

**Towards the Establishment of a
Higher Education Research and Advocacy
Network in Africa**



Grant number: **B 8233**

Progress Report



HERANA

TOWARDS THE ESTABLISHMENT OF A HIGHER EDUCATION RESEARCH AND ADVOCACY NETWORK IN AFRICA

Grant Number: B 8233

Duration of Project: October 1, 2007 to September 30, 2009

Grant Products:

1. Database on higher education in Africa
2. Typology of relationships between higher education and development
3. Information portal on higher education
4. Book

Proposed Activities:

- Establish a research group that will undertake research into the relationship between higher education and economic development, with a regional focus
 - Develop a typology of institutional/community relationships in terms of economic engagement
 - Establish a research group to investigate different attitudinal and cognitive relationships between higher education and democracy and explore related campus activities
 - Both research projects will entail desktop research and extensive analysis of data, plus qualitative methods in selected areas
 - An advocacy strategy will be developed and implemented that will consist of an electronic information portal, an international media network and regional/national policy dialogues
 - Provide a coordinating secretariat for the Interim Coordinating Group, support the research and advocacy groups and monitor progress and product delivery.
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1. RELATIONSHIPS BETWEEN HIGHER EDUCATION AND DEVELOPMENT

1.1 Higher education and economic development (HE&ED)

This project, entitled *Higher education and economic development in Africa: Macro and micro perspectives*, is led by Dr Pundy Pillay (Consultant) and Prof Peter Maassen (University of Oslo). Other members of the core research team include James Nkata (Makerere University), Nico Cloete (CHET) and Romulo Pinheiro (PhD student / HEDDA).

Project meetings

During the period under review, two major project meetings were held (April 2008) to discuss the working conceptual frameworks for the meso/micro and macro perspectives, provided by Romulo Pinheiro and Pundy Pillay, respectively, as well as the interface between the two; to discuss planning for the institutional site visits; and, to decide on timelines and deliverables. Following this teleconference meeting, Maassen and Pinheiro produced a first draft of the institutional case study protocol in May 2008.

The second meeting was held on 5 September 2008 in Oslo. The purpose of the meeting was to update team members on project progress; to further develop the conceptual framework for the overall project; and, to undertake further planning for the institutional site visits. With regard to the project framework, the following was discussed:

- HE&ED project deliverables
- Outline of the relevant contextual features of higher education and development
- 'Messages' from the higher education and knowledge economy literature
- Theoretical approach for the broader project
- Lessons derived from the macro-economic frameworks, including the OECD's 2008 review of 22 countries, and Pillay's North Carolina study
- Macro-level indicators
- Institutional-level indicators (institution, policy, teaching programmes, development projects, institutionalisation)
- Project methodology (good practice case studies, country studies, country policies, institutions)

The methodology for the poverty reduction project (see section 1.2 below) was also discussed.

Macro (country-level) case studies

Pundy Pillay conducted the fieldwork for the three macro case studies (North Carolina, South Korea and Finland) between March and September 2008. The draft reports for North Carolina, South Korea and Finland has been completed and are now with an external reviewer from each of the countries. Dr Pillay has also submitted a draft review of the international literature pertaining to the relationship between higher education and economic development.

A Lesson from Three Successful Systems¹

The systems are characterized by a high degree of consensus building and cooperation between stakeholders in the higher education system, government, public funding agencies and the private sector. This is a key factor in stimulating efficiency and effectiveness in the distribution of resources and the development of appropriate education and research outcomes. However, how this happens differs greatly amongst the three systems.

(Pillay and Cloete)

Micro (institution-level) case studies

Case studies of eight African universities will be conducted in the first half of 2009. The institutions include:

- Nelson Mandela Metropolitan University (South Africa)
- University of Botswana
- Eduardo Mondlane University (Mozambique)
- University of Nairobi (Kenya)
- University of Dar-es-Salaam (Tanzania)
- Makerere University (Uganda)
- University of Mauritius, and
- University of Ghana.

