



Application for Planning Grants

TOWARDS A SUSTAINABLE AFRICAN HIGHER EDUCATION EXPERTISE NETWORK

Higher Education Studies

October 2004

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1. Background

Following ongoing recent discussions among various agencies regarding the need to build leadership and management capacity at various levels in African higher education and to strengthen the field of higher education studies in Africa, this document sets out a proposal for two linked planning grants to develop programmes in these two areas. It is submitted jointly by the *Centre for Higher Education Transformation* (CHET), the *Centre for the Study of Higher Education* (CSHE - formerly the Education Policy Unit at the University of the Western Cape) and the *Association of African Universities* (AAU) to the Foundation Partnership for Higher Education in Africa.

A number of changes currently taking place in universities and colleges worldwide find their origin in the conviction that societies are rapidly becoming knowledge societies, as is argued convincingly by scholars such as Manuel Castells. The key assumption underlying this belief is that economic productivity and wealth will be increasingly dependent on the production and application of new knowledge by highly trained knowledge workers. It is a nation's capability to produce new knowledge and apply new and existing knowledge, rather than physical capital, natural resources or traditional labour skills that is essential for economic development.

While it is true that in most countries especially research universities have for long been regarded as **the** institutionalised domains for the production, transfer and dissemination of advanced knowledge, the emergence of a knowledge-based society and economy has placed new pressures on all higher education institutions. The need for a flexible and versatile workforce, one that is constantly learning and upgrading its skills, has led to a continual demand for courses in which employees are re-trained and updated on a lifelong basis. Students now have to be prepared for a labour market in which they can be expected to change jobs many times, and they need to acquire appropriate skills that are transferable and portable across sectors, countries and cultures. Regularly in the debate on the role of higher education in the knowledge society the question is raised whether higher education institutions as structured and run nowadays are up to the challenges of the knowledge society. In many countries around the world a call for more professional leadership and management structures in universities and colleges can be heard, as well as pleas for better informed, more realistic and stronger implementation oriented higher education policies of national governments.

National debates about higher education are not new. They have regularly taken place and have led to many challenges concerning institutional autonomy. However, what is new are the effects of international reform ideologies that fundamentally challenge the notion of institutional self-steering, as well as the dominance of **public** funding and regulation of higher education. These reform ideologies claim that universities and colleges should be externally controlled, their activities should be formally evaluated, they should be held accountable for their performance, they should be governed by market forces and not by governmental or state mechanisms, they should be run by professional leaders and managers instead of by collegial bodies of academics, and they should be included as service industries in regional and global trade agreements.

These ideologies have resulted in a number of trends in higher education that, despite being experienced differently in developed and underdeveloped countries, are readily identifiable. However, the knowledge, expertise and skills needed on the one hand for building policy as well as leadership and management capacity in higher education at all relevant levels and for developing the capacity to study higher education at all relevant levels are unequally distributed. In North America, Europe and Australia, a large number of higher education

graduate programmes and research centers have been established over the last 30 to 40 years. These form the foundation for the professionalisation of institutional management and leadership, and the gradual development of the field of higher education studies. By contrast, in other parts of the world the professional development of policy, leadership and management capacity, as well as academic interest in higher education have been practically absent or very fragmented. This is also the case in Sub-Saharan Africa. In most African countries there is no tradition and subsequently no structure for educating and training higher education policy makers and leaders/managers, or for studying higher education. The main exception, South Africa, is characterised by a fragmentation of the training and research practice in this area. There are many, mainly small units where research on and teaching in higher education are conducted, and these units are very loosely coupled, if at all.

Internationally the funding and organisation of the capacity building function, and the research function of higher education in the mature systems follow a general trend towards establishing and supporting networks. These networks consist not only of senior academic teachers researchers based in established university/college faculties and research centers, but also of graduate students and practitioners. The European Union, for example, recently launched its 6th Framework Programme for applied research with a budget of €17 billion of which a large part will be invested in research networks. In addition, the European Union embarked recently on an initiative to strengthen European Master level education through its Erasmus Mundus Programme by supporting consortia of European higher education institutions that offer joint Masters Courses leading to joint degrees. These consortia are expected to develop structured exchange and cooperation agreements with higher universities offering Masters on the assumption that this is a precondition for Europe to shift effectively towards the knowledge society.

