

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



Progress Report: January 2010

Funder	Grant number	Overall project date
Ford Foundation	1070-0695	1 June 2007 – 31 May 2009
Carnegie Corporation	B8233	1 October 2007 – 30 September 2009
Kresge	n/a	1 February 2008 – 31 December 2010
Rockefeller	2007 AR001	1 July 2007 – 30 June 2010

PROJECT DELIVERABLES

The following are the deliverables for this project:

1. A better understanding of the specific links between higher education and economic development in a country context. This will also shed light on how such links are differently institutionalised, or not.
2. Evidence-based information about the effects of higher education on attitudes towards democracy and a greater understanding of how this works in the higher education sector.
3. A strategy, and pilot implementation, for a network of more coordinated information delivery modes (electronic, briefs, forums) of policy-relevant information to decision-makers.
4. For the first time across a number of countries in higher education studies in Africa, a planned link between research, data and advocacy.
5. Shared inter-disciplinary higher education studies capacity-building in a network of senior and junior researchers across a number of countries.
6. A network of African higher education experts more closely linked to other international groupings.

Considerable progress has been made and the main components of the project are on track. The following are emerging at the moment as unique features of HERANA:

1. Compare to an African context the principles – not copying practices – of three systems from OECD regions that have successfully connected higher education to development.
2. A framework – the ‘development triangle’ – that explores the dynamics between the national, the institutional and the funders.
3. Linking the idea of a pact to notions of development, at government and institutional levels.
4. Investigating the strengthening of the academic core in the institutionalisation of development projects.
5. The most comprehensive and systematic data set on a group of Sub-Saharan African universities ever compiled.
6. Established a working relationship with 8 universities in Africa with a ‘dedicated’ senior collaborating person in each university, and a contact in at least one government department.
7. Established a linked, research-based Masters in Higher Education Studies with 20 students from 8 different African countries and linked to the Erasmus Mundus Masters in Higher Education in Europe.
8. Unprecedented concurrent research information dissemination – institution/government seminars, University World News, HERANA Gateway.
9. Results simultaneously useful to researchers, government, institutions and funders.

Key 2010 moments:

1. Seminar on Conceptual Framework with HE expert group: February 12–14
2. Publication of a book on three successful case studies: end February
3. First Country Case Study presentation (CHET Board): Mauritius March 25
4. International seminar reporting to all participating (8) institutions: May 6–7
5. Launch of HERANA book: early December

Below is a more detailed description of progress.

1. RELATIONSHIPS BETWEEN HIGHER EDUCATION AND DEVELOPMENT

1.1 Higher education and economic development

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 Dr Nico Cloete (CHET), Tracy Bailey (CHET), Dr Gerald Ouma (University of the Western Cape) and Romulo Pinheiro (PhD student / HEDDA).

The reports of the three macro case studies (Finland, South Korea and North Carolina) were revised in light of the reviewers' comments. The three case study reports, plus the synthesis report and international literature review are in the process of being edited and typeset for publication and are expected to be on the CHET / HERANA web site by the end of February 2010.

By the end of June 2009, the site visits to all eight African countries¹ were completed. The following progress with the project has been made since June 2009:

- The interviews from the site visits were transcribed, checked and then compiled into booklets for each country.
- Relevant national and institutional documents were gathered.
- The commissioned paper on the academic core and periphery was received from Romulo Pinheiro (University of Oslo) in October 2009.
- The commissioned paper on the research outputs of the eight universities was received from Nelius Boshoff (Centre for Research on Science and Technology, University of Stellenbosch) in November 2009.
- Dr Charles Sheppard (Nelson Mandela Metropolitan University) has collated statistics on the academic core in each university including student enrolments and graduations, the ratio of academic staff to students, the qualification profile of academic staff, Masters and PhD degree outputs and publications.
- The information pertaining to the flagship projects identified in each of the eight universities was compiled into project data tables. A research assistant is currently in the process of corresponding with all project leaders, requesting that they verify the data collected and fill in any missing information.

¹ Botswana, Ghana, Kenya, Mauritius, Mozambique, South Africa, Tanzania and Uganda.

- The draft analytical framework for the project was presented to Prof Manuel Castells and others at a seminar at the University of the Western Cape in August 2009. Drawing on feedback from Castells, further work on the analytical framework was undertaken between September and December 2009 and is expected to be finalised in early 2010.
- A template for analysis of the data was developed on the basis of the analytical framework.
- Work on writing the eight country case study reports began in December 2009.

1.2 Higher education and poverty reduction

The project *Investigating some of the complex links between higher education and poverty reduction in Africa* is led by Dr James Nkata (Makerere University) and includes the core team members of the economic development project.

