

Higher Education Internationalisation in Africa: The Case of PANGeA

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The Partnership for Africa's Next Generation of Academics (PANGeA) MMoU was signed recently by the universities of Botswana, Dar es Salaam, Makerere, Malawi, Nairobi and Stellenbosch. The fledgling association may develop in various directions, of which at least three are notable for the purposes of this paper. These are, first, the offering joint doctoral degrees; second, inclusion of more institutions, and third, expanding the disciplinary reach to include more than the social sciences and humanities (SS&H).

This paper attempts to show in which respects our understanding of internationalisation in higher education is altered and enhanced when viewed through the lens of partnerships. The analytic approach situates internationalisation in the matrix of the three-fold mission of higher education, and treats partnerships as one of the mechanisms available for the pursuit of its mission. The first section of the paper will develop this conceptual framework.

The second provides the details of the case to be examined. It starts with the challenge which Stellenbosch University set itself and proceeds to show how this project addresses the challenge. The mission of this project is to establish world-class doctoral programmes on the African continent, addressing the problems of development in Africa, with African institutions as the lead agents. Various mechanisms are used to pursue this mission, among which the *African Doctoral Academy* and *PANGeA* are the most important. It shows that this particular partnership is one of a suite of measures to pursue its mission, and that the success of the project depends heavily on the integration of the various elements. Precisely because *integration* is so important, the concept and current status of higher education partnerships are analysed to show that equity and reciprocity are critical to ensure viable partnerships.