The current situation in Africa does not allow for the straightforward and linear development of an expertise network in higher education, with a professional development and research dimension, because the basis for this is lacking – an established field of higher education studies firmly rooted and institutionalised in a number of higher education research and training centers that have a long tradition of cross-national cooperation. A new initiative is therefore necessary for the establishment of an expertise structure in the field of higher education in Africa.

From the context described above it can be argued that what is needed is a focused effort to develop an African cooperation structure on higher education that would allow for relevant graduate programmes, research activities and capacity building through effective national and international networking. Further, such a structure should stimulate the link between higher education studies and the practice of higher education in Africa and in Europe, the USA and other developing countries. Finally, such a structure could become the catalyst for the development of an African expertise network in higher education.

1.1 Converging Initiatives

With this background in mind, two separate but linked sets of discussions commenced during the latter part of 2002. The first focused on the need for leadership and management training in higher education in Africa and the second on the need to strengthen higher education as a field of study on the continent.

- **Discussions and Developments around Leadership Development and Management Training**

Regarding the first, the Carnegie Corporation supported the development of a framework for leadership development and management training and asked two organisations, the *Centre for the Study of Higher Education* (CSHE - formerly the Education Policy Unit at the University of the Western Cape), and the *Centre for Higher Education Transformation* (CHET), to develop a joint proposal for a planning grant in association with the *Association of African Universities* (AAU). After considerable discussion, a draft proposal was developed, discussed, revised and resubmitted to Carnegie in September 2003. This was, in turn, discussed among the other members of the Foundation Partnership for Higher Education in Africa, the Ford, Rockefeller and MacArthur Foundations. It was felt that broader consultation was required with key initiatives and people involved in training activities on the continent linked to the Foundation Partnership. This includes the AAU's SUMA programme and management training conducted in East Africa and Nigeria. Consequently, a meeting was convened in Accra on 7-8 November 2003, sponsored by Ford Foundation and attended by Ahmed Bawa (Ford Foundation), Nico Cloete (CHET), George Kwanashie (Ahmadubello University, Nigeria), Chacha Nyaigotti-Chacha (Inter University Council of East Africa), Aki Sawyerr (AAU) and George Subotzky (CSHE, UWC).

▪ **Discussions and Developments around Higher Education Studies**

Simultaneously, a second set of discussions and developments occurred in relation to the need to develop a regional collaborative approach to strengthening and institutionalising the field of higher education studies (HES) in Africa. One strand of these discussions around HES involved the start of collaboration between CHET and the Higher Education Development Alliance (HEDDA), based at the University of Oslo, on the building expertise in the higher education studies field. A meeting was convened in Cape Town in November 2003, to discuss an African HE Expertise Network. Subsequently, a draft concept paper was submitted to Ford Foundation and the Norwegian Ministry of Education. Partial funding was obtained from the latter to sponsor a meeting around GATS and networks in higher education studies. These discussions resulted in a meeting in Cape Town on 1-2 November, attended by 22 participants. As a follow up to the meetings of November 2003 in Cape Town and Accra, CHET and HEDDA organized a further meeting on 24-25 January 2004 in Franschoek, South Africa to map out the framework a network development project. The first part of this proposal to plan and develop a network-based masters in higher education studies in various centres in Africa emanates from these discussions.

Another set of developments around HES involved the implementation of a masters programme in *Higher Education Studies: Policy Analysis, Leadership and Management*, as a joint venture between the CSHE and the Faculty of Education at UWC. Funded by the Ford and Rockefeller Foundations, this programme was successfully launched in 2002, drawing its teaching staff not only from UWC but also from a variety of outside agencies (including CHET, the University of Cape Town, the South African Council on Higher Education) and international scholars. In order to maintain quality and sustainability, discussions are currently under way to establish the formal mechanisms to run this programme as a joint regional collaboration between the four higher education institutions in the Western Cape. Mechanisms for joint governance (through a regional Board of Studies), joint teaching and supervision responsibilities, joint certification and the pro rata sharing of fee and subsidy income are being explored. The initiative to establish a network-based masters programme in Africa will build on the existing UWC masters programme.

