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2016

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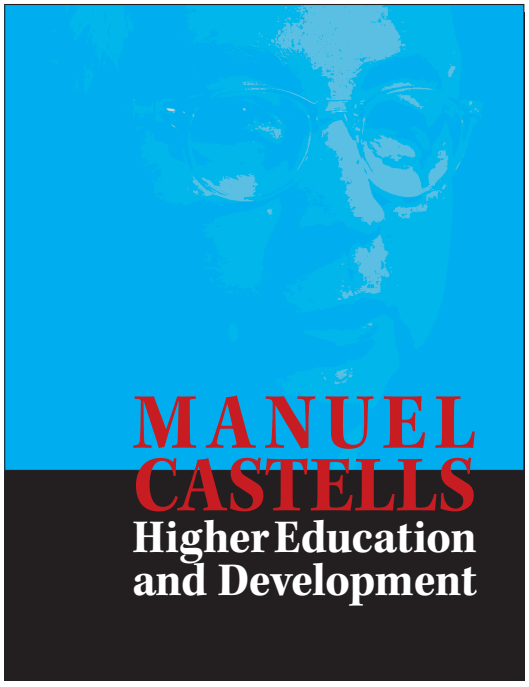
MANUEL
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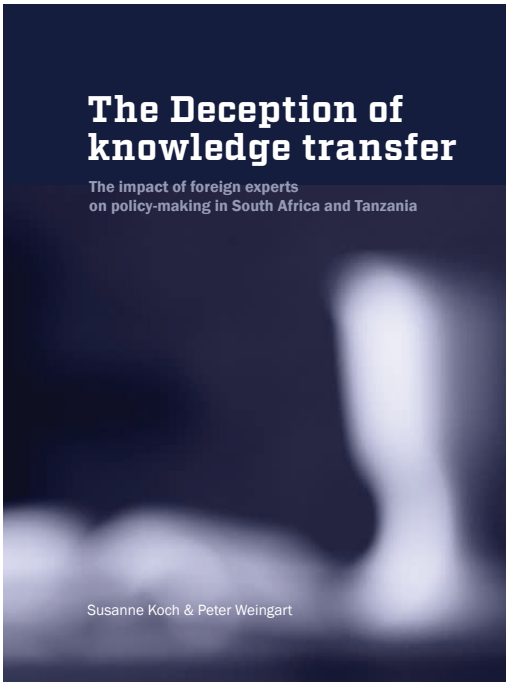
Higher Education
and Development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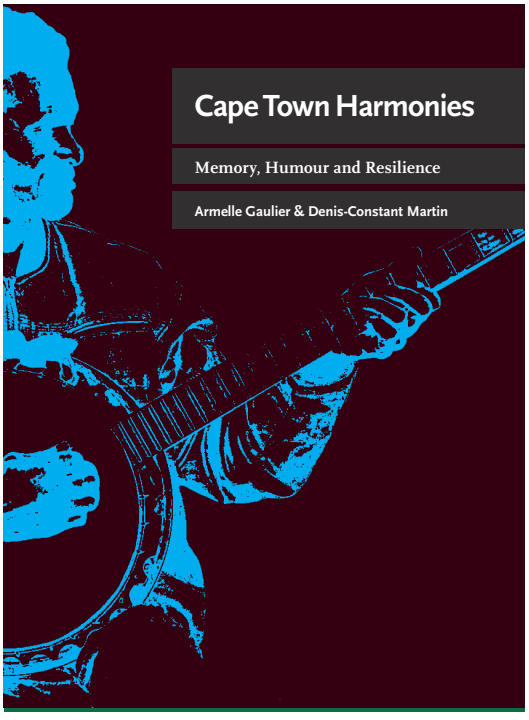
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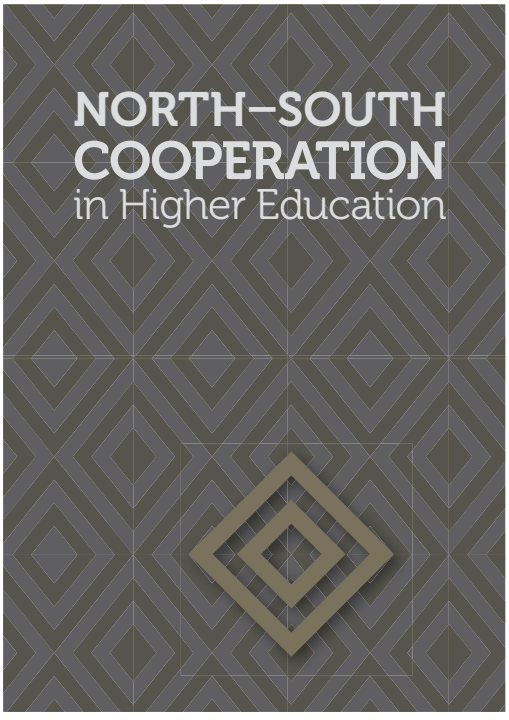

NORTH–SOUTH
COOPERATION
in Higher Education

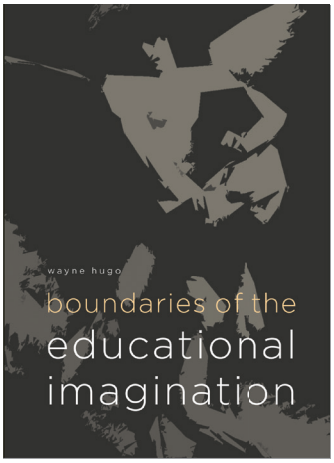
978-1-928331-27-8
118pp | 198 x 129 mm
2016

Moçambique como lugar de interrogação a modernidade em Elísio Macamo e Severino Ngoenha

Paula Sophia Branco de Lima

Moçambique como lugar de interrogação: a modernidade em Elísio Macamo e Severino Ngoenha é uma tentativa de procurar respostas para algumas questões que se apresentam quando pensamos dentro do escopo da ciência moderna a partir das periferias globais. Como fazer ciência sociais ignorando a historicidade destas disciplinas e os sentidos que incorporaram desde o seu surgimento e ao longo do processo de exploração colonial? O livro não pretende negar a possibilidade de desenvolvermos ciência de forma crítica a partir dos nossos lugares de fala ou tampouco negar a importância desta produção em nossos contextos. Pelo contrário, nos desafia a refletir sobre caminhos para esse pensar crítico e assume que do nosso lugar de fala, é fulcral que comecemos por interrogar alguns pressuspostos. Por isso, o nosso lugar é um excelente lugar para levantar velhos e novos questionamentos. O conceito de modernidade é exemplar para o tensionamento destas questões, porque traz à tona a dicotomia que historicamente separou colonizadores e colonizados, que é a dicotomia civilizado-selvagem, moderno-tradicional. Por detrás dele está a negociação da nossa igualdade. Refletí-lo, por isso, é uma forma de desconstruir roupagens que nunca nos couberam. O passeio através das obras de Elísio Macamo e Severino Ngoenha, autores de grande importância no pensamento social moçambicano, é uma forma de buscar algumas respostas para estas questões.