The research teams will collect data on policies and mechanisms, teaching programmes, and development projects that relate to economic development and/or poverty reduction (see section 1.2 below). Individuals to be interviewed will include, amongst others, the Deputy Vice-Chancellor for Academic Affairs (or similar), the persons responsible for institutional planning and research, the head(s) of five flagship projects, as well as any special units that link institutional activities to economic development or poverty reduction (e.g. technology transfer or R&D). In addition to the institutional site visits, Pundy Pillay will investigate the policies and strategies relating to higher education and economic development at the national level of each of the countries.

With regard to the planning for the institutional site visits, the following progress has been made:

- 'Institutional contacts/facilitators' for each of the institutions have been identified. These individuals, based at the institutions in the sample, will be the research team's point of contact and will assist in gaining access to institutional interviewees and in developing the institutional profiles.
- A draft travel itinerary, including composition of field teams, has been developed.
- Letters of introduction about the project, to be sent to the Vice Chancellors of each institution, have been drafted.

¹ The boxes are like aperitifs, just stimulating the appetite for the main course.

- Protocols for the institutional site visits as well as the requirements for the development of the institutional profiles have been drafted. Work on the institutional profiles has begun.
- Given the potential overlap between two of the current SARUA (Southern African Regional Universities Association) projects and the HE&ED project, updates as well as copies of the questionnaires (The State of Public Science in the SADC Region, and Research on University-Firm Interaction), were obtained in August 2008. Copies of the final reports will be available in January 2009. Johann Mouton has indicated that the CREST² resource centre has reports and information on projects from all of the African institutions in the HE&ED project, except for Nairobi, which we can consult. He also has contacts at most of the institutions which the team could use to access additional information, including two Masters students at Makerere.

1.2 Higher education and poverty reduction

In May 2008, a proposal for a project entitled *Investigating some of the complex links between higher education and poverty reduction in Africa* was submitted to the Inter-University Council of East African Universities, in collaboration with Dr James Nkata (Makerere University). The proposal and budget for this project has been accepted. The project will be led by Dr Nkata and will include the core team members of the HE&ED project – Peter Maassen, Nico Cloete, Pundy Pillay and Romulo Pinheiro.

The methodology and framework for this project were discussed at the September 2008 meeting in Oslo. The international component will include a review of the literature relating to how the relationship between higher education and poverty reduction is used and understood, including examples; an analysis of international 'statements' about poverty reduction and the role of higher education; and, a review of specific donor funding for higher education and poverty reduction initiatives. The country studies will include a review of national poverty reduction policies and the identification of any reference to the role of higher education in this regard (including, for example, whether the Ministry of Education has any poverty reduction policies, and for higher education in particular), of steering / incentive mechanisms, and of any monitoring or reviews that have been/are being undertaken. The fieldwork for the country studies will coincide with that for the HE&ED project in the first half of 2009.

1.3 Higher education and democracy

Democratic citizenship and African legislatures projects

Under the project leadership of Prof Robert Mattes, two research projects exploring the relationship between higher education and democracy are being undertaken by a research team from the Democracy in Africa Research Unit (DARU) at the University of Cape Town.

The first project, *Higher education and democratic citizenship*, is based on an analysis of selected data from the Afrobarometer survey. Prof Mattes submitted the draft report for this project in October 2008. The report has been submitted to

² Centre for Research on Science and Technology, University of Stellenbosch.

external reviewers for comment. Mattes will be asked to write a summary of the final report which will be presented at a HERANA presentation scheduled for 9 February 2009 in Accra. Karen MacGregor of *University World News* has received a copy of the report and will make a proposal for how to disseminate the findings. The second project, *Higher education and national legislative institutions*, is currently in-progress. The draft final report is expected in February 2009.

Formal Education and Democratic Citizenship

To sum up, we have found at least some evidence as to the democratic dividends of education in Africa. Across 18 countries, formal education leads to higher levels of political information and news media use, both of which in turn induce a higher level of cognitive engagement with politics. Taking a conservative estimate of the direct and indirect effects of education (via political information and news media use), education has very weak effects on political participation, but fairly strong effects on enhancing citizens' ability to articulate their opinions and preferences (at least to pollsters) higher education does make citizens more critical of the performance of the economy, government and political regime, but the effects are small.