▪ **Core Elements of the African Higher Education Expertise Network**

The main purpose of the Accra meeting was to conceptually map the elements of a higher education expertise network and to trace the relationship between these. The intention to address leadership and management has been under discussion for quite some time now, and the process of arriving at a final proposal may seem to have been unduly delayed.

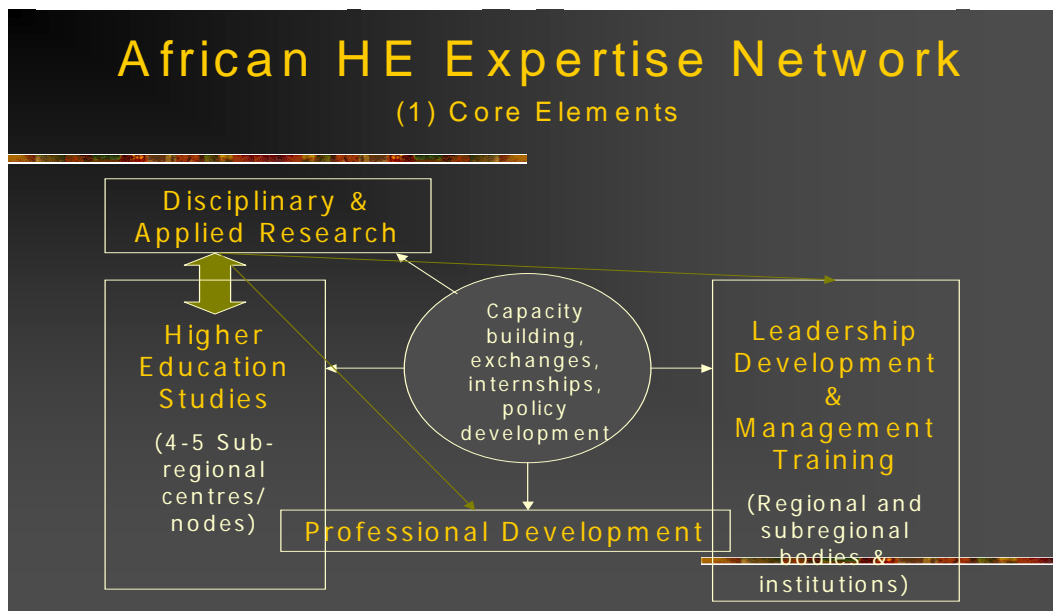
However, the conceptual clarity gained in the process, particularly at the Accra meeting, has served to shape the proposal in a more informed fashion, to situate it within the notion of the wider Expertise Network and to relate it to the other elements of higher education studies and research in a way that would have been impossible earlier. Indeed, the process of gaining conceptual clarity was listed as a key task in an earlier draft planning grant proposal and so the work done leading up to the present proposal has made a major contribution to that task.

The model which emerged at the meeting shows that there are two main strands to the Expertise Network:

- a) Higher Education Studies (HES), comprising research and postgraduate teaching; and
- b) Leadership Development and Management Training (LD&MT).

Common to both, and therefore linking these two main strands are the other core elements of professional development, capacity building and policy development. These elements and their relationships are set out in Slide 1 below.

Slide 1



The two main strands of higher education studies and leadership development and management training have distinctly different purposes, content, modes of delivery, qualifications and providers. It is for this reason that the proposals for the planning grant in this document are linked, but set out separately. The distinction is essentially between those whose primary aim is to build the field of knowledge in higher education through research and teaching, and those who are already practicing in higher education at a senior level who want to improve their leadership and management skills and knowledge.

Slide 1 also shows that professional development links these two strands as it applies in both cases. On the one hand, there is a need for short-course management training on specific areas of higher education practice, as part of continuing professional development. This would fall under leadership and management training. On the other, there is also a growing need for specialist graduate programmes in key higher education areas such as student support and development, information management and academic staff development. This would constitute a specialisation within higher education studies.