A perspicácia e fecundidade com as quais os autores se debruçam sobre a complexa relação que o continente africano estabelece com a modernidade é uma bela porta de entrada para refletirmos sobre o nosso lugar numa rede mais ampla de produção de conhecimento. *Moçambique como lugar de interrogação: a modernidade em Elísio Macamo e Severino Ngoenha* não é de forma alguma conclusivo, é uma busca. Mergulhar no pensamento destes autores é um convite para pensarmos nossos horizontes.



978-1-928331-01-8
168pp | 244 x 170 mm
2016

Boundaries of the Educational Imagination

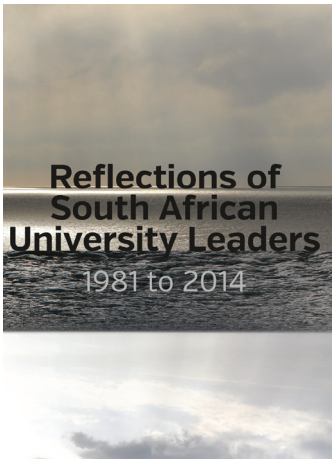
Wayne Hugo

The educational imagination is the capacity to think critically beyond our located, daily experiences of education. It breaks away from the immediacy of personal understanding by placing education within wider, deeper and longer contexts. *Boundaries of the Educational Imagination* develops the educational imagination by answering six questions:

1. What happens when we expand continuously outwards from one school to all the schools of the world?
2. What happens if we go inside a school and explore how its material equipment has changed over the past three hundred years?
3. What is the smallest educational unit in our brain and how does it allow an almost infinite expansion of knowledge?
4. What is the highest level of individual development we can teach students to aspire towards?
5. What role does education play in a world that is producing more and more complex knowledge increasingly quickly?
6. How do small knowledge elements combine to produce increasingly complex knowledge forms?

Each question goes on a journey towards limit points in education so that educational processes can be placed within a bigger framework that allows new possibilities, fresh options and more critical engagement. These questions are then pulled together into a structuring framework enabling the reader to grasp how this complex subject works.

NEW



978-1-928331-09-4
200pp | 240 x 170 mm
2016

Reflections of South African University Leaders

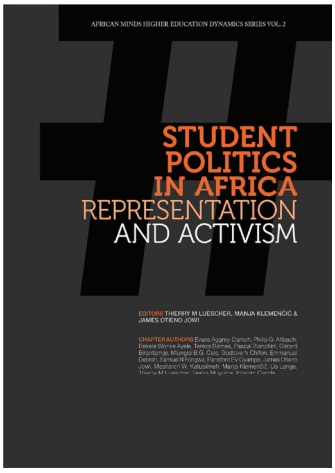
1981 TO 2014

The inspiration for this collection arose in 2013 when the Council on Higher Education (CHE), noted that conditions besetting universities had grown increasingly complex. The question arose: How had this altered the challenges to university leadership over the period between the new political dispensation in 1994 and the second decade of the new millennium? The Directorate decided to invite a range of vice-chancellors and senior academic leaders who had completed their terms of office to contribute to a project that set out to gather such reflections.

Much has been written about the ever-growing demands on university leadership worldwide in the face of increasingly complex challenges from within the academy and beyond. However, as we are reminded by Johan Muller in the Introduction to this book, "there are particular features of time and place that also throw up unique problems". It is precisely 'time and place' that make this set of reflections by university leaders remarkable and distinguishes it from other biographies to be found in the literature on higher education leadership. What comes through clearly, is the importance of 'people skills'. In these accounts this is not simply presented as a human relations aptitude. More than one points out the challenge of managing the talented people that are academics, and their inbuilt distaste for bureaucracy, their reluctance to be managed or told what to do. The message here is consistently one of needing to be completely open with academics, the importance of maintaining the distinction between 'collegial' and 'executive' management (avoiding 'managerialism'), and the critical importance of winning and holding their trust.

Abbreviations and acronyms | Foreword by Nasima Badsha | Introduction by Johan Muller | Chapter 1: The challenges of politics and collegial relations by Stuart Saunders | Chapter 2: Helping to lead a university: A job not what it seems by Wieland Gevers | Chapter 3: Lessons for leadership in higher education by Brenda M Gourley | Chapter 4: Values and people: Backbone of the academic institution by Brian Figaji | Chapter 5: Two tales of quality and equality by Chris Brink | Chapter 6: Academic leadership during institutional restructuring by Rolf Stumpf | Chapter 7: Leadership challenges for research-intensive universities by Loyiso Nongxa | Chapter 8: Gender and transformation in higher education by Lineo Vuyisa Mazwi-Tanga

NEW



978-1-928331-22-3
280pp | 254 x 178 mm
2016

Student Politics in Africa

REPRESENTATION AND ACTIVISM

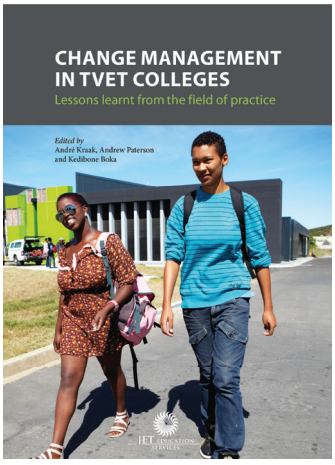
AFRICAN HIGHER EDUCATION DYNAMICS SERIES VOL. 2

Edited by Thierry Luescher-Mamashela, Manya Klemencic & James Jowi

Student representation is one of the key aspects of higher education governance across the globe, and it is essential for a full understanding of higher education politics and policy-making. Representing student interests may take different forms, ranging from student activism and protests to student participation in formal decision-making. Formally-elected student leaders typically act as representatives of the student interest. These student leaders often have a special relationship – be it adversarial or amicable – with their university's top management, as well as with certain political parties, social groups or individuals that may amplify a student leader's voice, even if this may compromise their independence and authenticity in representing student interests.

Student Politics in Africa analyses the shift from student activism to formal student representation in higher education policy processes across the continent. It includes chapters on the most recent international theoretical perspectives and key case studies of different modalities of how students as a collective body are organised at both, institutional and national levels; how their interests are aggregated, articulated and intermediated into institutional and national policy processes; and what the role of political parties and other organised social groups is in student representation.

