



Access to Success: Fostering trust and exchange between Europe and Africa

**Workshop 3: Europe and Africa: Intra & Inter regional academic mobility
3-4 May, 2010, Accra, Ghana**

***Joint Degrees & Mobility. Innovative Curricula and other
Institutional Benefits***

**Lessons and Potential :
The USHEPiA Programme Model**

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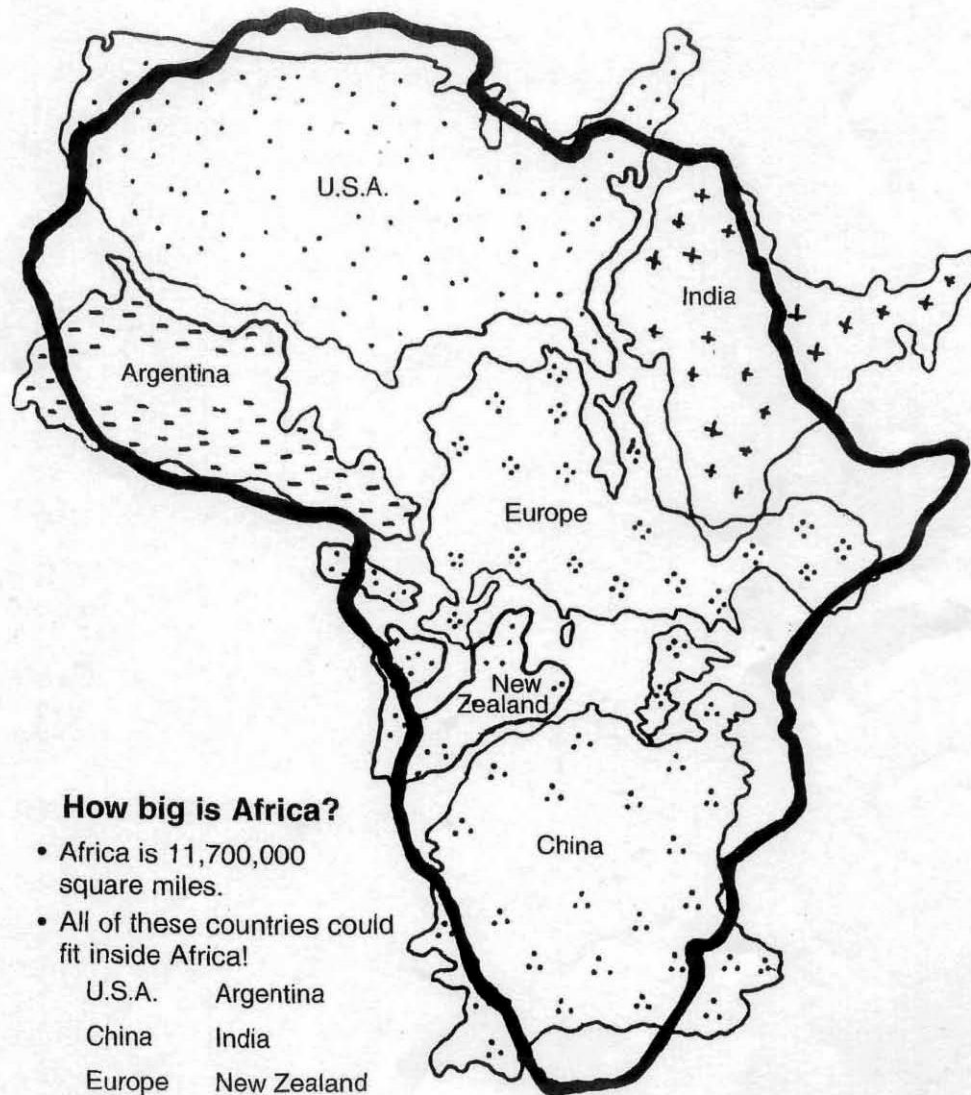
Africa's Need for International Partnerships

- **Successful universities are internationalized.**
- **African academics have a lot to give.**
- **Africa is huge - there is capacity in Higher Education (HE) but it is scattered.**
- **Resources in African countries are mostly poor with insufficient allocation to HE.**
- **African national environments are often volatile with negative effects on all citizens.**
- **African HE still needs to define itself internationally.**
- **African scholars have the need to remain connected to the broader community of scholars.**
- **The benefits gained through academic mobility can be handed on to students.**

RoW's Need for International Partnerships with Africa

- Rich culture
 - Oral tradition
 - Arts, Crafts, Music, Dress, Religions, etc.
- African technologies
- Environment and the way it is used and understood by locals
- Cradle of Mankind
- Respect for Africa.

