



# CHET ACTIVITY REPORT

## January 2009 to December 2009

CHET activities can be classified into the following Programmes.

### 1. HERANA

The HERANA project is now in full production mode. Below is a brief summary of progress made during 2009.

#### 1.1 HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

The following has been done:

- three 'successful' country cases studies are with the final editor
- eight institutions were visited <sup>1</sup> and almost a 1 000 pages of transcribed interviews printed and bound into institutional case studies
- economic and education policy data collected for all 8 countries
- key policy and institutional plans for all 8 institutions collected
- systematic information on an average of 10 flagship development projects at each institution
- a set of performance indicators (see report on performance indicators) collated for each institution
- started writing the 8 case study reports which will be about 100 pages each.

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

## 1.2 HIGHER EDUCATION AND DEMOCRACY

The following has been done:

- first draft report of the democratic citizenship project, based on an analysis of the Afro-Barometer surveys in 20 African countries is completed
- the survey of legislatures has been done and the report is to be completed early 2010
- 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 data has been coded and the data analysis will be done during January/February 2010
- A literature review of the 'research-policy nexus' was completed and a case study of the Department of Arts and Culture presented during the Castells visit.

## 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. The Gateway currently indexes 17 African higher education-relevant websites (including all PDF, Word and Powerpoint documents).

#### *Site statistics 1 February 2009 to 30 November 2009*

|   |   |
|---|---|
| Number of unique visitors:  | 1,898 (189 per month)   |
| Percentage visitors that have visited the Gateway more than once: | 15%   |
| Number of originating countries:                                  | 108 countries   |
| Top originating countries:  | South Africa (882)<br>USA (289)<br>Egypt (143)<br>UK (86)<br>Canada (44)<br>Norway (41)<br>Algeria (37)<br>Australia (31)<br>Morocco (30)<br>Germany (29) |
| Referring websites:   | Google (66.87%)<br>Direct (10.60%)<br>UWN (7.08%)<br>CHET (4.80%)   |

*Comments/analysis*

The number of visitors to the HERANA Gateway (1,898) is relatively low for the period under review (the CHET website by way of comparison had 8,198 visitors for the same period). However, the target audience for the HERANA Gateway website is relatively small – policy-makers, researchers and academics with a particular interest in African higher education research. Given the relatively small number of users targeted, a more useful indicator would be the number of repeat visitors to the HERANA Gateway website. This would indicate that users are returning to the site to make use of the search engine on a regular basis. Currently 15% (285) of the total number of visitors are repeat visitors. In percentage terms this figure is also fairly low. But, given that two-thirds of visitors access the site via Google searches or from Google ads, one would expect the percentage of repeat visitors to be low based on the assumption that a large number of Google-referred visitors are not likely to be from the target audience. This is substantiated by the fact that only 22% of visitors either typed in the URL or accessed the site via the CHET or UWN websites. This one fifth of visitors is far more likely to be made up of the target group. On this basis one could extrapolate that 285 of the 417 “non-Google” visitors, or 68%, became repeat visitors.

**University World News**

The fortnightly Africa Edition of *University World News* was launched on 30 March 2008. By 31 December 2009, 44 Africa Editions had been published. Africa Edition reporters have generated 305 original news articles, 28 features and-or news analyses and 134 newsbriefs – a total of 467 articles. There have been 14 Africa items in the HE Research and Commentary section, republished from newspapers or journals.

As the volume of Africa reports has grown, more African stories have been published in the *University World News* Global Edition – both on Africa Edition weeks and on alternative weeks when only the Global Edition appears – providing regular coverage of African higher education to a global audience.

The 305 original news reports covered 25 African countries, and through its 134 items the newsbriefs section expanded this coverage to three dozen African countries, including French- and Portuguese-speaking African countries. All-Africa news and developments generated the most articles – more than 70 in all – while some 30 articles dealt with African regions or Africa’s dealings with the world. South Africa, Nigeria and Egypt were particularly well covered, as the countries with the largest higher education sectors.

*University World News* now has more than a dozen contributors covering some 17 countries regularly and most African countries at least sometimes. There are correspondents in Botswana, Egypt, Ghana, Kenya, Mozambique, Namibia, Nigeria, South Africa, Uganda and Zimbabwe. Another Egypt-based reporter covers Muslim African countries, while our correspondent in France reports on Francophone and Lusophone countries.

### *Readership*

UWN has achieved great success in growing its number of registered readers. The total number of registered readers reached nearly 9,700 by the end of June 2008, 18,000 by August 2009 – and 20 788 by the end of December 2009.