Preface by Philip Altbach | Introduction: Student Representative Associations in African Higher Education by Thierry Luescher-Mamashela, Manja Klemencic, and James Jowi | Chapter 1: Conceptualising Student Representation: An International Perspective by Manja Klemencic | Chapter 2: Student Representation in African Higher Education: Theoretical Frameworks and Practical Concerns by Thierry Luescher-Mamashela | Chapter 3: The Evolving Nature of Student Participation in University Governance in African Universities: An Overview of Policies, Trends and Emerging Issues by Ibrahim Oanda | Chapter 4: Revisiting Student Participation in Higher Education Governance at the University of Buea, Cameroon: 2005–2013 by Samuel Fongwa and Godlove Ngek | Chapter 5: Student Participation in the Governance of Ethiopian Higher Education Institutions: The case of Addis Ababa University by Workie Ayele Bekele | Chapter 6: The Impact of the Privatisation of Higher Education on Student Representation in Uganda: The cases of Makerere University and Uganda Christian University by Taabo Mugume and Mesharch Katusiimeh | Chapter 7: Student Involvement in Decision-Making and University Leadership in South Western Nigeria by Adesoji A Oni and JA Adetoro | Chapter 8: The three ages of student politics in Africa: Learning from the Cases of Senegal and Burkina Faso by Pascal Bianchini | Chapter 9: The University of Burundi and the Association of Students Rumuri (ASSER): From Student Representation to the Construction of National Leadership by Gérard Birantamije Chapter 10: Politicization of the National Union of Ghana Students and its Effects on Student Representation by Ransford van Gyampo, Emmanuel Debrah and Evans Aggrey-Darkoh | Author Biographies | Index



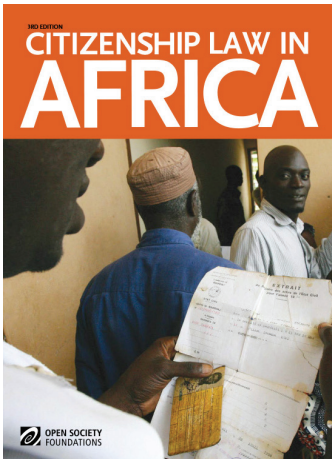
978-1-928331-33-9
148pp | 240 x 168 mm
2016

Change management in TVET colleges

LESSONS LEARNT FROM THE FIELD OF PRACTICE

Edited by André Kraak, Andrew Paterson & Kedibone Bok

Since 1963, when the African integration project was born, regional Economic Communities (RECs) have been an indispensable part of the continent's deeper socioeconomic and political integration. More than half a century later, such regional institutions continue to evolve, keeping pace with an Africa that is transforming itself amid challenges and opportunities. RECs represent a huge potential to be the engines that drive the continent's economic growth and development as well as being vehicles through which a sense of a continental community is fostered. It is critical therefore that citizens understand the multi-faceted and bureaucratic operations of regional institutions in order to use them to advance their collective interests.



978-1-928331-08-7
120pp | 198 x 266 mm
2016

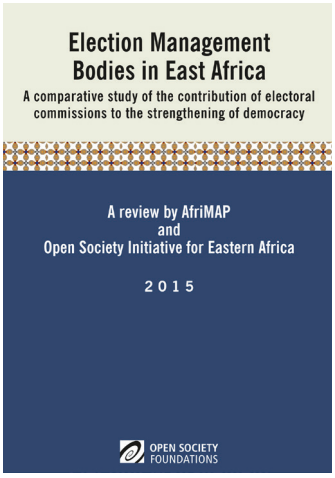
Citizenship Law in Africa

A COMPARATIVE STUDY **(3RD EDITION)**

Bronwen Manby

Few African countries provide for an explicit right to a nationality. Laws and practices governing citizenship effectively leave hundreds of thousands of people in Africa without a country. These stateless Africans can neither vote nor stand for office; they cannot enrol their children in school, travel freely, or own property; they cannot work for the government; they are exposed to human rights abuses. Statelessness exacerbates and underlies tensions in many regions of the continent. *Citizenship Law in Africa*, a comparative study by two programs of the Open Society Foundations, describes the often arbitrary, discriminatory, and contradictory citizenship laws that exist from state to state and recommends ways that African countries can bring their citizenship laws in line with international rights norms. The report covers topics such as citizenship by descent, citizenship by naturalisation, gender discrimination in citizenship law, dual citizenship, and the right to identity documents and passports. It is essential reading for policymakers, attorneys, and activists.

This third edition is a comprehensive revision of the original text, which is also updated to reflect developments at national and continental levels. The original tables presenting comparative analysis of all the continent's nationality laws have been improved, and new tables added on additional aspects of the law. Since the second edition was published in 2010, South Sudan has become independent and adopted its own nationality law, while there have been revisions to the laws in Côte d'Ivoire, Kenya, Libya, Mali, Mauritania, Namibia, Niger, Senegal, Seychelles, South Africa, Sudan, Tunisia and Zimbabwe. The African Commission on Human and Peoples' Rights and the African Committee of Experts on the Rights and Welfare of the Child have developed important new normative guidance.



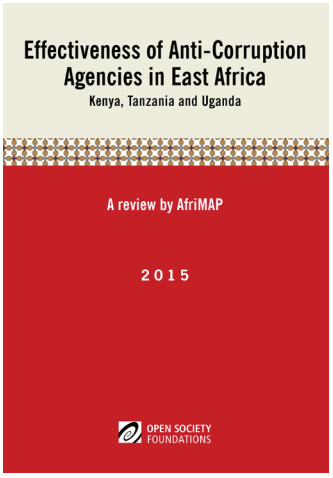
978-1-920677-97-8
312pp | 240 x 170 mm
2016

Election Management Bodies in East Africa

Alexander B Makulilo, Eugène Ntaganda,
Francis Ang'ila Aywa, Margaret Sekaggya & Patrick Osodo

The management of elections is increasingly generating impassioned debate in these East African nations – Burundi, Kenya, Rwanda, Tanzania and Uganda. The bodies that manage and conduct elections are, therefore, coming under intense citizen and stakeholder scrutiny for the manner in which they are composed, how they organise and perform their mandates, and the outcomes they achieve.

The effectiveness of electoral management bodies (EMBs) has largely been influenced by the impact of political violence on election management reforms in East Africa. Even in countries where EMBs are the products of reforms initiated in the aftermath of violent disputes over elections, they still face enormous challenges in dealing with electoral disputes and anticipating election-related crises. Although changes to constitutions and the laws in these countries have sought to make EMBs independent and, therefore, more inclined to deliver free, fair and credible elections, there are many issues that determine their impartiality and their ability to allow for the aggregation and free expression of the will of the people. These shortcomings negatively impact on democracy.