A key challenge will be to develop linkages through networks that will allow knowledge and experience from the two strands to inform each other, and research in the field to inform both (see below). In this way, core elements of higher education studies programmes (for example, an overview of the impact of globalisation on higher education) would be presented in condensed form as part of the short course leadership development and management training programme. Likewise, the experiences of institutional leaders in relation to key contemporary higher education issues and challenges, which would emerge through the short course leadership development programme, would feed into and inform the teaching content of higher education studies programmes, as well as capacity building and policy development initiatives.

Slide 1 depicts, capacity building – in the form of internships, exchanges and policy development – is common to, and forms a link between the two main strands of the Expertise Network.

▪ **Research**

A major problem with higher education research in Africa is that it is fragmented, partially through rapidly changing funding fads and partially due to the weakness of higher education as a field of study. In order to build knowledge through systematic programmes, continent-wide ‘thematic’ research networks, such as are proposed under Phase III of the AAU Study Programme, need to be established. The knowledge produced can be disseminated, amongst others, through the newly established *Journal of Higher Education in Africa*, through feeding findings into the higher education studies programmes delivered in the teaching centers, into the leadership capacity building programmes and into policy networks. For both leadership and policy development, research will have to be made accessible by the relevant linking mechanism. The research themes need to be developed in interaction between researchers, practitioners and policymakers. At the Cape Town higher education studies meeting the following were mentioned as examples of themes:

- Governance
- Funding – the economics of higher education
- Curriculum studies
- Student issues – around teaching and learning
- History/philosophy of higher education
- Globalisation/internationalisation of knowledge
- Quality Assurance

The mapping exercise (see below) will provide a picture of issues and capacity available to develop continent-wide research programmes.

1.2 The Nature of an African Higher Education Expertise Network

The generally accepted description of a network is of groups of researchers from different countries who co-operate on a permanent basis without leaving their local spaces or the institutions at which they are based. Networks can be described as different to ‘partnerships’, ‘alliances’, and ‘consortiums’ in that while they go beyond ad hoc relationships, they are not rigid or bureaucratic in form. Networks are seen as central to providing the basis of a critical mass around which people can do things.

Networks can serve different purposes and function differently. In fact, the model of a network is dependent on the characteristics of its constituent audience and the field. In Europe, for example, networks have become instruments for consolidating expertise and

resources and this is reflected in the funding patterns of the European Union. The aim of most of these expertise networks is to ‘concentrate’ research and to close the gaps that exist between researchers and practitioners.

In terms of the functioning of networks, a distinction can be drawn between *self-managed* networks and structured or *managed* networks. The former are loose associations that become institutionalised through professional academic relationships that already exist, while the latter are networks that require active co-ordination to ensure collaboration and communication between actors within the network. With respect to both forms of networks, there need to be shared experiences and a common history related to a common good and public expectations in terms of the role of the network and the value it can add. In addition, everyone in the network must play the role at which they are best, and an already functioning infrastructure must be used to sustain the network.

The basic premise for the development of an African network of expertise in higher education is that capacity has to be developed concurrently with the establishment of a network. In other words, the challenge facing Africa is to achieve both a network of expertise exchange as well as a network of expertise development. Networks geared towards capacity building also address issues of institutional building and systems building, which are current concerns in higher education in Africa.

A key feature of networks, therefore, is that they involve differentiated, but articulated functions among participating nodes and centres. Networks will necessarily be subregionally differentiated. Differentiation and articulation are dynamic processes, with centres and nodes adapting their functions in response to changing environment and key developments. Part of creating and informing networks is the dynamic and ongoing mapping of existing regional and international expertise and experience. Initial mapping would have to be realistic in scope, and incremental.

A final point of clarification is that within the notion of an African Higher Education Expertise Network, ‘Africa’ is understood to include those whose area of interest is Africa wherever they are located and should not be restricted to “those in Africa”, provided that the emphasis will be on capacity development in African institutions and for trainers, teachers and researchers in Africa. While the intention is that each sub-region will have a node for both Higher Education Studies and Leadership Development and Management Training, the proposed expertise map will identify what is currently “on the table” as an immediate point of departure. A key aspect is for both strands to link to already established international networks.

