



UNIVERSITÄT  
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FÜR AFRIKASTUDIEN IAS



19-21 June 2014, Austrian Academy of Sciences / Vienna Institute of Demography  
**Higher Education, Mobility and Migration in and out of Africa**

Towards Eye-level partnerships between Europe and Africa:

**Conceptualizing the Sorts of Capital in international Higher Education Collaboration in the Framework of the Bayreuth International Graduate School of African Studies, BIGSAS**

Dr. Christine Scherer, BIGSAS Coordinator at  
University of Bayreuth, Germany

# Outline



- **1. Why higher education collaboration with Africa? An introduction**
- **2. Overview on African-European HE collaboration/internationalisation**
- **3. Empirical background: the academic field(s) in BIGSAS**
- **4. Conceptualising HE directions, developments, discourses**
- **5. Conclusions and outlook**

# 1. Introduction



- **1. Why higher education collaboration with Africa? An introduction**  
“Internationalization is changing the world of higher education” (Knight 2008:1)

**Is HE collaboration**

**Development aid for Africa? Or:**

- **Mutual capacity building!**
- **Reciprocal awareness of diverse academic systems and cultures!**
- **Understanding forms of knowledge production and epistemologies!**
- **Training African and European researchers on the basis of a multidisciplinary and international academic environment!**
- **Networking!**

# 2. Overview



- **2. Overview on HE internationalisation between Africa and Europe**
  - **The ‘Short history’ of African-European higher education collaboration**
    - Increasing academic mobility (> discourses of ‘brain drain’> ‘brain gain’> ‘brain circulation’)
    - developing multifaceted competences for cooperative research (> see e.g. Landau),
    - rise of joint, double and multiple degrees in a global context;
    - expansion of partnership (from individual to strategic institutional partnerships);

Three systematic phases of internationalisation in Europe:  
pre-systematic phase > first phase: inner-European > second phase: mid 1990ties  
> Bologna process; Lisbon process

(Hahn/Teichler 2012:467)

# 2. Overview



## Four Summits

leading to the Joint Africa-Europe Strategic Action Plans (JAES):

**2000** 1st EU-Africa Summit, Cairo

**2007** 2nd Africa-EU Summit, Lisbon (JAES AP 1)

**2010** 3rd Africa-EU Summit, Tripoli (JAES AP 2)

**2014** 4th Africa-EU Summit, Brussels: "Investing in People, Prosperity and Peace"

## 2. Overview



### **Joint Africa EU Strategy Action Plan 2011-2013**

**Partnership 1: Peace and Security**

**Partnership 2: Democratic Governance and Human Rights**

**Partnership 3: Regional integration, Trade and infrastructure**

**Partnership 4: MDGs**

**Partnership 5: Energy**

**Partnership 6: Climate change and Environment**

**Partnership 7: Migration, Mobility and Employment**

**Partnership 8: Science, Info Society and Space**

# 2. Overview



## **Partnership 7: Migration, Mobility and Employment**

- E.g. Nyerere Program
- Pan-African University
- African Higher Education Harmonization and Tuning

# 2. Overview



- **New** directions for HE in the framework **since April 2014**

**For the period 2014-2017:**

**“[...] aiming to support the harmonisation of African higher education programmes and the creation of a revitalized, distinctive, attractive and globally competitive African higher education space through enhanced intra-African collaboration. Support activities will be coordinated by the African Union Commission (AUC), the Association of African Universities (AAU) and the European Commission.**

**Two sub-actions addressing harmonisation:**

- **Tuning** (*tuning.unideusto.org*)
- **Quality assurance and accreditation**

# 3. Background



## A. The local field

**UBT academic environment:** Research on Africa only possible with Africa

- 63 researchers with a focus on Africa, six faculties involved since 1975
- 2 collaborative research centres (Identity in Africa, Agency in Africa)
- 20 years doctoral training experience

**\*BIGSAS environment:** Initiative for Excellence in Germany

- 108 Junior Fellows, 44 alumni, 20 Senior Fellows + associated
- 31 countries, 20 African countries, English as lingua franca
- Gender balance (regionally Europe:  $\frac{3}{4}$  female, Africa:  $\frac{3}{4}$  male)
- Diverse funding structure for members of three research areas

\* As of June 2014

# 3. Background

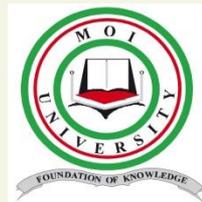


## B. The international field

- **African-European Group of Interdisciplinary African Studies (AEGIS)**

- **Five partner universities in five regions Africa**

- > Université Mohammed V – Agdal, Morocco
- > Université Abomey-Calavi, Benin
- > Moi University, Kenya
- > Universidade Eduardo Mondlane, Mozambique
- > University of KwaZulu Natal, South Africa