978-1-928331-14-8
118pp | 254 x 178 mm
2016

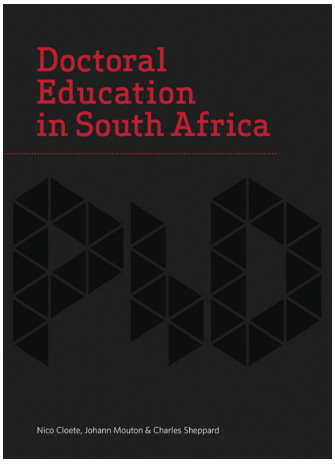
Effectiveness of Anti-Corruption Agencies in East Africa

KENYA, TANZANIA AND UGANDA

Edited by Nico Cloete, Peter Maassen & Tracy Bailey

With reportedly over USD50 billion lost annually through graft and illicit practices, combating corruption in Africa has been challenging. However, laws and policies at the continental, regional and national levels have been promulgated and enacted by African leaders. These initiatives have included the establishment of anti-corruption agencies mandated to tackle graft at national level, as well as coordinate bodies at regional and continental levels to ensure the harmonisation of normative standards and the adoption of best practices in the fight against corruption.

Yet, given the disparity between the apparent impunity enjoyed by public servants and the anti-corruption rhetoric of governments in the region, the effectiveness of these agencies is viewed with scepticism. This continent-wide study of anti-corruption agencies aims to gauge their relevance and effectiveness by assessing their independence, mandate, available resources, national ownership, capacities and strategic positioning. These surveys include evidence-based recommendations calling for stronger, more relevant and effective institutions that are directly aligned to regional and continental anti-corruption frameworks, such as the African Union Convention on Preventing and Combating Corruption (AUCPCC), which the three countries in this current report – Kenya, Tanzania and Uganda – have all ratified.



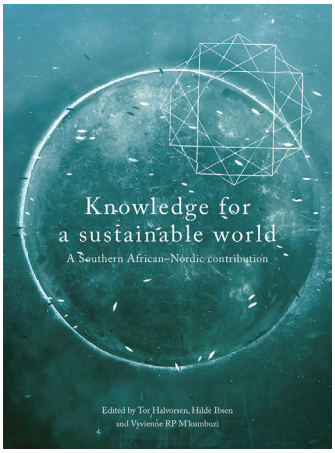
978-1-928331-00-1
256pp | 254 x 178 mm
2015

Doctoral Education in South Africa

Nico Cloete, Johann Mouton & Charles Sheppard

The rise of the doctorate is not without debate or disagreement. It is common knowledge that the 1990s brought an upsurge of interest in the doctorate; and this upsurge has become frenzied in recent years. For example, during the first six months of 2013 alone, *University World News* published more than twenty articles on the doctorate, covering the need for more or fewer PhDs, the importance of the doctorate in the knowledge economy, competition for talent, international mobility and changing models of PhD programmes, to mention but a few issues. In South Africa, the National Development Plan has prioritised an increase in doctoral output from 1400 per year to 6000 by 2030.

Drawing on national longitudinal data from 2000 to 2012 for all masters and doctoral students in South African higher education, as well as on a survey of over twenty productive university departments in terms of doctorates awarded, *The Doctorate in South Africa* explores current debates on the doctorate, provides data on the performance and demographics of the doctorate in South African higher education, describes and analyses the supervision models and practices of productive university departments, and examines the implications of the research for policy.



978-1-928331-04-9
256pp | 210 x 144 mm
2015

Knowledge for a Sustainable World

A SOUTHERN AFRICAN–NORDIC CONTRABUTION

Edited by Tor Halvorsen, Hilde Ibsen & Vyvienne RP M'kumbuzi

The search for answers to the issue of global sustainability has become increasingly urgent. In the context of higher education, many universities and academics are seeking new insights that can shift our dependence on ways of living that rely on the exploitation of so many and the degradation of so much of our planet. This is the vision that drives SANORD and many of the researchers and institutions within its network. Although much of the research is on a relatively small scale, the vision is steadily gaining momentum, forging dynamic collaborations and pathways to new knowledge.

The contributors to this book cover a variety of subject areas and offer fresh insights about chronically under-researched parts of the world. Others document and critically reflect on innovative approaches to cross-continental teaching and research collaborations. This book will be of interest to anyone involved in the transformation of higher education or the practicalities of cross-continental and cross-disciplinary academic collaboration.

The Southern African-Nordic Centre (SANORD) is a network of higher education institutions from Denmark, Finland, Iceland, Norway, Sweden, Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe.

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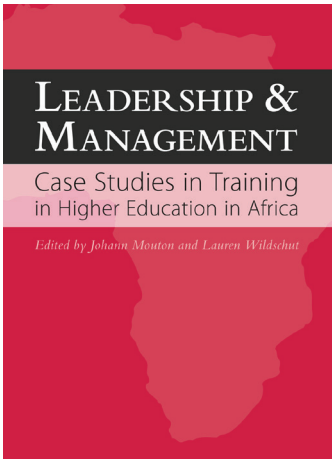


978-1-920677-89-3
144pp | 297 x 210 mm
2015

Leadership and Management

CASE STUDIES IN TRAINING IN HIGHER EDUCATION IN AFRICA

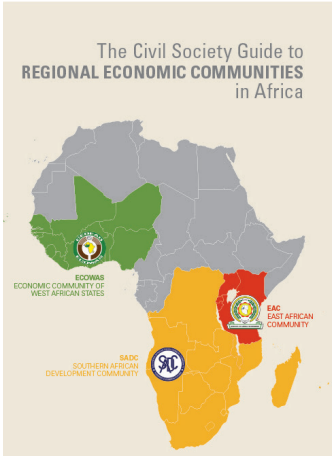
Edited by Johann Mouton & Lauren Wildschut

There has been a resurgence of interest in training programmes for higher education leaders and management (HELM) at African universities in recent times. Although there have been a few cases of evaluation studies of such programmes in Africa, a more systematic review of the lessons learnt through these programmes has not been done.

This book aims to document and reflect on the learnings from intervention programmes at three African higher education councils.

The following stakeholder groupings will find the book useful: HE councils (especially in Africa) and other bodies that are in the business of designing and implementing interventions; senior leadership and management at African universities; international donor agencies and other agencies; and evaluators and scholars in the field of higher education.

List of Abbreviations and Acronyms | Preface | The Authors | Introduction: Origins of the Project | Part One: Leadership and Management in Africa—Issues and Challenges | Chapter 1: A Review of the Scholarship on HE Leadership and Management In Africa | Chapter 2: The History and Landscape of Higher Education Leadership and Management Training in Africa | Part Two: Leadership and Management in Africa – Country Case Studies | Chapter 3: Tanzania—Tanzania Commission of Universities | Chapter 4: Uganda – National Council on Higher Education | Chapter 5: Ghana – National Council on Tertiary Education | Part Three: Monitoring and Evaluation of HELM Programmes: Lessons Learnt, Uptake and Impact | Chapter 6: M&E: A Framework and Lessons Learnt | Chapter 7: Knowledge Exchange: The Uptake, Use and Impact of the HELM Programmes | Appendix A: AAU Research Paper Series | Appendix B: Questionnaire for Online Survey | Appendix C: Sample Training Framework | Appendix D: Checklist for a Cohesive Training Programme | Appendix E: Sample Checklist for Reviewing Training Materials



