

# SARUA Handbook 2009



A Guide to the Public  
 Universities of Southern Africa

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# Foreword

The *SARUA Handbook 2009* is the first attempt ever made to present in one publication information regarding all state-funded public universities in Southern Africa. The basic intentions driving this endeavour are: to provide sets of basic university data; and to show how the region's dominant historical trends of the past 50 years have influenced the development of national higher education efforts.

The format of the handbook renders the information accessible and of wide practical utility. A brief overview to the history of the Southern African Development Community (SADC)<sup>1</sup> is followed by a short introduction to the work of the Southern African Regional Universities Association (SARUA)<sup>2</sup>, the organisation responsible for the publication of the handbook. Thereafter, each country is dealt with alphabetically. A general national description places the country in its regional context, highlighting its independence from colonial rule and generally setting the socio-political scene in which higher education has developed over the past half century or more. The higher education institutions operating in that country are then dealt with individually.

Southern Africa is a unique region of the continent, and indeed of the world. Its uniqueness hinges for the most part on the high number of settler colonies that were established here, and the consequent lengthy independence struggles that ensued. Not many countries in the region (with the exception of South Africa) enjoyed any form of higher education much before the 1950s. In Tanzania, for example, when Julius Nyerere launched the country's push for independence in 1954, he was one of only two Tanganyikans who had been educated to university level. Many universities were hastily installed by the colonial powers as part of the preparations for independence; and as many universities were stunted in the long wars (not only of independence but also the internecine civil conflicts) that characterised countries like Angola, Mozambique, Zimbabwe and Namibia, and more latterly the Democratic Republic of Congo. This handbook offers frequent glimpses of universities struggling to survive in turbulent times. Survive they did, and now the work of reconstruction and development is the order of the day.

It is hoped that many constituencies will find the material collected in the handbook to be a useful basic guide. Envisioned users include the universities themselves and those national ministries involved with higher education, not least with the relationship between higher education and general state initiatives for socio-economic development. Donor agencies and non-governmental organisations active in the region, and the embassies of the 15 SADC countries, will also find the handbook useful.

As indicated in the text, much of the statistical information presented on countries and institutions, has been provided by either the relevant Ministry of Education or the particular institution, in response to research questionnaires in a 2008 regional study conducted by SARUA<sup>3</sup>. Between different countries there are some inconsistencies in the way in which statistics are collated and presented, for example, the manner in which institutions count student enrolments for headcount purposes. The authors have not attempted to compensate for, or eliminate such differences, but have simply presented the latest information supplied by the institutions themselves, which were given an opportunity to verify their data prior to publication of the handbook. Users need to be aware therefore that data between different countries and institutions are not necessarily directly comparable.

This is the first edition of a resource that will clearly need to be updated regularly. Users can assist SARUA with this process by responding to the contents and suggesting improvements. SARUA is currently engaged in major research studies relating to higher education in the SADC region and this handbook forms a contextual base from which the detailed research can be more readily understood.

Piyushi Kotecha  
Chief Executive Officer, SARUA

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<sup>1</sup> See page 3

<sup>2</sup> See page 4

<sup>3</sup> "Towards a Common Future: Higher Education in the SADC Region". P Kotecha (Ed) 2008



# Overview of the SADC Region

THE MAP reproduced on page 8 shows the extent of and member nations in the SADC region. It is easy to see that the most obdurate settler colonies-Angola and Mozambique, South West Africa (since 1990 Namibia) and Rhodesia (since 1980 Zimbabwe) formed a solid bloc of countries around apartheid South Africa. But there were several countries that butted onto this powerful southerly bloc, many of which found themselves heavily dependent economically on apartheid South Africa in particular. The countries most significantly concerned were Zambia, Malawi, Tanzania, (as well as the two Portuguese colonies and Zimbabwe, once they achieved independence in 1974 and 1980 respectively), and Botswana, Swaziland, and Lesotho (which is entirely surrounded by South African territory). They were popularly known as the 'frontline states', and in 1980 (the year that Zimbabwe gained its independence) the informal 'frontline' alliances were supplemented by an organisation that emerged from the Lusaka declaration of April that year. The Southern African Development Co-ordination Conference (SADCC) brought nine majority-ruled Southern African countries together to pursue an agenda that would carry them 'towards economic liberation' from the power and influence of the regional giant, South Africa.