Africa Is Big!



How big is Africa?

- Africa is 11,700,000 square miles.
- All of these countries could fit inside Africa!

U.S.A.	Argentina
China	India
Europe	New Zealand

Benefits of Academic Mobility

- **Academic standards**

Keeping up with current thinking and developments. Offering different perspectives. Regional relevance in the research.

- **Quality assurance**

Best Practice.

- **International research collaboration**

Making the best use of available resources & funding, Sharing knowledge & experience.

- **Student development**

Course content, Development of course material.

- **In General**

*Resource sharing, *Library and Information Science, *Fund-raising as a network (partnership), *Distance learning / e-learning, *Addressing issues such as HIV/AIDS as a region, *Learning from others' mistakes / experience, *Academic Freedom, *Internationalization of HE, *Impact of the Internet, *Technical, *Experiential Learning, *and many more.

The European Erasmus Mundus Model

Erasmus Mundus is the International version of the Erasmus programme.

Specific objectives are:

- Promoting a European-way oriented higher education.**
- Attracting qualified graduates and scholars from other parts of the world to obtain qualifications and/or experience in the EU.**
- Increasing co-operation between the EU and 'third-country' institutions.**
- Increasing the visibility of European higher education throughout the world.**

In order for a course to be recognised and hosted under the Erasmus Mundus programme, it should be offered by a Consortium of recognised higher education institutions from one of the 27 Member States of the European Union, the EEA-EFTA states (Iceland, Liechtenstein, Norway & Switzerland) or of the candidate countries for accession to the EU (Croatia, Macedonia and Turkey).

The 'minimum consortium' has three higher education institutions coming from three different eligible countries.

This consortium can establish a partnership with at least one higher education institution of a third-country.

The minimum duration to attend an Erasmus Mundus Masters Course is one year and the maximum is two years.

The USHEPiA Programme model

A partnership of 8 southern & east African universities (UB, UCT, UDSM, UoN, JKUAT, MU, UNZA, UZ).

A common goal of sustainable institutional and human capacity in African universities; collaboration amongst African researchers.

Raises funds from donor organizations (Carnegie, Rockefeller, Mellon).

Offers full degree split-site PhD Fellowships to staff members of the partner universities.

Management is through an Advisory Board (all partner university Vice Chancellors and the Project Leader); the International Steering Committee (three partner university Vice Chancellors and the Project Leader); and the Management Committee (the Project Leader, a Partner University Vice Chancellor, Deans of the Faculties at UCT, the UCT International Academic Programmes Office Director, the USHEPiA Office staff).

The Fellowship design :

- **USHEPiA Fellows must be staff members in their home universities.**
- **They apply to undertake studies and research, jointly supervised at an away and their home university, that lead to PhD or Masters degrees.**
- **The research topics are usually in identified priority developmental areas in the Fellow's home country.**
- **Applications must be endorsed by the Vice Chancellor, Dean of the Faculty, and Head of Department, to ensure that full support is given to the applicant.**
- **Supervisors must be identified to be well-qualified, experienced, & enthusiastic.**
- **The International Steering Committee makes the final awards.**
- **The Fellowships are unique and flexible. Each project is accompanied by a customized budget. Annual reports are mandatory.**
- **Both supervisors must travel to the other university.**

USHEPiA Outcomes

- **JUST THE NUMBERS**

47 / 71 Fellowships already successful. 17 Fellows still to complete. Only 7 people dropped out (3 died, 3 withdrew, 1 failed). i.e. Projected best success rate = 90%. **ALL THE FELLOWS HAVE STAYED ON THE CONTINENT**

- **PARTLY MEASURABLE**

The knowledge gained through all these research projects.

The personal development and professionalization of the academics.

Fellows' knowledge of another African university and the possibilities inherent in further academic and Departmental networking.

The knowledge, understanding, and experience developed on the structure and function of a successful partnership programme.

- **HARD TO MEASURE**

Empowerment of women.

The experiential learning brought back to the home university and used to promote the academic's career and to enhance the education of his/her students.

Academic Mobility via USHEPiA

1. **The Fellowship structure mandates a split-site degree, although it is not a joint degree. This requires the Fellow to travel between the two universities.**
2. **The Fellowship mandates travel to the other university by both the home and the away supervisors.**

All of the benefits of Academic Mobility mentioned in an earlier slide have been recorded as relevant to the USHEPiA Fellows and supervisors. These are benefits to the individual.