978-1-920677-96-1

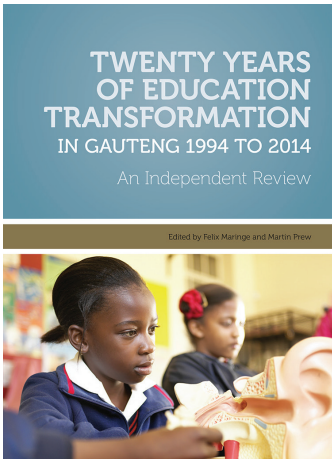
136pp | 198 x 266 mm

2015

The Civil Society Guide to Regional Economic Communities in Africa

Morris Odhiambo, Rudy Chitiga & Solomon Ebobrah

Since 1963, when the African integration project was born, regional Economic Communities (RECs) have been an indispensable part of the continent's deeper socioeconomic and political integration. More than half a century later, such regional institutions continue to evolve, keeping pace with an Africa that is transforming itself amid challenges and opportunities. RECs represent a huge potential to be the engines that drive the continent's economic growth and development as well as being vehicles through which a sense of a continental community is fostered. It is critical therefore that citizens understand the multi-faceted and bureaucratic operations of regional institutions in order to use them to advance their collective interests.



978-0-621429-15-2

356pp | 254 x 178 mm

2015

Twenty Years of Educational Transformation

Edited by Felix Maringe & Martin Prew

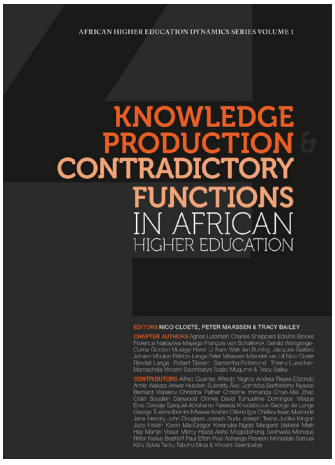
Twenty Years of Education Transformation in Gauteng 1994 to 2014: An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994. These essays talk to what a provincial education department does and how and why it does these things – whether it be about policy, resourcing or implementing projects. Each essay is written by one or more specialist in the relevant focus area.

The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader. It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years, both nationally and provincially.

There has been no attempt to fit the book's chapters into a particular ideological or educational paradigm, and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years.

"*Twenty Years of Education Transformation in Gauteng 1994 to 2014* is an invaluable contribution to understanding both the challenges and the successes of system-wide education change in South Africa. Authored by some of the leading public sector managers and university scholars, it offers judicious narratives of the complex passage from policy to implementation to institutionalisation."

– Prof. Brahm Fleisch, Professor at the Wits School of Education and Head of Educational Leadership and Policy Studies



Knowledge Production and Contradictory Functions in African Higher Education

AFRICAN HIGHER EDUCATION DYNAMICS SERIES VOL. 1

Edited by Nico Cloete, Peter Maassen & Tracy Bailey

978-1-920677-85-5
310pp | 254 x 178 mm
2015

This volume brings together excellent scholarship and innovative policy discussion to demonstrate the essential role of higher education in the development of Africa and of the world at large. Based on deep knowledge of the university system in several African countries, this book will reshape the debate on development in the global information economy for years to come. – Manuel Castells, Professor Emeritus, University of California at Berkeley, Laureate of the Holberg Prize 2012 and of the Balzan Prize 2013

The dominant global discourse in higher education now focuses on 'world-class' universities – inevitably located predominantly in North America, Europe and, increasingly, East Asia. The rest of the world, including Africa, is left to play 'catch-up'. But that discourse should focus rather on the tensions, even contradictions, between 'excellence' and 'engagement' with which all universities must grapple. Here the African experience has much to offer the so-called 'developed' world. This book offers a critical review of that experience, and so makes a major contribution to our understanding of higher education. – Sir Peter Scott, former editor of *Times Higher Education* and Professor of Higher Education Studies, University College London, Institute of Education

Acknowledgements | Foreword | Chapter 1: Roles of Universities and the African Context by Nico Cloete and Peter Maassen | Chapter 2: Research Universities in Africa: An empirical overview of eight flagship universities by Nico Cloete, Ian Bunting and Peter Maassen | Chapter 3: Assessing the Performance of African Flagship Universities by Ian Bunting, Nico Cloete, Henri Li Kam Wah and Florence Nakayiwa-Mayega | Chapter 4: Research Output and International Research Cooperation in African Flagship Universities by Robert Tijssen | Chapter 5: South Africa as a PhD Hub in Africa? by Nico Cloete, Charles Sheppard and Tracy Bailey | Chapter 6: Faculty Perceptions of the Factors that Influence Research Productivity by Gordon Musiige and Peter Maassen | Chapter 7: Academic Incentives for Knowledge Production in Africa by Gerald Wangenge-Ouma, Agnes Lutomiah and Patrício Langa | Chapter 8: Functions of Science Granting Councils in Sub-Saharan Africa by Johann Mouton, Jacques Gaillard and Milandré van Lill | Chapter 9: Roles of National Councils and Commissions in African Higher Education Governance by Tracy Bailey | Chapter 10: University Engagement as Interconnectedness: Indicators and insights by François van Schalkwyk | Chapter 11: Student Engagement and Citizenship Competences in African Universities by Thierry M Luescher-Mamashela, Vincent Ssembatya, Edwina Brooks, Randall S Lange, Taabo Mugume and Samantha Richmond | Chapter 12: Managing Contradictory Functions and Related Policy Issues by Nico Cloete, Peter Maassen, Ian Bunting, Tracy Bailey, Gerald Wangenge-Ouma and François van Schalkwyk | About the authors | List of contributors

978-1-920677-44-2

168pp | 234 x 156 mm

2014

Perspectives on Student Affairs in South Africa

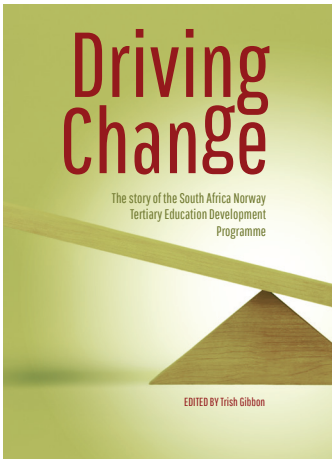
Edited by McGlory Speckman & Martin Mandew

The goal of *Perspectives on Student Affairs in South Africa* is to generate interest in student affairs in South Africa. The papers contained herein are based on best practice, local experience and well-researched international and local theories.

The papers in this book deal with matters pertaining to international and national trends in student affairs: academic development, access and retention, counselling, and material support for students coming from disadvantaged backgrounds. They are linked to national and international developments, as described in the first two papers.

This publication will assist both young and experienced practitioners as they grow into their task of developing the students entrusted to them.