(Mattes and Mughogho)

Student governance project

Also within the Higher Education and Democracy component of HERANA is a project that will investigate the relationship between student governance and democracy in three African universities (Nairobi, Dar-es-Salaam and Cape Town). More specifically, a survey will be conducted that will explore what the general conception of democracy is in each of the three countries, and whether these conceptions are reflected in student governance and/or leadership in the three institutions. The project team will include Dr Thierry Luescher (University of Cape Town), Angolwisye Mwollo-Ntallima (HEMA³ Masters student from Tanzania), Prof Njuguna Ng'ethe (University of Nairobi) and Dr David Court (Consultant in Nairobi). Prof Robert Mattes will assist with the design of the survey and oversee the survey process.

Angolwisye Mwollo-Ntallima has begun work on the literature review for this project and has developed a draft questionnaire based on selected questions from the Afrobarometer survey. A team meeting is scheduled for November 2008 during which the questionnaire will be finalised and planning for the survey will get underway.

1.4 The research policy-nexus

During 2008, a new research area under the Higher Education and Development umbrella emerged; namely, the relationship between research and policy-making. In August 2008, Tracy Bailey (CHET consultant) submitted the final draft of a literature review entitled *The research-policy nexus: Mapping the terrain of the literature*. This

³ Higher Education Masters in Africa programme run jointly between the Universities of the Western Cape, Oslo and Makerere.

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? The mini case studies will focus on the arts and culture, and higher education, policy sectors, and will be conducted by Dr Harriet Deacon (CHET consultant) and Tracy Bailey, respectively. The case studies will address the following key questions:

- What is the 'knowledge policy' of the policy-maker (i.e. unit or department)?
- Who are the knowledge providers?
- How does the relationship between research and policy-making work (in terms of structure and relationships)?

At the time of writing, Dr Deacon is in the process of conducting the first round of interviews with researchers linked to the Department of Arts & Culture.

In early July 2008, Tracy Bailey and Harriet Deacon attended the conference "Locating the power of in-between: How research brokers and intermediaries support evidence-based pro-poor policy and practice", which was hosted by the Human Sciences Research Council and the Institute of Development Studies (Sussex).

2. ADVOCACY

2.1 Information portal on higher education: 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/>)

Promotion of the site will take place towards the end of 2008. This will be done via a *University World News* newsletter and advertising on the UWN site, in selected journals, and on the web sites of upcoming higher education seminars or conferences. Additional partners will be included in the search engine during 2009.

AFRICAN HIGHER EDUCATION RESEARCH

PROBLEM: Looking for the latest research on the differentiation debate in African higher education? Type "differentiation" into the Google search bar and 20 million search results will be returned. Add the exact phrase "higher education" to the search query: 575 000 results. Add the additional qualifier "Africa" to refine the results: 155 000 results. The ultimate result: search engine fatigue.

SOLUTION: The HERANA Gateway is a customised search engine – built on Google technology – designed for those wanting access to the latest research on African higher education. The Gateway returns 4 550 results compared with the same "differentiation" query that returns 20 million results in Google. These focused results are generated from 15 sites around the globe, and include results from PDFs and MSWord documents.

The HERANA Gateway is part of the Center for Higher Education Transformation's Higher Education Research and Advocacy Network in Africa project. The main aim of this project is to develop a network of higher education expertise in Africa, and to distribute research-based information to relevant experts and decision-makers.



www.herana-gateway.org




2.2 UWN Special Africa edition and fortnightly Africa editions

University World News (<http://www.universityworldnews.com/>), under the editorial leadership of Karen MacGregor, is contracted to produce four Special Africa editions during 2008-2009. The first Special Africa edition was published in January 2008 and reported on the proceedings of CHET's 10th Anniversary Seminar (16 November 2007), which was entitled *A single co-ordinated and differentiated higher education system*. Highlights of the seminar were reported through 10 articles in four sections: diversity and differentiation, a post-secondary sector, the curriculum debate in 'comprehensives', and performance indicators.