In the South African context : UCT supervisors experienced through travel via the USHEPiA Programme :

- the realities and qualities of other African cultural and academic systems,
- in some cases discovered the need to understand country norms in order to effectively contextualize research in these countries,
- developed greater experience in dealing with students for whom English is a second language
- experienced personal development and insight into their own African identities after 40 years of isolation from the rest of the continent.

Benefits through Academic Mobility to the Host University (UCT)

UCT has always been the away university of choice to date and, considering previous isolation, it is important to emphasise how much UCT has benefited from the growing strength of the USHEPiA network.

- The Programme has brought 71 black postgraduate students onto the campus, who are staff members in their own (African) universities.**
- They are not only role models to South African students, but also provide cultural and academic enrichment in their host departments.**
- Around these students/fellows, research collaborations have developed among the Fellow/home supervisor/away supervisor triangle.**
- This has resulted in exchange of external examiners, collaborative research projects and has provided a unique opportunity for UCT academics to interact with colleagues in other countries in Africa.**

All of which assists in developing UCT towards becoming an internationalized African university, with international research standards in many academic disciplines, able to offer students the abilities required to work in the country, the continent, and the world.

USHEPiA's future : expansion

USHEPiA is currently exploring the requirements of the partnership for the future. In doing so, the size and shape of the partnership has been considered. A Workshop will be held later this year in order to mutually agree on an Action Plan.

The following have been endorsed :

- The core programme of full degree split-site PhD (& Masters) Fellowships for staff members of the partner universities,
- A database of identified strengths and capacities among the partners,
- The need to decentralize in terms of the Fellowship away university,
- The need to use the partnership as a home for various other forms of collaboration,
- the need for USHEPiA to venture strongly into the field of post-doctoral study,
- The need to train Fellows in mentorship, supervising, methodology, project administration, proposal-writing and other capacities required of the modern researcher,
- The formation of an Alumni Association, and
- Increased support from the home university for the successful returned graduate.

USHEPiA Potential

PhD Fellowships. Intellectual Property project. Benchmarking Workshops for VCs, DVCs, Financial Directors, Deans, Registrars, Heads of Department, and Directors of Libraries and Administration Departments. Institutional fundraising strategies for universities, departments, and individuals should be interrogated. Training courses such as UCT's Emerging Researchers Programme. Training courses to develop lecturing abilities, such as CHED's New Academic Practitioners Programme. Exchanges of researchers in order that the broader African research environment can be better understood by academics, and that research networks can be developed. Exchanges of lecturers in order that teaching modules can be offered to students although there is no resident expert. Curriculum Development. Exchange of External Examiners. A Postdoc programme. Interrogation of the barriers to publication of African research in internationally accredited journals, and identification of solutions. The mutual development of regional databases of information, such as the database of natural medicine training and professionalization of university administrative staff. Inventory of resources at all the partner universities. Resource sharing : especially with respect to the use of expensive and specialized equipment. Support and development of successful Fellows on their return home. Exchange programmes among the partner universities for recently graduated students. The development and maintenance of a strong and outgoing USHEPiA Alumni Association. An excellent website. A fundraising programme for sustainable endowment funding.

Conclusions

- Both programme structures achieve their aim.
- USHEPiA works in the African continent because –
 - All African universities need to develop capacity themselves
 - All African universities need to retain their academic staff – USHEPiA has a 100% success rate for keeping Fellows on the continent and about a 95% success rate for keeping Fellows in their home universities
 - Postgraduate research needs to address African issues with internationally benchmarked quality
 - Research methodologies are developed that are appropriate for the region
 - More respect and knowledge is generated regarding African research
 - More self-respect is engendered in African researchers on the continent
 - African academic research networks are formed
 - Research affects teaching, and curricula are restructured to become more relevant to students
 - African cultural knowledge, values, and ways of approaching research and teaching can be shared.

How can we structure European – African partnerships and mobility to ensure a win-win situation?

- Benchmarking of quality between European and African universities
- Africa's need is for more PhDs. There is capacity to teach Masters and therefore more chance to participate in Erasmus Mundus. Suggest an AAU-generated database of capacity for the teaching at Masters level in African universities
- More research links (database of existing links)
- More mobility to Africa (a) exposure European students to African norms, and (b) slow down brain drain.