Namibia joined the SADCC a month after gaining independence in 1990, and two years later the ten countries hammered out a new treaty that changed the name of the organisation to SADC (the Southern African Development Community) with two distinct arms: one dealing with security and political co-operation; the other with socio-economic issues.

Latecomers to SADC have included a democratic South Africa in August 1994, the Indian Ocean island of Mauritius a year later, and the Democratic Republic of Congo in 1997. Madagascar followed in 2005, and the Seychelles (previously a member between 1997 and 2004) joined again in 2008.

According to the SADC treaty (which was revamped in 2001) the overarching vision of the organisation is one of a common future for the region where a comprehensive quality of life will be universally enjoyed. In particular, the following characteristics are envisioned: economic well-being; freedom and social justice; peace and security. This vision, according to the treaty, is 'anchored on the common values and principles, and the historical and cultural affinities that exist' among the approximately 250-million people of the region.

Although SADC as an organisation is under-resourced and faces formidable security and development challenges, there appears to be a clear understanding shared by all countries signatory to the SADC treaty that 'under-development, exploitation, deprivation and backwardness in Southern Africa will be overcome only through economic co-operation and integration'. To this end, SADC has already established a free trade area in the region, and other milestones, such as a customs union, an SADC common market with a monetary union and single currency, are firmly in its sights.

The work of a revitalised higher education sector in supporting these plans-in particular those plans dealing with the economic development of the region-is central to their success. That is why the SARUA agenda must be seen as an integral part of the SADC objectives.

# Meet SARUA

THIS PATH-FINDING organisation (the Southern African Regional Universities Association) is currently entering its fifth year of existence. It was established in February 2005 after an extensive process of consultation with leaders of the more than 60 public universities in the 14 countries then comprising the Southern African Development Community (SADC). The Association was designed to further the aims of the 2000 SADC protocol on Education and Training, and to fit with the higher education ideals of the African Union and the New Partnership for Africa's Development (NEPAD).

These alignments to a large extent dictated the vision of SARUA: the association would address the research and capacity needs of public universities in the region with a view to enhancing their strategic importance as engines for socio-economic development.

To begin with, Higher Education South Africa (HESA), the umbrella body for the South African universities, administered the fledgling SARUA. Then, in mid 2006, Piyushi Kotecha (now CEO of SARUA), was given the job of fund-raising and launching the organisation.

By early 2007, in consequence, a three year core funding grant had been secured from the Netherlands Ministry of Foreign Affairs, and SARUA was able to start operating independently. The Association's secretariat is currently based in South Africa at the Wits Business School campus in Parktown, Johannesburg, and has a small permanent staff. A clear brand and identity have been developed, which are enhanced by the SARUA website ([www.sarua.org](http://www.sarua.org)) and a weekly newsletter (*HE News*). To date 45 public universities (out of the total of 66 public universities in the region) have joined as full members. The Association has succeeded in establishing strong ties with key regional and international higher education bodies, as well as attracting support from a number of international donors.

SARUA's strategic plan is designed to assist in the general revitalisation of higher education across the region and specifically to enhance and build the senior leadership capacity of SADC higher education institutions, thus enabling the sector to effectively respond to regional development challenges. SARUA does not intend to become an implementing agency, but rather a 'thought leadership' association focused on networking, dialogue and exchange, as well as on research that sheds light on regional higher education realities and challenges.

Four programmes initially gave practical expression to the strategic plan. These dealt with university governance and leadership, the information and communication technology facilities available to universities, the development of science and technology, and managing the HIV/AIDS pandemic.

At the same time, a major programme of baseline research commenced. In 2007 SARUA produced three research publications that, in line with the above programmes, examined the state of science and technology in SADC institutions, the level and state of ICT infrastructure available to universities in the region, and also provided an on-campus HIV/AIDS good practice guide. In 2008 three further research publications have been produced, covering the findings of six separate research projects. These publications begin to provide a comprehensive picture of public higher education in the region, with particular emphasis on universities' role in socio-economic development. (The 2008 'SARUA Study Series' publications are described in further detail on the opposite page.)