1.3 Mapping Existing Expertise with Respect to African Higher Education

A central mechanism for developing networks is the mapping of existing expertise in both higher education studies and leadership development and management training. Taking cognisance of previous failed attempts to map expertise, a carefully circumscribed professionally undertaken exercise would be crucial to determine ‘what is already on the table’ in terms of skills and their concentration.

▪ What should be mapped?

The following constitutes the essential data to be mapped:

- People and institutions conducting research in HE, including publications and authors
- Training, graduate programmes and capacity building in higher education studies and leadership and management

- Users of HE research outputs: e.g. university planners, NGOs, statutory bodies, international agencies, other academics
- HE forums and networks that meet on the basis of funding and attempt to add value to the field

▪ **Scope of mapping exercise**

Firstly, the mapping exercise should define higher education studies as broadly as possible initially. This means that any research topic that influences higher education practices or policies should be included. For example, S&T policy studies; knowledge studies; curriculum studies should be considered in so far as they relate to higher education. This data can then be cleaned up and classified, where the classification can be based on publication categories, existing networks and structures or graduate programmes.

Secondly, the map has to clear criteria, limits and parameters at the outset. For example, it could specify that it will include only publications after 1995 and will use as its criteria for inclusion “research on Africa” and not be limited to “research in Africa”. There needs to be a prior assessment of what mapping exercises in higher education have already been done, for example, data already captured in SA Knowledgebase and the survey on higher education done by the Ford Foundation.

▪ **Output from mapping exercise**

The mapping exercise should result in a dynamic database. It should be ongoing and should serve as both an inventory of what exists and as a useful resource to donors. Self-editing should be used as a strategy to keep the data-base updated, which entails individuals taking responsibility for keeping their own data current. Finally, “quality assurance” must be built into the database management to ensure data quality

1.4 Conclusion

From the above discussion, it can be seen that the two key strands of an African Higher Education Expertise Network, namely higher education studies and research on the one hand and leadership development and management training are closely related. For these reasons, it is important that the current two initiatives for which planning grants are being proposed – strengthening higher education studies and leadership and management – are developed in a co-ordinated and linked way.

In order to take both of these initiatives forward, therefore, this proposal for two planning grants is therefore submitted jointly by the CSHE at UWC, CHET and the AAU to the Foundation Partnership. Proposal 1 of the planning grant proposal addresses Higher Education Studies and Proposal 2 addresses Leadership Development and Management Training. The conceptual model outlined above and the understanding of the core elements and their inter-relationships inform both aspects of this proposal. The slides presented below were produced at the Accra meeting and are included in order to attain conceptual clarity on key issues.

2. Proposal 1: Higher Education Studies in Africa

2.1 Background

“Academic capacity” is understood to mean research capacity in higher education, meaning the ability to undertake scientific inquiry or analysis on aspects of HE. More generally, to develop academic capacity means to develop a critical mass of expertise in teaching, learning and research in higher education studies. The development of institutional capacity cannot be de-linked from an individual capacity; academic capacity thus includes the availability of human resources and physical resources. Slide 2 and Slide 3 below reflect the Accra (November 2003) discussions on higher education studies as a field of expertise.

Slide 2

Higher Education Studies

- **Qualification Type:**
 - Formal, accredited qualification, involving rigorous academic engagement in key elements of the new emerging field of HES
- **Focus (in African context):**
 - Provides (critical sociological) overview of HE trends and policy issues related to developing country context
- **Content/knowledge base**
 - Mainly curriculum-driven, with problem-based assignments and some experiential sharing
 - Informed by range of policy-related and other research undertaken in the field and in research networks
- **Function/purpose:**
 - Long-term capacity building
 - Contributes to short-term LD & MT by providing material which is adapted for the presentation of short overviews of key HE issues