The total number of readers who receive the Africa edition is now 8,569 – up from 6,000 in August 2009. Africa accounts for a quarter of all readers, and there are some 3,340 African Edition readers who live outside the continent. Within Africa, there are registered readers in 32 countries but they are concentrated in around a dozen nations and especially South Africa (2,901), Egypt (1,233) and Nigeria (527). There are also significant numbers of readers in Mauritius (132), Namibia (126), Morocco (92), Kenya (74), Uganda (67), Zambia (61), Tanzania (58) and Ghana (57).

### *Website visitors and pages viewed*

Visitors to the *University World News* website have increased dramatically since the newspaper's launch in October 2009, as have the number of pages viewed per month, though the numbers fluctuate depending on the month.

In the 12 months to July 2009 there were, on average, 41,500 visitors to the website per month and the average number of pages viewed was 376,000 pages per month. In the last six months of 2009 the average number of visitors to the website increased to 64,174 per month, and the average number of pages viewed to 379,369 per month. (There was a slight drop-off in December 2009 as *University World News* only produced three editions that month.)

| Month and year | Website visitors | Pages viewed |
|----------------|------------------|--------------|
| January 08     | 12,675           | 51,198       |
| July 08        | 44,908           | 236,881      |
| January 09     | 36,815           | 258,018      |
| July 09        | 61,986           | 356,412      |
| November 09    | 77,256           | 454,427      |

For a more detailed report of HERANA progress, see separate HERANA progress report (January 2010).

## **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 Efficiency 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.

Amongst others, the indicator information includes:

- Global competitive indicators (including World Bank Knowledge Economy index)
- Development indicators
- National development policies
- Institutional policies regarding development and poverty reduction
- Size and shape of institution (and trends from 2000 to 2007)
- Undergraduate–postgraduate ratios
- Student–staff ratios
- Percentage of staff with doctorates
- Research output in terms of international citation indices
- Institutional income and expenditure
- Third stream and funder income
- Institutional contribution to research
- Cost per graduate in dollars.

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

These two projects revealed very interesting insights as to how information works in the eight institutions studied. With few exceptions, the universities have access to fairly sophisticated computer systems, but have not integrated data collection and analysis into their overall management processes. At the central planning/information level most of universities have well-qualified staff, many with doctorates, but the problem is the flow of information through the institution. When we looked at faculty annual reports and compared these to the information at central level, there were often major discrepancies. It has become apparent that the management of information is an indicator of the degree of institutional coherence, or fragmentation of the organisation. While in some cases this is owing to a shortage of trained staff or inappropriate technology, the biggest problem appears to be the lack of institutionalisation of data and procedures.

Departing from the above, we developed a proposal to Ford Foundation called ‘Institution Building Through Performance Indicators’. The project will address three things: maintain and expand the existing data base for the eight institutions, build information processing capacity, and promote the importance of the use of indicators. Ford has approved \$200,000 for 2010-2011.

### 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. The proposal was submitted to Carnegie Corporation and Ford Foundation in July 2008 and, in December 2008, both agreed. Carnegie approved \$250,000 and Ford \$200,000. The proposal promised the following deliverables:

- 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
- The data and analysis will be distributed through 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 a 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 aim of the project is to achieve the proposed deliverables through a collaborative process that would involve the writing of eight chapters, broad participation in debates associated with the different issues underpinning the chapters, and distribution of information and discussion issues via seminars and University World News. The work on HERANA led us to rethink the conceptual framework in the proposal and this will be discussed during February 2010 at a seminar that will be attended by 30 senior and 'emerging' higher education specialists and leaders.

### 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 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 produced the following:

- Determining more accurately the scope of the need for post-school educational opportunities – see report entitled '**Scoping the Need for Post-School Education**' (Sheppard & Cloete, CHET, May 2009)
- An approach to build capacity amongst FET colleges and explore mechanisms to facilitate student and staff mobility – report entitled '**Increasing**

**Educational Opportunities for Post NQF Four Learners Through the Educational and Training College Sector'** (Stumpf, Papier, Needham & Nel, CHET, May 2009)

- An analysis of data pertaining to 18–24-year-old students from the National Income Dynamics Study and the Cape Area Panel Study – report called '**What are the Returns for Tertiary Education and Who Benefits?**' (Leibrandt & Zuze, SALDRU)
- **Responding to the Educational Needs of Post-School Youth: Determining the Scope of the Problem and Developing a Capacity Building Model** (edited by Nico Cloete – on CHET website and in print)

*Impact of this publication (a response to John-Butler Adam from Ford)*

Recently we had a discussion about impact – the funding grail of the foundations!