The fieldwork for this project at the eight African universities was completed by the end of June 2009 (see 1.1 above). Peter Maassen and colleagues have completed the international review of the literature relating to how the relationship between higher education and poverty reduction is used and understood; 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. Work has begun on the country studies which will include a review of national poverty reduction policies and the identification of any reference to the role of higher education in this regard, of steering / incentive mechanisms, and of any monitoring or reviews that have been/are being undertaken.

Dr Nkata has left Makerere University. Currently, the exact state of progress on this project is not clear, but it is being followed up through the Association of African Universities which is the funder.

1.3 Higher education and democracy

Democratic citizenship and African legislatures projects

Under the 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. The final report for this project was submitted in September 2009 incorporating comments from the seminar at the University of Ghana in February 2009, the external reviewers and the HERANA Project Manager. The report is currently being edited and typeset. The second project, *Higher education and national legislative institutions*, is being finalised. A number of delays were experienced in collecting data in some of the countries owing to political unrest or bureaucratic delays. The draft report is now expected at the end of January 2010.

Student governance project

A third project within the Higher Education and Democracy component of HERANA is investigating the relationship between student governance and democracy in three African universities (Nairobi, Dar es Salaam and Cape Town). The project is being co-ordinated by Dr Thierry Luescher (University of the Western Cape). Other team members include Angolwisye

Mwollo-Ntallima (HEMA Masters student from Tanzania), Prof Njuguna Ng'ethe and Samuel Kiiru (University of Nairobi) and Dr David Court (consultant in Nairobi). Robert Mattes is assisting with the design of the survey and the analysis of the data.

By the end of December 2009, all three surveys had been completed and the data from the questionnaires captured. The analysis of the data will begin in January 2010. Preliminary findings will be presented to the full team at a meeting in Cape Town in February 2010. Based on feedback from the meeting, the case study writer packs will be finalised. It is expected that the draft case study reports will be submitted in April 2009 and that Prof Mattes will begin writing the synthesis report in May 2010.

1.4 The research policy-nexus

The key findings of Dr Harriet Deacon's draft case study report, entitled *At arm's length: The relationship between research and policy in arts and culture (1992-2007)*, and Tracy Bailey's review entitled *The research-policy nexus: Mapping the terrain of the literature*, were presented to Prof Manuel Castells and colleagues at a seminar in August 2009. Feedback and comments were incorporated into final versions of both reports which are currently with the editor and will be posted on the HERANA web site in early 2010.

Work on the second case study, which will form part of Bailey's PhD thesis (working title: *The relationship between higher education research and policy-making in South Africa: A case study of the advisory role of the Council on Higher Education*), is expected to begin in July 2010.

2. PERFORMANCE 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.

Combining the indicators project with HERANA means that for the eight institutions we now have a fairly comprehensive 'picture' of each institution and the country in which the institutions are located. Amongst others, this 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 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.

3. ADVOCACY

3.1 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.

Sites indexed by the HERANA Gateway

1. African Higher Education Research Online (South Africa, Uganda)
2. Association of African Universities (Ghana)
3. Association for the Development of Education in Africa (Tunisia)
4. Centre for Higher Education Transformation (South Africa)
5. CODESRIA (Senegal)
6. Council on Higher Education (South Africa)
7. Foundation Partnership for Higher Education in Africa (United States)
8. Harvard University Africa Higher Education Research Project (United States)
9. Human Sciences Research Council (South Africa)
10. International Network for Higher Education in Africa (United States)
11. Inter-University Council for East Africa (Uganda)
12. Michigan State University African Higher Education Resource Directory (United States)
13. University World News
14. African Network of Scientific and Technological Institutions (ANTS) (Kenya)
15. Southern African Regional Universities Association (SARUA) (South Africa)
16. Africa Higher Education Collaborative (AHEC)
17. Association of Commonwealth Universities (ACU) Africa Unit (UK)

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:	68%
Number of originating countries:	108 countries
Top originating countries:	South Africa (882) USA (289) Egypt (143) UK (86) Canada (44) Norway (41) Algeria (37) Australia (31) Morocco (30) Germany (29)
Referring websites:	Google (66.87%) Direct (10.60%) UWN (7.08%) CHET (4.80%)

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. The 68% would indicate that users are returning to the site to make use of the search engine on a regular basis.

3.2 UWN Special Africa edition and fortnightly Africa editions

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

One of the biggest achievements of HERANA, just over midway through the project, is the link to University World News, with its more than 20 000 subscribers (8 500 from Africa), 77 000 readers who viewed 450 000 pages, and with unprecedented coverage of higher education in Africa. Ford Foundation must be acknowledged for assisting in linking the two projects through joint funding.