All contributors are South Africans with a great deal of experience in student affairs, and all are committed to the advancement of student affairs in South Africa. The editors are former heads of student affairs portfolios at two leading South African universities.



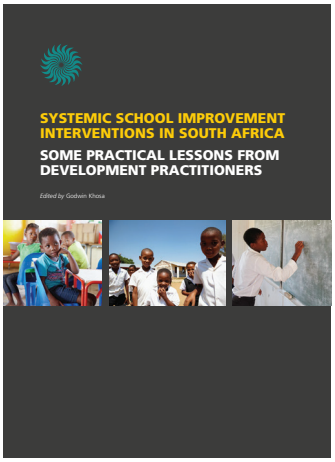
978-1-920677-43-5
180pp | 229 x 152 mm
2014

Driving Change

THE STORY OF THE SOUTH AFRICA NORWAY TERTIARY EDUCATION DEVELOPMENT PROGRAMME

Edited by Trish Gibbon

Driving Change tells a story that exemplifies a basic law of physics, known to all – the application of a relatively small lever can shift weight, create movement and initiate change far in excess of its own size. It tells a story about a particular instance of development co-operation, relatively modest in scope and aim. that has nonetheless achieved remarkable things and has been held up as an exemplar of its kind.
It does not tell a story of flawless execution and perfectly achieved outcomes: it is instead a narrative that gives some insight into the structural and organisational arrangements, the institutional and individual commitments, and above all, the work, intelligence and passion of its participants, which made the South Africa Norway Tertiary Education Development (SANTED) programme a noteworthy success.



978-1-920677-37-4

120pp | 297 x 210 mm

2014

Systemic School Improvement Interventions in South Africa

SOME PRACTICAL LESSONS FROM DEVELOPMENT PRACTITIONERS

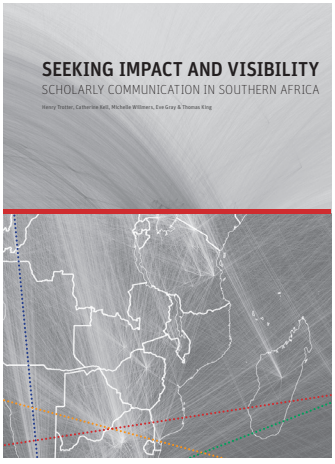
Edited by Godwin Khosa

Looking at two smaller-scale systemic school improvement projects implemented in selected district circuits in the North West and Eastern Cape by partnerships between government, JET Education Services and private sector organisations, this book captures and reflects on the experiences of the practitioners involved.

The Systemic School Improvement Model developed by JET to address an identified range of interconnected challenges at district, school, classroom and household level, is made up of seven components. In reflecting on what worked and what did not in the implementation of these components, the different chapters set out some of the practical lessons learnt, which could be used to improve the design and implementation of similar education improvement projects.

Many of the lessons in this field that remain under-recorded to date relate to the step-by-step processes followed, the relationship dynamics encountered at different levels of the education system, and the local realities confronting schools and districts in South Africa's rural areas. Drawing on field data that is often not available to researchers, the book endeavours to address this gap and record these lessons.

It is not intended to provide an academic review of the systemic school improvement projects. It is presented rather to offer other development practitioners working to improve the quality of education in South African schools, an understanding of the some of the real practical and logistical challenges that arise, and how these may be resolved to take further school improvement projects forward at a wider district, provincial and national scale.



978-1-920677-51-0
260pp | 297 x 210 mm
2014

Seeking Impact and Visibility

SCHOLARLY COMMUNICATION IN SOUTHERN AFRICA

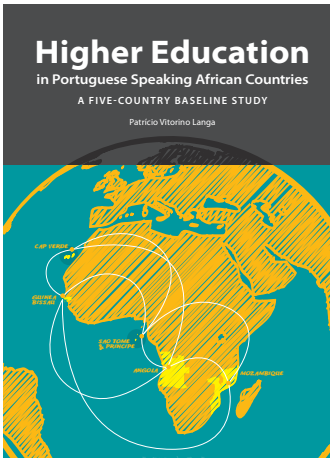
Henry Trotter, Catherin Kell, Michelle Willmers & Thomas King

African scholarly research is relatively invisible globally because even though research production on the continent is growing in absolute terms, it is falling in comparative terms. In addition, traditional metrics of visibility, such as the Impact Factor, fail to make legible all African scholarly production. Many African universities also do not take a strategic approach to scholarly communication to broaden the reach of their scholars' work.

To address this challenge, the Scholarly Communication in Africa Programme (SCAP) was established to help raise the visibility of African scholarship by mapping current research and communication practices in Southern African universities and by recommending and piloting technical and administrative innovations based on open access dissemination principles. To do this, SCAP conducted extensive research in four faculties at the Universities of Botswana, Cape Town, Mauritius and Namibia.

All the factors that SCAP discovered impact Africa's research visibility at a time when scholarly communication is going through dramatic technical, legal, social and ethical changes.

Seeking Impact and Visibility shares the results of SCAP's research and advocacy efforts. It not only analyses these four universities' scholarly communication ecosystems, but illuminates the opportunities available for raising the visibility of their scholarship. It concludes with a series of recommendations that would enhance the communicative and developmental potential of African research.



978-1-920677-03-9
80pp | 234 x 156 mm
2013

Higher Education in Portuguese Speaking African Countries

Patrício Langa

This report is the result of a baseline study on the state of the higher education systems in the five Portuguese speaking countries in Africa (PALOP): Angola, Cape Verde, Guinea-Bissau, Mozambique and São Tomé and Príncipe.

The project was undertaken by an African international expert in the field of higher education studies and was fully sponsored and supported by the Association for the Development of Education in Africa (ADEA).

The report offers a historical overview of the development of higher education in the PALOP from colonial times to date. The information and data contained in this report are based on the available higher education literature and official documents as well as interviews with key informants in the PALOP.

The main objective of the baseline study is to map the landscape and dynamics of change in the higher education systems of PALOP countries. It focuses on describing the latest developments of trends of expansion, financing, governance and policy reforms closely linked to development of higher education systems of these countries. Furthermore, the baseline study brings knowledge that can facilitate an informed debate and the dissemination of knowledge on the role of higher education for development in Africa.

978-1920489-82-3
476pp | 229 x 152 mm
2013

Sounding the Cape

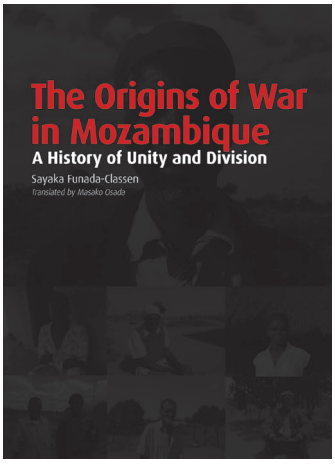
MUSIC, IDENTITY AND POLITICS IN SOUTH AFRICA

Denis Constant-Martin

For several centuries Cape Town has accommodated a great variety of musical genres which have usually been associated with specific population groups living in and around the city. Musical styles and genres produced in Cape Town have therefore been assigned an 'identity' which is first and foremost social. *Sounding the Cape* seeks to question the relationship established between musical styles and genres, and social – in this case pseudo-racial – identities.

