



UNIVERSITY
OF
JOHANNESBURG

Ali Mazrui Centre for Higher Education Studies
Short Learning Programme in Development of
Higher Education Systems in Africa

The Future
Reimagined

The Programme

The Faculty of Education of the University of Johannesburg is offering a Short Learning Programme in Development of Higher Education Systems in Africa. Successful candidates qualify for a certificate from the University of Johannesburg for a credit bearing online module that will articulate towards a Master's degree in Higher Education Studies subject to approval by the Council on Higher Education (CHE).

This module aims at providing a comparative overview of African higher education systems, focusing on their historical trajectory and their relations with African societies. It gives a general introduction to the pre-colonial, colonial, and post-colonial higher education landscape in Africa. It also discusses major similarities and differences among diverse higher education systems in Anglophone, Francophone, and Lusophone Africa. Moreover, the module links the development of higher education in other parts of Africa with the South African experience through providing an overview of the South African higher education system and its historical developments focusing on major transformation periods.

This Short Learning Program (SLP) is crucial for students who are working and researching in the African higher education sectors either as educator, advisor, or policy maker. The module equips students with a comprehensive and comparative overview of the historical configurations of progress and trajectory of African higher education systems. Through a combination of conceptual, historical and empirical readings, discussions, and presentations students will be able to explore a range of topics relevant to the genesis of African higher education systems.

Programme Content

The programme covers the following topics:

1. Introduction to pre-colonial higher education landscape in Africa

This section provides an introductory overview of the pre-colonial learning spaces in Africa. It discusses the nature of learning, institutions, and epistemological foundations.

2. Comparative reflections on colonial higher education in Africa

Different colonial powers had different higher education policies towards Africa, which were informed by their colonial policies. This thematic section compares the British, French, and Portuguese colonial higher education systems in Africa.

3. Post-colonial higher education systems in Anglophone, Francophone, and Lusophone Africa

This section discusses the developments of higher education in the aftermath of independence in Anglophone, Francophone, and Lusophone Africa. It explains the different higher education systems that emerged since then and their role in African societies. It also discusses the challenges that the higher education Africa faced during the 1980s.

4. Major trends in the post-1990s higher education system in Africa

Since the beginning of the 1990s, African higher education has seen unprecedented developments in terms of expansion and diversification of the sector. The coming of private providers, the expansion of ICT in the higher education sector, the introduction of cross-border, distance, and online education, etc. This section discusses the developments in the post-1990s period in African higher education.

5. Examples from generations of African scholars and their intellectual, scholarly, and leadership contributions to knowledge production.

This section provides a highlight on prominent African scholars the nature of their contribution to knowledge production with specific reference to influencing and/or shaping the higher education landscape, discourse, policy, and practice in Africa.

6. South African higher education system and its historical developments

It is important to relate the South African higher education experience with other developments in the continent. This section explores the South African higher education system and its historical developments focusing on major transformation periods.

Programme Leader

Dr Logan Govender

Who Should Attend

The course will be valuable for students in their career as educator, researcher, policy advisor and advocator. They will add value to the education sector, contributing to crucial debates and initiatives that have a direct bearing on the developments and policy processes of the tertiary sector. Students will be professionally fit to critically engage in both theoretical and policy dialogues on higher education issues.

Moreover, they will benefit the society at large by extending their critical thinking and problem-solving skills to their various workplaces, in building visionary educational communities.

When

The first intake for this Programme is 19 January 2024

Admission Requirements

Prospective candidates will need to have obtained a previous qualification with honours or a postgraduate diploma in the field of Education, Social Science or related fields as per the National Qualifications Framework (NQF) Level 8 qualification (or equivalent) to be admitted to the programme.

A minimum of 65% completion in the approved honours or a postgraduate diploma or the equivalent is also required.

Prior learning will be recognised as an integral part of education and academic practice if the candidate has a basic and general understanding and knowledge about the field of Education.

Mode of Delivery

Online interactive platforms will be used. Course coordinators and presenters will engage students through utilising not only the UJ Learning Management System but also through other webinar platforms, including Zoom, social media chat rooms and online calls.

Assessment and Outcome

Participation in online discussion forums and webinars, written assignment(s) and written examination.

Outcome: Successful students will receive a certificate from the University of Johannesburg or qualify for a credit bearing online module that will articulate towards a Master's degree in Higher Education Studies (as per university rules).

Duration

6 months

Cost

R3, 500.00

Foreign Students

Foreign Students must have their School Leaving Certificate and Tertiary Qualification Certificates evaluated by the South African Matriculation Board and SAQA respectively. This could take a couple of months so please do this timeously.

Applications

If you are interested, please contact Ms Loria Mokoena, Tel: 011 559 3450. Email: loriam@uj.ac.za who will then advise on the formal application process. Applications close **07 February 2024**

Enquiries

Ms Loria Mokoena

Tel: 011 559 3450

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University of Johannesburg Faculty of Education www.uj.ac.za/education