

CHET ACTIVITY REPORT

January 2008 to July 2008

CHET activities can be classified into the following Programmes and Proposed Programmes.

1. PROGRAMMES

1.1 Higher Education Research and Advocacy Network in Africa (HERANA)

1. HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

Maassen and Pinheiro (University of Oslo) produced a first draft of the institutional case study protocol in May 2008 followed by Cloete with a document that attempts to pull together the various theoretical and conceptual aspects that had emerged through the international and country/institutional projects thus far. The next meeting of the project team will be held in early September 2008 in Oslo, during which the analytical framework and protocol for the institutional case studies will be finalised. Pillay undertook the site visit to North Carolina and submitted the case study report in June 2008. The South Korea site visit was undertaken by Pillay and Cloete during July 2008 and the case study report is expected during August 2008. The final international site visit (Finland) is scheduled for September 2008 and will include Pillay, Maassen and Nkata.

The link between higher education and poverty reduction

In May 2008, a proposal for a second project within the Higher Education and Economic Development component of HERANA, entitled "Investigating some of the complex links between higher education and poverty reduction in Africa", was submitted via the Inter-University Council of East African Universities to AAU who is expected to announce a decision in early August.

2. HIGHER EDUCATION AND DEMOCRACY

Democratic citizenship and African legislatures projects

Both of these projects are in progress (project leader is Prof Mattes from UCT). The first draft report for the democratic citizenship project, based on an analysis of the Afro-Barometer surveys in 20 African countries, is expected during August.

Student governance project

After considerable delays (in part, owing to the political instability in Kenya), Njuguna Ng'ethe and David Court submitted a proposal for a student governance project during May 2008. The proposal was distributed to prospective team members and it was agreed that the proposal represented a shift away from the original ideas discussed at the November 2007 meeting. As such, the discussion centred on how to link the project on student governance/leadership to Robert Mattes' two projects, as well as the larger HERANA programme, which seek to address the linkages between higher education and democratic development. The discussion led to the idea for a survey that would explore what the general conception of democracy is in each of the three countries, and whether these conceptions are reflected in student governance and/or leadership in the three institutions (Universities of Nairobi, Dar-es-Salaam, Cape Town).

The research-policy nexus

Tracy Bailey submitted a draft literature review mapping the terrain of the literature in June 2008. The final draft, which will include a conclusion and suggestions for possible research projects, will be submitted in August 2008.

3. ADVOCACY

The HERANA Gateway

The following progress has been made with the HERANA Gateway project:

- Agreement concluded with 3rd party service provider to 'rent' space on their Google Mini. This was necessary owing to complications with purchasing the Google Mini box from South Africa.
- Programming of the search functionality was completed. Google Mini now successfully indexes the following sites:
 - University World News (<http://www.universityworldnews.com/>)
 - The Centre for Higher Education Transformation (<http://www.chet.org.za/>)
 - The International Network for Higher Education in Africa (http://www.bc.edu/bc_org/avp/soe/cihe/inhea/)
 - The Partnership for Higher Education in Africa (<http://www.foundation-partnership.org/>)
 - Association for African Universities (<http://www.aau.org/>)
 - African Higher Education Research Online (<http://www.ahero.uwc.ac.za/>)
- Website built and launched: www.herana-gateway.org
- Meetings held with Association of African Universities (AAU) in Accra to introduce the organisation to the HERANA Gateway project.
- *University World News* Special Africa editions (Issues 1 and 2) added to Gateway (in HTML and PDF formats).
- Alison Fullard (CSHE) trained to add news to HERANA Gateway website using back-end news administration tool.

CODESRIA's participation in the HERANA Gateway project was only confirmed in June. Additional participants have been identified to be indexed by the Google Mini. These include the African Studies Centre at Michigan State University (<http://africa.msu.edu/>); the African Development Bank (<http://www.afdb.org/>); and, the Inter-University Council for East Africa (<http://www.iucea.org/>). These participants can, however, only be added once the Google Mini license has been upgraded. The HERANA Gateway Google Mini is currently restricted to indexing 50,000 pages and our current participants' sites already exceed this limit. This combined with the fact that response times from the 3rd party service provider from whom we 'rent' the current Google Mini have been frustratingly slow, has prompted us to purchase a dedicated Google Mini box. This dedicated server will be hosted in the UK.

1.2 Performance (Efficiency) Indicators

There are two components to the project: Comparison of Efficiency Indicators Across Six Countries, and Performance Indicators to Improve Institutional Governance.

Comparison of efficiency indicators across six countries

After the March 2007 international conference it was concluded that country data was simply too 'messy' to make defensible conclusions. It was therefore decided to choose a 'premier' institution in each country and to make an extra effort to collect comparable data. Currently the participating Universities are: University of Dar-es-Salaam (Tanzania), Nairobi University (Kenya), Makerere University (Uganda), University of Botswana (Botswana), Eduardo Mondlane University (Mozambique), University of Mauritius (Mauritius) and the Universities of Pretoria and Nelson Mandela Metro (South Africa). The selection of the University of Pretoria may change if we find it to be too much of an outlier.