3.3 Seminars

The third component of Advocacy is seminars with higher education communities, mainly institutional leadership, academics and government. During 2009, HERANA was linked to 14 seminars at 11 institutions in seven countries and attended by about 500 participants. The most high profile were those in Botswana (90 people including the Deputy Minister of Education and the Tertiary Education Council), Mauritius (35 people with the entire top structure of the University and a number of senior government officials), Accra (the majority of the senior staff of AAU participated), as well as the seminars with Manuel Castells at Stellenbosch (115), Western Cape (56) and Nelson Mandela Metropolitan University (60).

DATE	TITLE	LOCATION
18/11/2009	A Comparative Study on the Role of Higher Education Institutions in Development	Walter Sisulu University, East London
05/11/2009	Higher Education and Economic Development	University of Fort Hare, Alice
02/10/2009	Higher Education and Economic Development in Africa	University of Oslo
24/09/2009	Higher Education, Economic Development and Funders	Norad, Oslo
25/08/2009	The Research-Policy Nexus (Manuel Castells)	Catherina's Restaurant, Cape Town
21/08/2009	Higher Education and Regional Economic Development	Nelson Mandela Metropolitan University, Port Elizabeth
07/08/2009	Higher Education and Economic Development (Manuel Castells)	University of Western Cape, Cape Town
05/08/2009	The Crisis of Global Capitalism	STIAS, Stellenbosch
25/06/2009	Higher Education and Economic Development in Africa	University of Nairobi, Nairobi
02/06/2009	Higher Education and Economic Development in Africa	Nelson Mandela Metropolitan University, Port Elizabeth
07/05/2009	Higher Education, Economic Development and Poverty Reduction in Africa	Makerere University, Kampala
30/04/2009	Higher Education, Economic Development and Poverty Reduction in Africa	Gaborone International Conference Center, Gaborone
05/03/2009	Research on Higher Education in Africa	University of Mauritius, Port Louis
09/02/2009	Higher Education, Economic Development and Poverty Reduction in Africa	La Palm Beach Hotel, Accra

4. HIGHER EDUCATION MASTERS (HEMA)

The second year of the HEMA programme started in 2009. The 2008 programme currently has nine students after one student decided to discontinue her studies at the beginning of 2009. The remaining students have since developed research proposals that have been approved by the Senate Research Committee. All the students have also made satisfactory progress with data collection, and most of them have already embarked on data capturing and analysis. The students' research topics are listed in the table below:

Name	Proposal title
Angolwisyse M. Mwoollo-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	The institutionalisation of responsiveness at 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. Dr 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 and Dr Gerald Ouma has been appointed as Senior Lecturer in Higher Education Studies at UWC.

5. PARTICIPATING NETWORK

Higher Education and Economic Development

<i>Senior researchers</i>	Dr Pundy Pillay (Consultant, South Africa) Prof Peter Maassen (University of Oslo, Norway) Dr Nico Cloete (CHET) Dr Charles Sheppard (NMMU)
<i>Researchers</i>	Dr Gerald Ouma (CHET/University of the Western Cape) Tracy Bailey (CHET) Romulo Pinheiro (University of Oslo, Norway)
<i>Research trainees</i>	Patricio Langa (University of Cape Town) Biko Gwendo (University of the Western Cape) Francois van Schalkwyk (University of the Western Cape) Sam Fogwa (University of the Western Cape)

<i>Institutional contacts and facilitators</i>	Prof Esi Sutherland-Addy & Naana Agyeman (University of Ghana) Dr Kishore Baguant (University of Mauritius) Prof Isaac Mazonde (University of Botswana) Dr Florence Nakayiwa-Mayega (Makerere University) Dr Daniel Mkude (University of Dar es Salaam) Dr Charles Sheppard (Nelson Mandela Metropolitan University) Patricio Langa (Eduardo Mondlane University) Samuel Kiiru (University of Nairobi)
<i>International reviewers and contributors</i>	Prof David Dill & Dr James Sadler (University of North Carolina at Chapel Hill) Dr Misug Jin (Korea Research Institute for Vocational Education and Training) Prof Timo Aarrevaara (University of Helsinki) Prof Johan Muller (University of Cape Town)

Higher Education and Democracy

<i>Senior researchers</i>	Prof Robert Mattes (UCT Democracy in Africa Research Unit) Prof Njuguna Ng'ethe (Institute for Development Studies, Nairobi) Dr Thierry Luescher (University of the Western Cape)
<i>Researchers</i>	Samuel Kiiru (University of Nairobi)
<i>Research trainees</i>	Danga Mughogho (Centre for Democratic Development, Ghana) Angolwisye Mwollo-Ntallima (University of Dar es Salaam)
<i>International reviewers and contributors</i>	Dr David Court (Consultant, Kenya) Prof Michael Bratton (Michigan State University)

6. 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 includes Nico Cloete (Project Manager), Tracy Bailey (Project Co-ordinator) and Angela Mias (Project Administrator). Outsourced support services include TENET² (information technology), CHEC³ and KPMG (financial services), Millennium Travel (travel and events co-ordination), and Compress (publications).