The second edition, entitled *Race and South African universities*, was published in March 2008. It aimed to engage academics in serious public debate following the University of the Free State racism incident. *University World News* commissioned academics in South Africa and abroad to write articles examining questions missed in the media, and exploring issues of racism on campuses, impacts of the Free State debacle and how higher education might ameliorate racial divides both on campuses and in society. There were 12 original articles, and two reproduced with permission from newspapers.

Discussions are currently underway regarding the content for the third edition to focus on the outputs of the Higher Education and Economic Development macro case studies and the Higher Education and Democracy democratic citizenship project.

On the basis of funding received from the Ford Foundation, *University World News* launched the fortnightly Africa edition of its newsletter in March 2008. The Africa editions comprise original articles written by correspondents in Africa and to a lesser extent articles pertaining to African higher education written by journalists elsewhere. There are also 'news briefs' – shorter articles, including summaries of reports published in Francophone Africa newspapers – and an African feature or publication report, as well as a selection of non-African articles drawn from the *University World News* global edition.

University World News (Africa) is building up a network of African journalists able to report on African higher education. There are now correspondents in Botswana, Egypt, Kenya, Mozambique, Nigeria, South Africa, Uganda and Zimbabwe. The journalist in Nigeria also sometimes covers higher education in other West African countries, the correspondent in Zimbabwe reports on Zambia and Malawi, and the South African and Zimbabwean journalists write pan-African news and features. The journalist in France reports news from several Francophone African countries. Thus, *University World News (Africa)* has managed to report on close to two dozen African nations, and they are continually looking to extend coverage further.

Readership base

The *University World News* global and Africa editions are reaching an ever-expanding base of readers, all of whom are registered on the publication's email databases. The global readership has grown from just under 3,300 at launch in October 2007 to 10,262 by 20 June 2008. The Africa readership has increased from 147 readers in October 2007 to 3,765 by 20 June 2008. These numbers have since been further expanded. By far the largest number of Africa readers is in South Africa,

largely because this country has been a focus of email gathering, emails are easily accessible via university websites, and there has been substantial interest in *University World News* in South Africa. Egypt has the second highest number of readers, followed by Nigeria, Namibia, Mauritius and Zambia.

University World News is also making an impact via its website. An analysis of visitors and hits, undertaken by E-Briefs News, reveals that the number of visitors to the *University World News* site trebled from 12,675 in January 2008 to 33,807 in May 2008. The number of pages viewed rose from 51,198 in January to 95,812 in May 2008. Further, while there were visitors from 99 countries in January, during May people from 140 countries visited the website. Karen MacGregor is currently working on expanding this database of readers to include the Ministries of Education in African countries and Principals in African universities.

Comment on First Anniversary of World University News

In these days of information overload, *University World News* quickly established itself as one of the few electronic resources that I always do make time to explore. Both for myself and my research students on international higher education, it is an invaluable resource that is provocative and informative. I have particularly welcomed the strong African focus of UWN's work, which is such a striking contrast to the neglect of African issues in both academia and journalism. With best wishes for your second year.

Simon McGrath,
Professor of International Education and Development, and Editor-in-Chief,
International Journal of Educational Development, Unesco Centre for Comparative
Education Research, University of Nottingham

3. HIGHER EDUCATION MASTERS (HEMA)

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Dissertation Titles of HEMA Students

1. *Higher Education and Social Development: Contributions of Higher Education Student Leadership to Democracy in Africa.* (Angolwisye, Tanzania):
2. *Human Capital Formation in Kenya; the Interconnectedness Between the State, Higher Education Institutions and the Labour Market.* (Biko, Kenya):
3. *The Contribution of Higher Education to Regional Socio-economic Development: A Case Study of the University of Buea in the Fako Region, Cameroon.* (Sam, Cameroon)
4. *Responsiveness as A Lever For Change: Observations at Two South African universities* (Francois, South Africa)
5. *The Provision of Access and Skills Development by Private Universities in Kenya.*

(Wanjiku, Kenya)