The basic data elements and supporting information needed to calculate a set of efficiency indicators were collected through a template that was provided to the participating universities in Africa. The quality and completeness of the data and information provided by the universities were very poor in most instances and clearly inconsistent and incorrect. Following an evaluation of the feedback received, CHET decided that the most viable option to improve the datasets was to send researchers to the various universities to discuss the quality and consistency of the data with the project coordinators and to attempt to collect as much raw data as possible on site. So far, four of the universities have been visited:

- The University of Botswana data has been completed. The researchers were able to download the necessary raw data from the computerised system.
- The University of Pretoria data has been completed. Even if another South African University is chosen it would be fairly easy to compile the necessary information.
- A large amount of data for the University of Dar-es-Salaam has been collected – there are however several gaps and a lot of data will still have to be collected. Hard copies of all the pass rate data have been captured electronically. There are, however, several gaps and follow-up work is underway.
- The University of Nairobi's data is highly problematic and attempts are underway to get the Assistant Registrar to compile the data afresh.

Meanwhile hard copy data is being captured in an attempt to compile some of the tables.

- The data of the Makerere University also have several gaps but follow-up work is being done on an ongoing basis.
- The data collection exercises at the Eduardo Mondlane University and the University of Mauritius have only now commenced.

Institutional profiles

The aim of this component is to improve institutional governance through making available to Council members a “simple” set of indicators that enables a discussion about key performance issues – shifting the discussion from ideology to performance. The indicators show trends over the previous five years, how the institution is performing in relation to targets set by the national department and in comparison to ‘chosen’ peer institution. A set of institutional profiles covering the following areas has been prepared:

Student Information

- total enrolments, both head count and full-time equivalent
- growth rates in enrolments
- shape of enrolments by qualification type, field of study, population group and gender
- total graduates and average annual growth in these
- success rates by course

Staff and Research Output Information

- permanent staff members in terms of the categories instruction/research and administration
- ratios between instruction/research and administrative staff members
- ratio of FTE students to FTE instruction/research staff
- highest formal qualification of instruction/research staff
- weighted research outputs per permanent instruction/research staff member
- ratio of research publications to permanent instruction/research staff members

Income and Expenditure

- total income from all sources and total expenditure on all activities
- surpluses on all activities
- state funding and student fees as proportions of total income
- average income per FTE enrolled student

Data sources for this work included the information submitted annually by each higher education institution to the national Department of Education (DoE), research outputs handed in by individual institutions to the DoE in November of each year, and institutional financial statements.

An initial sample of profiles was presented at a seminar in Pretoria on 02/11/2007. Following this a series of further steps was constructed on the basis of input received from participants. Incorporating the suggested changes in graphs and information in all the above categories has involved rewriting the reports for each South African higher education institution.

New profiles for the following 17 institutions have been completed:

1. University of Cape Town
2. Cape Peninsula University of Technology
3. Central University of Technology
4. Durban University of Technology
5. University of Fort Hare
6. University of the Free State
7. University of Johannesburg
8. University of KwaZulu Natal
9. Mangosuthu University of Technology
10. Nelson Mandela Metropolitan University
11. University of Pretoria
12. Rhodes University
13. Tshwane University of Technology
14. University of Venda
15. University of the Western Cape
16. University of the Witwatersrand
17. University of Zululand

New graphs are in preparation for:

- University of Limpopo
- North West University
- University of South Africa
- University of Stellenbosch
- Vaal University of Technology
- Walter Sisulu University

All profiles will be completed and edited by end of July and will then be ready for distribution to institutional vice chancellors and principals for comment. Work from that point will go on to produce a set of sample peer group analyses, which provide a more in depth explanation of methodology and an expanded set of indicators, both in accordance with requests and comments received in the course of the November seminar. Councils (Durban University of Technology, Fort Hare) to whom these Indicators for Governance have been presented were extremely complimentary.

1.3 Responding to the Educational Needs of Post-school Youth

Following the merger process, higher education (HE) in South Africa mainly consists of a university system with a very small private college sector (some FET colleges offer a limited number of programmes on the HE level). The effect of the present institutional landscape is that for youth who leave school before completing their Grade 12, and for those who pass Grade 12 without university exemption, there are very limited educational opportunities to further their education. In the public sector, students without a university exemption at this stage can enrol for certificate or diploma studies at those universities offering these qualifications (mainly universities of technology and so-called comprehensive universities) or could enrol at colleges of nursing or colleges of agriculture. In the absence of a comprehensive 'college net', students who do not qualify for university exemption (only 85,000 out of 550,000 who wrote in 2007 did so), and students who do not obtain admission at universities offering certificate or diploma study (which does not require attaining a university exemption in Grade 12), have very limited other opportunities for further study. This is not only a personal tragedy for thousands of children, but also contributes

significantly to the 'skills crisis'. CHET, along with FETI (Further Education Training Institute – UWC) has had a proposal approved by Ford Foundation and additional funding still under consideration from ELMA Foundation, to do a project that will do the following:

- A 'scoping' report that integrates data from a range of sources which will be the first to provide an integrated picture of the need and provision of education for out-of-school youth.
- A report analysing the 3-4 pilot projects attempting to link HE and FET institutions in South Africa and analysing similar initiatives involving Bronx Community College and Santa Ana Community College in the USA.
- A proposal on a possible national framework to facilitate greater and more structured interaction between universities and FET colleges.
- A workable model for utilising a variety of capacities in the university sector to build corresponding capacities in the FET sector.
- Closer co-operation between key role players who have, up to now, operated 'independently'.
- The results of the project will not only be useful to the national government, but also to universities, FET colleges, non-governmental organisations and funders.