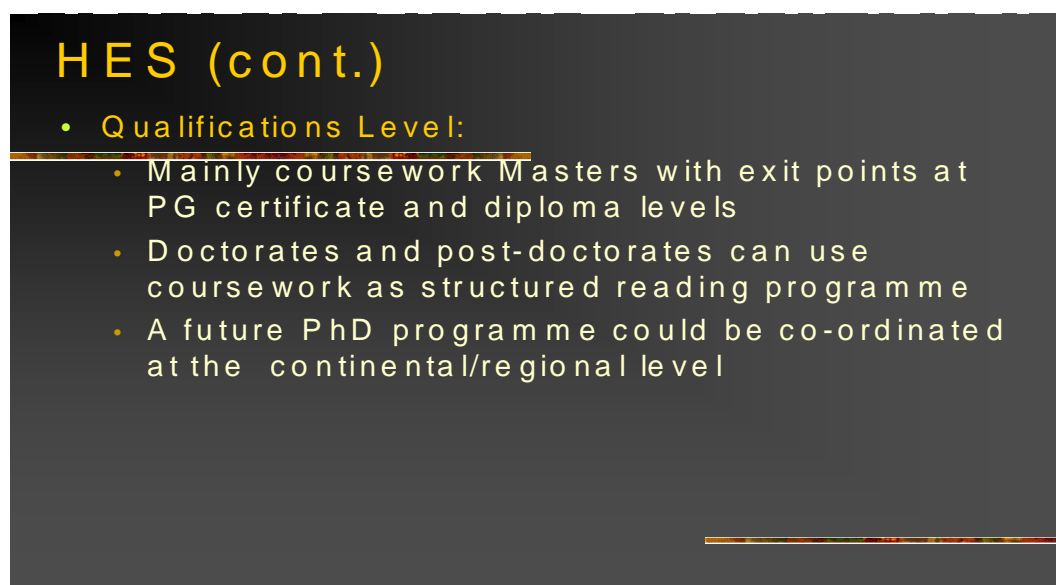
Slide 3

HES (cont)

- **Targets: 2 streams**
 - Researchers/academics in the emerging field
 - Institutional managers and other practitioners & policymakers requiring formal academic engagement in the field
- **Providers/Structures:**
 - HE Centres
- **Coverage/Levels**
 - Regional through 4-5 sub-regional centres
- **Delivery Mode:**
 - This will depend on regional circumstances, but is likely to comprise a mixed mode of 2-3 modularised short contact residential blocks per year to accommodate participants who are in employment, plus ITC-based support between blocks

Slide 4 shows that for higher education studies, the qualification level is at the post graduate diploma and degree levels.

Slide 4



HES (cont.)

- **Qualifications Level:**
 - Mainly coursework Masters with exit points at PG certificate and diploma levels
 - Doctorates and post-doctorates can use coursework as structured reading programme
 - A future PhD programme could be co-ordinated at the continental/regional level

2.2 A Network of Masters Programmes

In order to best appreciate the interlocking nature of providing and delivering HE expertise to neophytes in an extended network, and to appreciate the organisation and coordination challenges it might pose, it is best to sketch a structure of coordination and delivery as a way of illustrating the functional nodes that must be coordinated, and the possible form of their coordination. What follows is indicative, not final, but it serves to display the principal issues. As a starting-point the network will consist of individual scholars who have worked on higher education in Africa. These scholars can be either located at an African institution, or an institution outside Africa. The organizational basis for the cooperation of these scholars will consist of centres at African universities in various regions of the continent. All in all there will be possibly 4 such centres, i.e. one in Cairo (Northern Africa), one in Dakar (Western Africa), one in Nairobi (Eastern Africa) and one in Cape Town (Southern Africa). The planning phase of the project will be used to identify the staff to be involved in each of these 4 locations, and to negotiate with the hosting university the details of the establishment of a higher education expertise centre at their institution.

Throughout the following sections, it should be borne in mind that the proposed Cape Town node already has a masters programme in *Higher Education Studies: Policy Analysis, Leadership and Management* (PALM) at the University of the Western Cape. This programme, funded by the Ford and Rockefeller Foundations, is well established and has just accepted its third student cohort. In addition, there are also masters type courses at the Universities of Stellenbosch and Cape Town and the Cape Technikon. While these courses, particularly the PALM programme, offers a strong basis from which to build, several issues still need to be reviewed and clarified – for instance, the issue of distinguishing between Professional and Research track (see below). It will be important to learn from the experiences gained from these programmes in developing the network and in the case of the Cape Town node, to build a regional masters programme on the foundation of the existing UWC one.