But impact is a strange thing. Dick Fehnel funded CHET to do a book evaluating the performance of the higher education system against the implicit and explicit goals of the government's new framework for higher education. The aim was to influence government policy by providing empirical evidence of successes and failures. Despite including a senior bureaucrat and a ministerial advisor in the book writing team, it had no demonstrable effect on government policy – as a matter of fact, most of the senior bureaucrats (including the Minister) never read it because they heard it was critical and more than 300 pages long. However, this book has become the 'standard' text on higher education in South Africa and is used for higher education studies Masters and Doctoral programmes from Oslo to New York and for all Masters higher education studies programmes in SA. And it is in its third print.

In contrast, the recently funded Educational Needs of Youth project was also to effect government in developing a post-school college sector, and it hit the mark beyond our expectations. This could be due to a number of associated factors: coming out at exactly the time the new minister took office; many of the leaders of the government did not go to elite universities and have a strong support for college-type education; the elite university educated minister is a communist with a strong focus on the poor; and, perhaps because it is has fewer than 100 pages with an excellent synopsis.

Apart from most of the top structure of the Department of Higher Education and Training coming to the launch and publically promising to make the recommendations a priority, at another public seminar the Minister himself stated that "this is the only book I am reading now". Apart from the substantial piece in the Mail and Guardian, which was also referred to in the New York Times, other media has been giving it extensive coverage. Most of the main national radio stations, such as SAFM, Cape Talk and the talk show 702 commented on the report.

According to my daughter in Johannesburg, the best one was Metro which has one of the highest listener ratings in the country. A snazzy DJ had actually read the report and in between music told kids amongst others "the worst thing you could do is leave school between grades 10 and 12" (Cloete) and "even if you have matric, if you

get one or two years of post-matric education you are not only going to earn more money, but your chances of getting a job increases two to three times” (Leibrandt & Zuze) and “if you get a degree you earn 5 times more than a matriculant” (Leibrandt & Zuze). Apparently he also promoted studying at colleges. I think this kind of information is probably even more effective than interviews with experts. I have also been told by a career guidance counsellor that he uses the information to encourage kids not to drop out and to aim for post school education.

So congratulations on identifying a ‘hit’, both the projects were hits, but the impact is not predictable – more like a pleasant surprise!

## 5. HIGHER EDUCATION MASTERS IN AFRICA

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 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.

| Name                          | Proposal Title  |
|-------------------------------|---|
| Angolwisye M. Mwollo-ntallima | Higher education and social development: Contribution of higher education student leadership to democracy in Tanzania                             |
| Biko Gwendo                   | Human capital formation in Kenya: The Interconnectedness between the state, higher education institutions and the labour market                   |
| 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)     |
| Jennifer Sarah Hugow          | The dynamics of policy implementation: How internal visions shape faculty responses to steering in South African higher education.                |
| Nita Chivwara                 | Governance of higher education supply and demand in Malawi.   |
| Francois van Schalkwyk        | Responsiveness as a lever for change: Observations at two South African universities  |
| Wanangwe D. Wanjiku           | The provision of access and skills development by private universities in Kenya.  |
| Pam Watson                    | Contextual and policy positioning of higher education for development: A comparative study of two southern African countries.                     |

It is possible that some students will graduate in May 2010. Two students have already been offered doctoral scholarships, one in South Africa and the other in the UK. Funding for the second (2010-2011) and third (2011-2013) HEMA cohorts has been approved by the HEMA Board in Bergen. Five students were admitted for the 2010 group (all from outside South Africa). They started in September 2009 by attending the Introduction to Higher Education Studies in Oslo. Thierry Luescher has joined the NOMA programme as a post-doctoral fellow. He will be in charge of the administrative and academic management of the second HEMA cohort. Gerald Ouma has been appointed as Senior Lecturer in Higher Education Studies at UWC.