The history of music in Cape Town is minutely recomposed and examined through the theoretical prism of creolisation, with analytical tools borrowed from the most recent studies of identity configurations. It demonstrates that musical creation in the Mother City, and in South Africa, has always been nurtured by contacts, exchanges and innovations made possible by exchanges, whatever the efforts made by ruling powers to separate and divide people according to their origin. Musicians interviewed at the dawn of the 21st century confirm that mixture and blending characterise all Cape Town's musics. They also emphasise the importance of a rhythmic pattern particular to Cape Town, the *ghoema* beat, whose origins are obviously mixed.

The study of music demonstrates that the history of Cape Town, and of the whole of South Africa, undeniably fostered creole societies. Yet, twenty years after the collapse of apartheid, these societies are still divided along lines that combine economic factors and 'racial' categorisations. This volume argues that, were music given a greater importance in educational and cultural policies, it could contribute to fight these divisions, and promote the notion of a nation that, in spite of the violence of racism and apartheid, has managed to invent a unique common culture.



978-4-275-00952-4
448pp | 218 x 152 mm
2013

The Origins of War in Mozambique

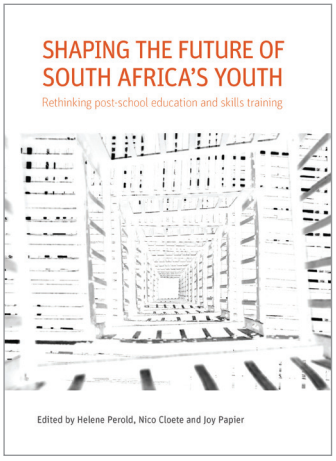
A HISTORY OF UNITY AND DIVISION

Sayaka Funada-Classen

The independence of Mozambique in 1975 and its decolonisation process attracted worldwide attention as a successful example of 'national unity'. Yet, the armed conflict that broke out between the government and the guerrilla force in 1977 lasted for sixteen years and resulted in over a million deaths and several million refugees, placing this concept of 'national unity' into doubt.

For nearly twenty years, Sayaka Funada-Classen interviewed people in rural communities in Mozambique. By examining their testimonies, historical documents, previous studies, international and regional politics, and the changes that various interventions under colonialism brought to the traditional social structure, this book demonstrates that the seeds of 'division' had already been planted while the liberation movement was seeking 'unity' in the struggle years.

Presenting a comprehensive history of contemporary Mozambique, this book is indispensable for Mozambican scholars. It promises to serve as a landmark study not only for historians and the scholars of African studies but also for those who give serious consideration to the problems of conflict and peace in the world.



978-1-920489-46-5
208pp | 260 x 178 mm
2012

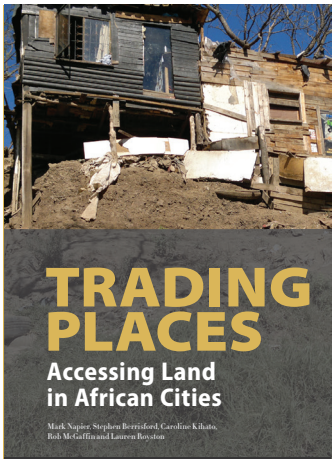
Shaping the Future of South Africa's Youth

RETHINKING POST-SCHOOL EDUCATION AND SKILLS TRAINING

Edited by Helene Perold, Nico Cloete & Joy Papier

South Africa has made huge gains in ensuring universal enrolment for children at school, and in restructuring and recapitalising the FET college sector. However, some three million young people are not in education, employment or training and the country faces serious challenges in providing its youth with the pathways and support they need to transition successfully into a differentiated system of post-school education and training.

Across nine evidence-based chapters, 17 authors offer a succinct overview of the different facets of post-school provision in South Africa. These include an analysis of the impact of the national qualifications system on occupational training, the impact of youth unemployment, the capacity of the post-school system to absorb larger numbers of young people, the relationship between universities and FET colleges, the need for more strategic public and private investment in skills development, and a youth perspective on education and training policy. The authors have a number of recommendations for improving the alignment between schooling, further education and training, and university education – interventions that could shape the future of South Africa's youth.



978-1-920489-99-1

256pp | 203 x 153 mm

2013

Trading Places

ACCESSING LAND IN AFRICAN CITIES

Mark Napier, Stephen Berrisford, Caroline Kihato, Rob McGaffin & Lauren Royston

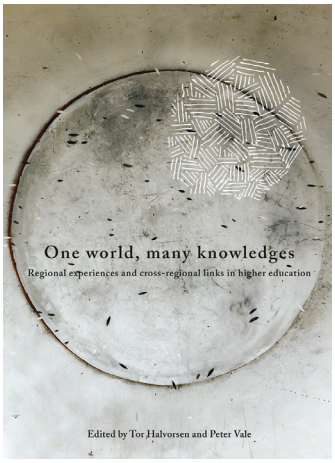
Trading Places is about urban land markets in African cities. It explores how local practice, land governance and markets interact to shape the ways that people at society's margins access land to build their livelihoods.

The authors argue that the problem is not with markets per se, but in the unequal ways in which market access is structured. They make the case for more equal access to urban land markets, not only for ethical reasons, but because it makes economic sense for growing cities and towns.

If we are to have any chance of understanding and intervening in predominantly poor and very unequal African cities, we need to see land and markets differently. New migrants to the city and communities living in slums are as much a part of the real estate market as anyone else; they're just not registered or officially recognised.

This book highlights the land practices of those living on the city's margins, and explores the nature and character of their participation in the urban land market.

It details how the urban poor access, hold and trade land in the city, and how local practices shape the city, and reconfigures how we understand land markets in rapidly urbanising contexts. Rather than developing new policies which aim to supply land and housing formally but with little effect on the scale of the need, it advocates an alternative approach which recognises the local practices that already exist in land access and management. In this way, the agency of the poor is strengthened, and households and communities are better able to integrate into urban economies.