² The Tertiary Education Network.

³ The Cape Higher Education Consortium.

Two new consultants have been contracted to assist with HERANA projects. Michelle Willmers has taken over all editing responsibilities and Monique Ritter is providing research assistance. Willmers has also assisted in capturing bibliographic information relating to the HERANA research projects on the online software resource, RefWorks, hosted by the University of the Western Cape. This will enable all team members to access relevant literature and other documents in the writing of research reports.

7. SUMMARY OF HERANA PROJECT PROGRESS

KEY	
	Completed
	In 2010

Higher Education & Economic Development

Proposal and budget submitted	International literature review on higher education and development	Three 'successful' cases (Finland, South Korea, North Carolina)	Interview and performance data collected on 8 institutions	Book on three 'successful' systems, including literature review (at the printer)	8 case study reports on higher education and economic development in Africa	Report and book on universities and economic development in Africa
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Higher Education & Democracy

Proposal and budget submitted	Report on higher education and democratic citizenship	Data collection and capturing for student governance project	Report on higher education and national legislatures	Three case study reports for student governance project	Synthesis report of three student governance case studies	Integrated report on higher education and democracy
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Advocacy

HERANA Gateway Web site design, partners engaged, programming, promotion, project evaluation and maintenance	University World News Three Special Africa editions published	Seminars 14 seminars held in six countries	HERANA Gateway Mailing list of African higher education stakeholders Permanent presence on UWN web site	University World News Special Africa edition no. 4 Special report on Africa: Next generation of academics	Seminars 8 seminars at each of the participating institutions
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8. PUBLICATIONS

	WORKING TITLE	AUTHOR(S)	STATUS	PUBLICATION TYPE
Higher Education and Democracy				
1	HE and African national legislatures	Robert Mattes	Draft 1	Web report
2	HE and democracy: Integrated report	Robert Mattes	-	Printed report
3	Student governance: Synthesis of three case studies	Thierry Luescher & Njuguna Ng'ethe	-	Web report
4	Student governance: University of Cape Town case study	Thierry Luescher	Draft 1	Web report
5	Student governance: University of Dar es Salaam case study	Angolwisye Mwollo-Ntallima	Draft 1	Web report
6	Student governance: University of Nairobi case study	Njuguna Ng'ethe & Samuel Kiiru	Draft 1	Web report
7	The limited impact of formal education on democratic citizenship	Robert Mattes & Danga Mughogho	Editing	Web report
Higher Education and Economic Development				
8	Literature review on industrialised and developing countries	Pundy Pillay	Editing	Web report
9	HERANA: Analytical framework	Nico Cloete, Tracy Bailey, Peter Maassen & Pundy Pillay	Draft 2	Web report
10	Successful Country Case Studies: Finland	Pundy Pillay	Editing	Web report
11	Successful Country Case Studies: North Carolina	Pundy Pillay	Editing	Web report
12	Successful Country Case Studies: South Korea	Pundy Pillay	Editing	Web report
13	Successful country case studies: Book	Pundy Pillay	Draft 1	Book
14	Universities and economic development in Africa	tbc	-	Book
15	8 HERANA Country Case Studies	Pundy Pillay, Tracy Bailey & Nico Cloete	Draft 1	Web reports
16	Engagements with Engagement (Commissioned Paper)	Johan Muller	Published	Web report
17	Income streams of 8 African universities (Commissioned Paper)	Gerald Ouma	Draft 2	Web report

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	WORKING TITLE	AUTHOR(S)	STATUS	PUBLICATION TYPE
18	Makerere University (Commissioned Paper)	Patricio Langa	Draft 1	Web report
19	NMMU: An engine of economic growth for SA and EC region? (Commissioned Paper)	Romulo Pinheiro	Editing	Web report
20	Research output at 8 African universities (Commissioned Paper)	Nelius Boshoff	Editing	Web report
21	8 HEMA Students Dissertation Abstracts		Draft 1	Web reports
22	8 HEMA Students Dissertations		-	Thesis
Research-Policy Nexus				
23	At arm's length: the relationship between research and policy	Harriet Deacon	Editing	Web report
24	Relationship between higher education research and policy-making in South Africa	Tracy Bailey	Draft 1	Web report
25	The research-policy nexus: mapping the terrain of the literature	Tracy Bailey	Editing	Printed report
University World News / Advocacy				
26	Special Africa edition no. 1: Differentiation	UWN	Published	UWN article
27	Special Africa edition no. 2: Racism in SA HE	UWN	Published	UWN article
28	Special Africa edition no. 3: Role of HE in sustainable development	UWN	Draft 1	UWN article
29	Special Africa edition no. 4: title tbc	UWN	-	UWN article
30	Special report on Africa: Next generation of academics	UWN	Draft 1	UWN article