The cooperation activities of the involved scholars will be aimed at developing expertise through joint teaching and research activities. Concerning teaching the first joint activity to be developed is a Masters programme on Higher Education, with respect to research the intention is to develop a joint five-year research program – it will be pointless to develop a Masters programme and not have concurrent research projects to feed into it.

2.3 Masters Programme on Higher Education

The aim of the programme is to:

1. Make the field more visible in Africa.
2. Build academic capacity.
3. Develop teaching material that can also be used for other purposes than a degree program.
4. Contribute to the policy development with respect to higher education in the region.
5. Stimulate the cooperation between individual scholars.
6. Strengthen the commitment of individual scholars to the field.
7. Stimulate the development or improvement of an academic infrastructure (library, electronic facilities, etc.) in the field at the hosting institutions.

The focus/rationale is on higher education in its African context. As such the program will offer an overview of and critical reflections on trends and policy issues with respect to African higher education at all relevant levels. In addition, the African context will be compared and related to the contexts of higher education in other parts of the world. It is important to emphasize that we do not see higher education in Africa operating in a vacuum or on a 'continental island', but rather in a global arena.

The idea behind the programme is to develop a core curriculum that is the same at all 4 locations, and areas of specialization at each of the 4 locations. The core curriculum would consist of a first introductory semester consisting of three units:

1. The history and philosophy of higher education in Africa
2. Basic processes in higher education; teaching and learning; research; services
3. Structural and cultural conditions for the basic processes, i.e. governance, policy, funding, organization, management, and quality issues

One issue to be dealt with in the project planning phase is whether the Masters programmes could consist of a professional and a research track, or only of a research track. In the former case the students would have to choose at the end of the first semester between a Research Masters and a Professional Masters degree. The Professional Masters could consist of an additional year of courses, internships and producing papers. Research Master students could continue for another 18 months with specialized modules, examinations, writing papers, and producing a Master's thesis. The alternative could be that all students aim at getting a Research Master degree.

The courses after the first semester in the Professional track should be practice oriented, be related to problem-based assignments, and be given by practitioners as well as academics. The students would do a number of excursions to various institutional units, Ministry of Education and relevant buffer organizations. They would get a number of paper assignments. Credits would be earned through all these activities up to the required number.

The Research track would be more academically oriented with literature and knowledge based modules in a number of specialization areas, such as higher education economics; Teaching and learning in higher education; higher education governance and policy; higher education organisation issues; Institutional Management and Administration; higher

education quality issues, etc. In principle these modules would be based on the areas of specialization covered by the 4 centres offering the Masters course. In addition to the thematic modules students are also expected to take a module on research methods and statistics. If a student has enough credit points he/she can start with the thesis work. The topic has to be chosen in consultation with the program director. The intention is to have each student supervised by one staff member from his own centre and one from one of the other centres. As indicated, the experience in this regard from the already existing PALM masters programme at the University of the Western Cape in Cape Town will be informative.

▪ **Entrance Selection**

Each of the 4 Masters programmes would be coordinated by a program director and a Board of Studies. The general entrance requirements are that each candidate should have at minimum a bachelor degree (or equivalent) in a relevant field or discipline. In addition, all students should provide the program director with a written motivation concerning the reasons for wanting to study higher education.

▪ **Target Group**

1. Students who want to make a career as higher education researchers.
2. Practitioners who are already in the sector of higher education as managers, administrators, policy makers, etc., who want to switch to an academic career.
3. Practitioners who need an academic engagement for furthering their career as an administrator, manager, or policy maker.

▪ **Delivery Mode**

There are two major different groups of student enrolled in the Master courses. Regular students who are at the beginning of their career and can study full-time, and students who are in employment, and can only study part-time. One question to address in the planning phase is whether each involved university should enrol both full-time and part-time students in the higher education Masters Program. Another question to address concerns the nature of the ICT-based support structures. Ideally the students enrolled in one of the 4 programs should be able to communicate electronically not only with the students and staff of their Program, but also with the students and staff of the other 3 or 4 programmes. The UWC PALM masters has instituted IT-based communications between students and staff in between the residential teaching blocks. This forms part of an evaluation and research project which could provide informative experience in this regard.