The project is scheduled to start in August 2008. Funding will go to FETI who will subcontract CHET to provide project leadership and manage the "scoping" study.

1.4 Higher Education Master's In Africa

Following Nico Cloete's 2006 Erasmus Mundus Visiting Professor to the European Masters in Higher Education (Oslo, Tamperra (Finland) and Porto), a proposal was approved for a joint masters course. NORAD approved a joint application (6 million Krone for 4 years – US\$1 million) from the Universities of Western Cape, Oslo, Makerere and CHET (with UWC as coordinator) to implement from 2007 to 2010 a "joint" masters programme called Higher Education Masters in Africa (HEMA).

The programme aims to strengthen the two existing Masters courses in Higher Education in Uganda (Makerere) and South Africa (UWC) through modularising the existing curricula and integrating them in a joint programme structure with each other and the (Erasmus Mundus) Masters programme started January 2008.

The UWC programme is a research masters with core modules and Makerere/Oslo includes course work with a dissertation. During January/February 12 Seminars were held in the area of higher education and development and research methods.

CHET's main role has been to facilitate co-operation and coordinate the seminars and curriculum readers. Angela Mias spent an inordinate amount of time organising accommodation and transport, and dealing with visa problems, for the students. Gerald Ouma has been appointed as a full-time post doc and course coordinator. All ten students have decided on topics and have written first chapters and will present their dissertation proposals during the forthcoming (September) visit to the University of Oslo where they will also join the Erasmus Mundus students for a general introduction to the study of higher education.

Below is a list of students and their topics.

HEMA STUDENT DISSERTATION TOPICS

	NAME	NATIONALITY	RESEARCH TOPIC
1	Francois B. Van Schalkwyk	South Africa	University responsiveness and the relevance of management capacity at faculty-level
2	Agolwisye M. Mwollo-Ntallima.	Tanzania	Higher Education and Social development: the contribution of student leadership to development of democracy in Africa
3	Biko Gwendo	Kenya	The interconnectedness between national priority skill requirements and the human resource development function of universities in Kenya.
4	Nita Chivwara	Malawi	Implementation of national policies on access in Malawi's public higher education sector: A case study of the University of Malawi.
5	Hanitra Rasoanampoizina	Madagascar	Forces driving major higher education policy changes in Madagascar: the role of the state, institutions, society, and external factors.
6	Pamela Watson	South Africa	Contextual and policy positioning of higher education for development: a comparative study of four southern African countries.
7	Samuel F. Neba	Cameroon	Higher education institutions in regional development: the contribution of the university of Buea in the Fako region, Cameroon.
8	Sarah Hugow	South Africa	How are higher education institutions in South Africa responding to multiple pressures for change? A cross faculty perspective.
9	Stella Chege	Kenya	What is the responsiveness of universities in Kenya to the pressures of the knowledge economy?
10	Dorcas W. Wanjiku	Kenya	The responsiveness of private universities in Kenya to the labour market

1.5 New Project Proposal Submitted: Promote a Dialogue about Higher Education Transformation In South Africa Through a Collaborative Project

The main project goal is to continue CHET's mission of stimulating debate and informing policy by producing data and analysis of higher education transformation during the post-2000 period through research and information sharing networks. The project will focus on key reform areas such as differentiation, equity, efficiency, quality, skills and knowledge and institutional culture. It is intended that it will inform academics interested in higher education studies and decision makers in institutions, government and the funding community. Strategic objectives are to:

- Provide new data and an analytical record of the post-2000 reforms in higher education in South Africa that can inform academics and policy makers both inside and outside South Africa.
- Distribute data and analysis via preliminary book chapters, think pieces on the web and *University World News*, as well as a book that can serve both as a reference and as a prescribed text for post graduate 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 proposal was submitted on request from Carnegie Corporation and Ford Foundation have expressed an interest in co-funding the project (\$500,000) that could start in 2009 and complete during 2011.

2. WEBSITE

The CHET website is continuously being updated with the latest events, reports, publications and newsletters. From January to June 2008 there were 51 067 visitors to the CHET website (see the table below for a monthly breakdown).

Month	Number of visits	Pages visited	Home page	Publications	Directory Higher Education	Current Issues	Events
Jan-08	5892	11759	3029	1384	191	131	468
Feb-08	5766	26875	2614	2756	185	216	907
Mar-08	7397	30524	4023	2789	179	199	1002
Apr-08	9797	41077	4827	3321	197	215	1323
May-08	9705	34579	3409	3492	219	186	1200
Jun-08	8101	22908	3480	565	218	165	923