PROGRESS SUMMARY

KEY
 Dates indicate deadlines

	Completed
	In-progress
	Not yet started

Higher Education & Economic Development

<p>Project 1: Macro perspective Project leader: Pundy Pillay</p>	<p>Dec-07 Proposal and budget submitted</p>	<p>Jun-08 Case study report: North Carolina</p>	<p>Aug-08 Case study report: South Korea</p>	<p>Nov-08 Case study report: Finland</p>	<p>Dec-08 Draft synthesis of three country case studies</p>	<p>Jun-09 Integrated case study report, incl literature</p>
<p>Project 2: Micro perspective Project leader: Peter Maassen</p>	<p>Feb-08 Proposal and budget submitted</p>	<p>Nov-08 to Apr-09 Complete institutional profiles</p>	<p>Dec-08 Finalise institutional protocols</p>	<p>Feb to Jul-09 Institutional site visits / policies and strategies</p>	<p>Sep-09 Draft report</p>	<p>Dec-09 Final report</p>

Higher Education & Poverty Reduction

<p>Project 1 Project leader: James Nkata</p>	<p>Jan-09 Review of the literature, policies, donor funding</p>	<p>Dec-08 Finalise institutional protocols</p>	<p>TBC Eight country reports</p>	<p>TBC Survey of higher education poverty reduction projects</p>	<p>Feb to Jul-09 Institutional site visits</p>
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Higher Education & Democracy

Project 1: DARU projects

Project leader: Robert Mattes

Dec-07 Proposal and budget submitted	Oct-08 Draft report: HE & Democratic Citizenship	Feb-09 Final report: HE & Democratic Citizenship	Feb-09 Draft report: HE & African Legislatures	May-09 Final report: HE & African Legislatures	Jul-09 Integrated report
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Project 2: Student governance

Project leaders: Thierry Luescher and Robert Mattes

Dec-08 Draft proposal and budget	Dec-08 Design survey	TBC Literature review	TBC Fieldwork	TBC Final report
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The Research-Policy Nexus

Project 1: Mini case studies

Project leaders: Harriet Deacon and Tracy Bailey

Aug-08 Literature review	Mar-09 Case study: Dept of Arts & Culture	April-09 Case study: Council on Higher Education	TBC Seminar
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Advocacy

Project 1: HERANA Gateway

Project leader: Francois van Schalkwyk

Sep-07 Proposal and budget	Oct-07 Web site design	Nov-07 Engage prospective partners	Apr-08 Programming (content pull, push)	Dec-09 Promotion	May-09 Project evaluation	Jul-09 Maintenance, adjustment
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Project 2: UWN Special Africa edition

Project leader: Karen McGregor

Sep-07 Proposal and budget	Dec-07 Web site / newsletter design	Jan-08 No. 1	Mar-08 No. 2	Mar-09 No. 3	TBC No. 4
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4. HERANA'S CO-ORDINATING SECRETARIAT

The HERANA Co-ordinating Group, whose responsibility it is to guide the establishment of the network and to advise the Network Secretariat, comprises Nico Cloete, Teboho Moja, James Nkata, Lidia Brito, Esi Sutherland-Addy and Peter Maassen.

The Network Secretariat/Management Support Structure provides support to, and ensures links between, the research and advocacy groups, monitors implementation, and is accountable to funders. Secretariat staff include Nico Cloete (Project Manager), Tracy Bailey (Project Co-ordinator) and Angela Mias (Project Administrator). Outsourced support services include TENET⁴ (information technology), CHEC⁵ and KPMG (financial services), Millennium Travel (travel and events co-ordination), and Compress (publications).

Two sets of software are utilised to manage different aspects of the projects. An in-house software package is used to track and monitor project deadlines and deliverables. An online bibliographic software resource (RefWorks), hosted by the University of the Western Cape, allows for the capture of all bibliographic references pertaining to HERANA projects in a central database. The database, managed by Bailey, enables easy access to references by all HERANA team members for the writing of reports, as well as the storage of electronic copies of electronic articles and papers.

⁴ The Tertiary Education Network.

⁵ The Cape Higher Education Consortium.