ii) that no CHET title will ever be out-of-print. This approach will complement the printing and distribution of 100 to 300 copies of forthcoming titles for the South African and African market.