▪ **PhD Programme**

This qualification is intended for students who wish to make higher education a serious object of intellectual study. It is the largest gap, not only regionally and nationally, but continentally. The qualification will equip students to enter higher education with a foundational knowledge of higher education, as well as with high-level research skills. The qualification will have two parts, a *coursework* part and a *research* component. Although there is existing demonstrated expertise in supervision in higher education studies at this level at some institutions that can be drawn on. The structure of the programme, the mix of higher education and discipline based work will have to be discussed. At the moment there seems some agreement that the PhD must be discipline-based, meaning such as economics, sociology, etc, but how this would combine with higher education studies courses is a matter that will have to be discussed in much more detail during the planning phase.

2.4 Planning Activities

The central activity of the planning process is to constitute a Planning Group which will consist of at least one person from each of the four regional nodes, the coordinator of HEDDA, a representative from the Overall Co-ordinating Group and the Project Manager. The Planning Group will oversee the following:

1. The development of a framework for the project
2. Outlines for the core and elective masters courses
3. A review of current higher education masters programmes (and related programmes) at each of the nodes
4. Assess capacity for offering masters programmes and possible student uptakes at each of the nodes
5. Commission a mapping exercise of publications and authors in higher education that deal with Africa, according to predetermined criteria. It should define higher education studies as broadly as possible. This means that any research topic that influences higher education practices or policies should be included. For example, science and technology (S&T) policy studies, knowledge studies and curriculum studies should be considered in so far as they relate to higher education. This data could then be cleaned up and classified according to publication categories, existing networks and structures, or graduate programmes. The mapping exercise should result in a dynamic database that clusters publications and authors into research areas
6. Identify 4-5 possible research areas, informed by the mapping exercise
7. Investigate possible structures for a PhD programme
8. Develop a model of the possible functions and structures of a managed network.
9. Determine funding requirements and sources for the masters programme and the content wide research programmes.
10. Interact with the US Funding Partnership and the European Union to explore possible sources of funding and support
11. Produce a 5-year funding proposal.

2.5 Project Deliverables

1. Planning Group of 7 people to meet at beginning and end of planning phase and interact via IT.
2. Proposed structure, draft course outlines, delivery modes, selection criteria and funding requirements for a masters programme.
3. Brief review reports that assess capacity in each of the proposed 4 nodes to deliver a masters programme.
4. Report that maps authors and research output in higher education studies in Africa and proposes 4-5 possible research areas.
5. Short report on possible structures for a disciplined based PhD programme in higher education studies.
6. Report on a possible model/s for a managed network for higher education studies.
7. Report on funding (donors), institutional and student contributions.
8. Project and funding proposal for a 5-year project.
9. Have in place the beginnings of a network for higher education studies.



Towards a Sustainable African Higher Education Expertise Network Higher Education Studies Western Cape Node

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Meeting:

Tuesday, 7 December 2004
11h00—13h00 (finger lunch)
Boardroom, CHEC Building (3rd floor),
46 Rouwkoop Road, Rondebosch
Cape Town

Aims:

To discuss how to implement the Western Cape component of the proposed African Higher Education Expertise Network. See attached Planning Grant Proposal to Ford Foundation (particularly the last page on Planning Activities and Project Deliverables). Also see attached letter to the CHEC Board from Jim Leatt.

Chair: Nico Cloete (CHET)
Co-chair Jim Leatt (CHEC)

Agenda:

1. Welcome and Brief Background
2. Teaching: Survey all current Masters level HES Programmes in the Region
 - a) *Develop programme typology*
 - b) *Survey to determine types and number of programmes, course structures, students and staff involved, fees, funding and costs*
 - c) *Map staff capacity and estimates of student uptake*
 - d) *Survey methodology and implementation*
 - e) *What about capacity and programmes outside the region?*
3. Research: Map authors and publications in higher education (region/SA/)