# 3. Background



## C. The Methods:

- **Participant observation of seven years**
- **Official and informal talks and interviews with faculty and fellows**
- **Questionnaires**
- **Document analyses**

# 4. Conceptualising



**Pierre Bourdieu (Social anthropologist, sociologist) offers the ‘theory of practice’ as conceptual framework:**

***Subjects make use of diverse and specific forms of capital (social energy) in respective social fields.***

e.g. Bourdieu, P. (1986). ‘The Forms of Capital’. Handbook of Theory and Research for the Sociology of Capital. J. G. Richardson. New York, Greenwood Press: 241-58.  
The field of cultural production, 1993  
Language and symbolic power, 1999  
The Logic of Practice, 1992

# 4. Conceptualising



## The academic field in Bourdieu's eyes

Comprises distinct and diverse sorts of capital

- **Economic capital**: e.g. material possessions: e.g. funding measures
- **Cultural\* capital** (objective, incorporated, institutional): e.g. books, acquired capabilities, language, awarded titles and certificates
- **Social capital**: network(s) of social relations
- **Symbolic capital**: e.g. academic acknowledgement (citation index )

\* Understood as production of knowledge about cultural artefacts, intellectual property etc.

# 4. Conceptualising



**From theory to practice:** the set-up of a collaborative field in HE

- **Economic capital:** Excellence Initiative as donor to BIGSAS  
56% direct allocation to the Junior Fellows via stipends and family allowances, field research- and conference funding, diversity grants and gender measures;  
Input of partner institutions via pre-selection process in Africa, sandwich program and joint supervision, staff leaves, joint supervision, joint organisation and facilitation of conferences on the continent etc.
- **Cultural capital** (objective, incorporated, institutional): PhD dissertation proposals, language diversity, education premises and distinct epistemologies, multi-fold professional and academic experiences, methodological and theoretical knowledge, academic connoisseurs (knowing the rules of the/ir field), platform for intercultural exchange on all levels

# 4. Conceptualising



**From theory to practice:** the set-up of the collaborative field in HE

- **Social capital:** local embeddedness, regional knowledge, professional and academic networks, access to diverse social fields and specifically challenging research topics, intrinsic motivation to find local solutions in a global context, dialectical thinking, academic freedom, doctoral culture, individual advancement
- **Symbolic capital:** academic acknowledgement and reputation in African Studies nationally and internationally, steady attempt for 'real' collaboration with partner institutions, multilateral connection of sites of academic excellence within Africa, prestige for Junior and Senior Fellows alike via awards etc.

# 5. Conclusion

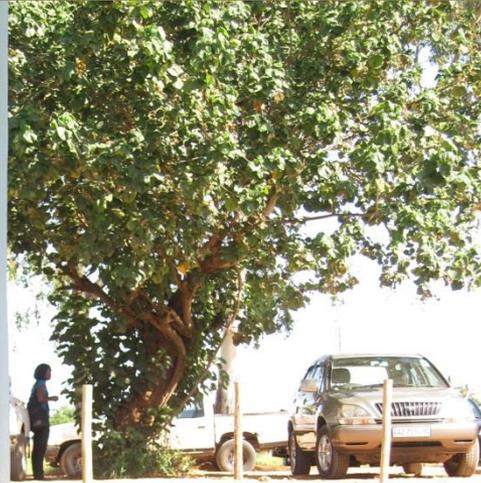


- **New Dynamics for Africa and Europe:**
  1. **Shifting power relations:** Africa is becoming a popular partner for Europe in Higher Education collaboration (see also challenges).
  2. There is **a globally increasing interest** to better understand Africa (“Theory from the South”) in order to better understand the world.
  3. As **different other regional players** enter the field of Higher Education, African countries have many choices to select (see also challenges).
  4. In a context of practised partnership, some **rules of the (western / eastern) academic field can/will be re-negotiated.**
  5. The various **ways of how knowledge is produced** can be reflected and diversified in order to apply their potentials for knowledge economy.

# 5. Conclusion



- **Challenges and outlook:**
  - 1. Shifting power relations in a multipolar world:** Increasing choices for African policy makers to push the 'Africa' triggered research ideas ...
  - 2. Re-negotiation of the sorts of capital:** While African institutions leave their 'comfort zone' in collaboration with Europe, Europe will need to implement new practices of collaboration and foster shared inputs ...
  - 3. Challenging conventional ways of knowledge production:** Achieving mobility, brain circulation and eye-level collaboration is inter-culturally challenging but certainly fruitful ...
  - 4. Revising general practices: Facilitation of distinct epistemologies not only as scholarly endeavour but necessity for collaboration in the production of knowledge in and for the global future.**



„O Futuro está aqui“  
seen at Universidade Eduardo  
Mondlane, Maputo, Foto: Scherer ©



**... and thanks for your attention ...**