978-0-620-55789-4
312pp | 210 x 144 mm
2012

One world, many knowledges

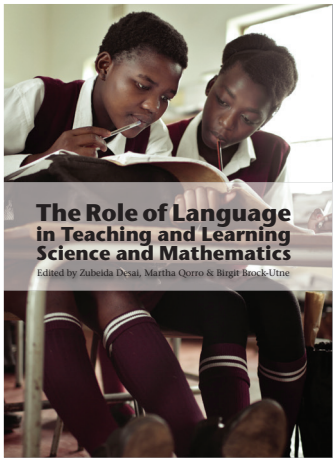
REGIONAL EXPERIENCES AND CROSS-REGIONAL LINKS IN HIGHER EDUCATION

Edited by Tor Halvorsen and Peter Vale

Various forms of academic co-operation criss-cross the modern university system in a bewildering number of ways, from the open exchange of ideas and knowledge, to the sharing of research results, and frank discussions about research challenges. Embedded in these scholarly networks is the question of whether a 'global template' for the management of both higher education and national research organisations is necessary, and if so, must institutions slavishly follow the high-flown language of the global 'knowledge society' or risk falling behind in the ubiquitous university ranking system? Or are there alternatives that can achieve a better, 'more ethically inclined, world'?

Basing their observations on their own experiences, an interesting mix of seasoned scholars and new voices from southern Africa and the Nordic region offer critical perspectives on issues of inter- and cross-regional academic co-operation. Several of the chapters also touch on the evolution of the higher education sector in the two regions.

An absorbing and intelligent study, this book will be invaluable for anyone interested in the strategies scholars are using to adapt to the interconnectedness of the modern world. It offers fresh insights into how academics are attempting to protect the spaces in which they can freely and openly debate the challenges they face, while aiming to transform higher education, and foster scholarly collaboration.

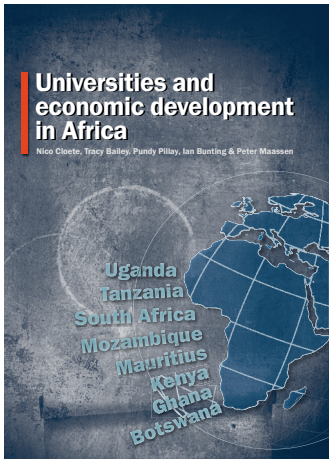


978-1-920677-02-2
180pp | 240 x 160 mm
2013

Researching the Language of Instruction in Tanzania and South Africa

Edited by Birgit Brock-Utne, Zubeida Desai & Martha Qorro

This book is the eighth in a series of books from the LOITASA (Language of Instruction in Tanzania and South Africa) project and reflects the work done in the last year of the project. LOITASA is a NUFU-funding project which began in January 2002 and ended in 2012. This book has as its main focus research carried out in South Africa and Tanzania on the language of instruction issue, particularly in science and mathematics classrooms.



978-1-920355-73-9

200pp | 266 x 198 mm

2011

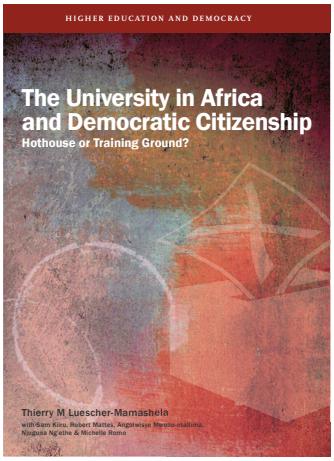
Universities and Economic Development in Africa

Nico Cloete, Tracy Bailey, Pundy Pillay, Ian Bunting & Peter Maassen

This publication presents the synthesis and includes the key findings of case studies of eight African countries and universities. The analysis and discussion presented in the book draw the following three main conclusions:

1. There was a lack of clarity and agreement (pact) about a development model and the role of higher education in economic development, at both national and university levels, in all eight cases. There was, however, an increasing awareness, particularly at government level, of the importance of universities in the global context of the knowledge economy.
2. Research production at the eight African universities was not strong enough to enable them to build on their traditional undergraduate teaching roles and make a sustained contribution to development via new knowledge production. A number of the universities had manageable student–staff ratios and adequately qualified staff, but inadequate funds for staff to engage in research. In addition, the incentive regimes did not support knowledge production.
3. In none of the countries in the sample was there a coordinated effort between government, external stakeholders and the university to systematically strengthen the contribution that the university can make to development. While at each of the universities there were exemplary development projects that connected strongly to external stakeholders and strengthened the academic core, the challenge remains how to increase the number of these projects.

The study on which this book is based forms part of a larger study on higher education and economic development in Africa, undertaken by the Higher Education Research and Advocacy Network in Africa (HERANA). HERANA is coordinated by the Centre for Higher Education Transformation (CHET) in South Africa.



978-1-920355-67-8
136pp | 266 x 198 mm
2011

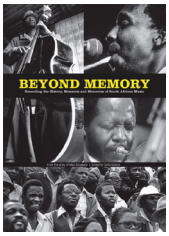
The University in Africa and Democratic Citizenship

HOTHOUSE OR TRAINING GROUND?

Thierry M Luescher-Mamashela with Sam Kiiru, Robert Mattes, Angolwisye Mwollo-ntallima, Njuguna Ng'ethe & Michelle Romo

Whether and how higher education in Africa contributes to democratisation, beyond producing the professionals that are necessary for developing and sustaining a modern political system, remains an unresolved question. This report represents an attempt to address the question of whether there are university-specific mechanisms or pathways by which higher education contributes to the development of democratic attitudes and behaviours among students, and how these mechanisms operate and relate to politics both on and off campus.

The research contained in this report shows that the potential of a university to act as training ground for democratic citizenship is best realised by supporting students' exercise of democratic leadership on campus. This, in turn, develops and fosters democratic leadership in civil society. Thus, the university's response to student political activity, student representation in university governance and other aspects of extra-curricular student life needs to be examined for ways in which African universities can instil and support democratic values and practices. Encouraging and facilitating student leadership in various forms of on-campus political activity and in a range of student organisations emerges as one of the most promising ways in which African universities can act as training grounds for democratic citizenship.



Beyond Memory

RECORDING THE HISTORY, MOMENTS AND MEMORIES OF SOUTH AFRICAN MUSIC

From the diary of Max Mojapelo

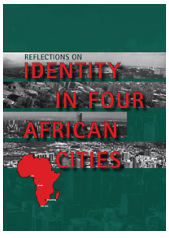
Edited by Sello Galane

978-1-920299-28-6

376pp | 260 x 178 mm

2009

This work offers a first-hand account of the South African music scene of the past decades from the pen of Max Thamagana Mojapelo. This book – astonishing for the breadth of its coverage – is based on his diaries, on interviews he conducted as well as numerous other sources, and offers the reader an accurate picture of South African music history of the late 20th and early 21st centuries.



Reflections on Identity in Four African Cities

Edited by Simon Bekker & Ann Leildé

0-920051-40-6

248pp | 210 x 140 mm

2006

Identity has become the watchword of our times. In sub-Saharan Africa, this certainly appears to be true and for particular reasons. Africa is urbanising rapidly, cross-border migration streams are swelling and globalising influences sweep across the continent. Accordingly, collective identities are deeply coloured by recent urban and international experience and are squarely located within identity politics where reconciliation is required between state nation-building strategies and sub-national affiliations. These themes are explored by an international set of scholars in two South African and two Francophone cities.

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