## 6. SEMINARS

| DATE        | TITLE   | LOCATION   | NUMBER OF PARTICIPANTS |
|-------------|---|--|------------------------|
| 23/11/2009  | Responding to the Educational Needs of Post-School Youth                        | Wits School of Education, Johannesburg                 | 62                     |
| 18/11/2009  | A Comparative Study on the Role of Higher Education Institutions in Development | Walter Sisulu University, East London                  | 90                     |
| 05/11/2009  | Higher Education and Economic Development                                       | University of Fort Hare                                | n/a                    |
| 02/10/2009  | Higher Education and Economic Development in Africa                             | University of Oslo, Oslo                               | 35                     |
| 24/09/2009  | Higher Education and Economic Development                                       | Norad, Oslo  | 20                     |
| 16/09/2009  | Responding to the Educational Needs of Post-School Youth                        | Highlands Country House, Johannesburg                  | 8                      |
| 28/08/2009  | Launch of Manuel Castells' Communication Power                                  | Centre for the Book, Cape Town                         | 120                    |
| 25/08/2009  | The Research-Policy Nexus   | Catherina's Restaurant, Cape Town                      | 15                     |
| 21/08/2009  | Higher Education and Regional Economic Development                              | Nelson Mandela Metropolitan University, Port Elizabeth | 60                     |
| 19/08/2009  | Cities and Development  | University of Cape Town                                | 80                     |
| 18/08/2009  | UCT/Rhodes Media Studies  | Cargills Restaurant                                    | 18                     |
| 11/08/2009  | Strengthening Doctoral Scholarship in the Social Sciences                       | STIAS, Stellenbosch                                    | 24                     |
| 07/08/2009  | Higher Education and Economic Development                                       | University of Western Cape, Cape Town                  | 56                     |
| 05/08/2009  | The Crisis of Global Capitalism   | STIAS, Stellenbosch                                    | 115                    |
| 25/06/2009  | Higher Education and Economic Development in Africa                             | University of Nairobi, Nairobi                         | 24                     |
| 02/06/2009  | Higher Education and Economic Development in Africa                             | Nelson Mandela Metropolitan University, Port Elizabeth | 35                     |
| 25/05/2009  | Responding to the Educational Needs of Post-School Youth                        | Irene Country Lodge                                    | 12                     |
| 07/05/2009  | Higher Education, Economic Development and Poverty Reduction in Africa          | Makerere University, Kampala                           | 20                     |
| 30/04//2009 | Higher Education, Economic Development and Poverty Reduction in Africa          | Gaborone International Conference Center, Gaborone     | 90                     |
| 29/03/2009  | Cross-National Higher Education Performance (Efficiency) Indicators             | Spier, Stellenbosch                                    | 34                     |
| 05/03/2009  | Research On Higher Education In Africa  | University of Mauritius, Port Louis                    | 35                     |
| 09/02/2009  | Higher Education, Economic Development and Poverty Reduction in Africa          | La Palm Beach Hotel, Accra                             | 25                     |

Part of CHET's mission is to stimulate debate and to distribute research and policy research through seminars. As can be seen from the table above, CHET was involved in organising seminars during 2009 attended by almost a 1,000 academics, government officials and non-government organisations involved in higher

education. Considering that higher education institutions only operate for ten months of the year, this is an average of two events per month. A new feature is the fact that almost half of the seminars were not conducted in South Africa.

The 'highlight' of this year's seminars was the series with Manuel Castells which resulted in a series of publications in University World News: Castells's Special Report (11 October 2009):

- "Theorist of power"
- "The global crisis of capitalism"
- "Revolutionising higher education"
- "Higher education and development"
- "Strengthening PhDs in social sciences"

## 7. WEBSITE AND PUBLICATIONS

The CHET website was redesigned in July 2009 so that it could accommodate the different on-line reporting and publication needs of the various programmes (particularly the HERANA programme) and could incorporate the growing number of on-line resources and tools. Before the upgrade (Jan–Jun 09), visitors spent an average of 1:26 minutes on the CHET website; after the upgrade, the average visit increased to 3 minutes (July–Dec 09).

Key website statistics:

- 11,993 visits from 147 countries/territories
- Most visited section: Publications
- Most visits (where average time on site exceeded 1 minute) from: South Africa, US, UK, India, Norway

In November 2009 CHET published the report *Responding to the Educational Needs of Post-School Youth*. Demand for the report at the launch seminar was high; all 75 copies made available were distributed and there was demand for additional copies which was fulfilled by mail post-seminar. *Responding to the Educational Needs of Post-School Youth* is also the first CHET publication to be listed on Amazon as part of its new international on-demand distribution solution. Although sales are expected to be modest, international distribution will extend the reach and visibility of CHET's publications to a more international academic and research community.

Sales of the CHET Resource Collection continue to be steady with African higher education institutions mainly being interested in acquiring sets. In September 2009, selected CHET publications were on sale at the HERS-SA Academy – 22 books were sold.

Forthcoming publications will include the book on South African higher education institutions' performance indicators as well as several outputs from the HERANA

programme which will be published on the CHET website. *Financing Higher Education in Africa* (edited by Pundy Pillay) will now be published in March 2010 by African Minds.

For a detailed forthcoming publication list see HERANA progress report.