A key feature of the SARUA approach is that the research effort will feed directly into the Association's commitment to dialogue with its core constituency, the leadership of SADC public universities, as well as with other key higher education players in the SADC region. This informed discourse is intended to clarify and contextualize the critical challenges and issues facing the leadership of higher education institutions in the SADC, and thence identify approaches to enhancing the role of universities in contributing meaningfully to the development priorities of the region.

# 2008 SARUA Study Series

THIS SERIES comprised major research endeavours that begin to provide a comprehensive picture of public higher education in the region.

## **TOWARDS A COMMON FUTURE: HIGHER EDUCATION IN THE SADC REGION – RESEARCH FINDINGS FROM FOUR SARUA STUDIES**

*Chapter One: Revitalising HE in the SADC region.* An overview for the research findings from the four SARUA studies contained in this book.

*Chapter Two: A Profile of SADC Higher Education in the Region.* A set of reviews for all SADC countries (except Seychelles) based on responses to a series of detailed questionnaires sent to 64 public universities and Ministries of Education in the 14 SADC states. The profiles provide detailed quantitative statistics as well as information on HE funding, quality assurance, and levels of regional collaboration. Individual universities are then dealt with in more detail, revealing student numbers, academic programmes offered, numbers and educational levels of staff, as well as governance and financing arrangements.

*Chapter Three: Higher Education Funding Frameworks in SADC.* Public spending on higher education as a proportion of total education budgets varies substantially among SADC countries. With the exception of South Africa, however, it is generally inadequate to meet the manpower and development needs of the countries concerned. The research examines financing practices that might improve the situation. The main ones are: private-public partnerships; differentiated government funding; and cost-sharing systems that incorporate an income stream from student fees.

*Chapter Four: The State of Public Science in the SADC Region.* A sombre snapshot of the state of science in the SADC region. The sub-Saharan African annual share of world scientific papers produced is less than one percent. How can this situation be explained? The colonial legacy, socio-political instability, the brain drain – and inadequate in-country spending. Figures expressing the gross expenditure on research and development (GERD, which is expressed as a percentage of national GDP) tell their own story: South Africa's GERD is 0,87 percent. For the rest of the SADC region it is 0,29 percent, while in some European Union states GERD tops 2 percent.

*Chapter Five: University-Firm Interaction in the SADC Region.* The focus of this research is the levels of collaboration between SADC universities (excluding South African) and corporate business. Various university/business interactions are examined, as are the general characteristics of those universities that are achieving the best levels of interaction. But even these best levels leave a lot to be desired. So the main obstacles to university/business interaction are identified, and the interactive performance of South African universities is analysed as a possible SADC benchmark.

## **OPENING ACCESS TO KNOWLEDGE IN SADC UNIVERSITIES**

The scarcity and inaccessibility of knowledge is a key constraint for SADC universities. This SARUA study recognises that new knowledge is built on pre-existing knowledge. Therefore, for increased knowledge generation to occur, existing knowledge must be freely available. Key constraints to knowledge access at SADC universities are identified, not least those related to the levels of ICT availability. A new 'open knowledge' approach for Southern Africa is then proposed.

## **MAINSTREAMING HIGHER EDUCATION IN NATIONAL AND REGIONAL DEVELOPMENT**

It is generally agreed that higher education in Africa is very weak. It will require huge intellectual and financial resources, as well as political will and commitment, to rectify the situation. This research uncovers the historic causes of these weaknesses, and then emphasises the need for stakeholders to acknowledge the 'glass wall' between the higher education sector and the ministries responsible for national finance and development planning. A range of actions is indicated to overcome this problem.

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SARUA is a not-for-profit leadership association of the heads of the public universities in the 15 countries of the SADC region. Its mission is to promote, strengthen and increase higher education, research and innovation through expanded inter-institutional collaboration and capacity-building initiatives throughout the region. It promotes universities as major contributors towards building knowledge economies, national and regional socio-economic and cultural development, and for the eradication of poverty.

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# SADC Public Universities



## Angola

University of Agostinho Neto: • [www.uan-angola.org](http://www.uan-angola.org)



## Botswana

Botswana International University of Science and Technology: • No website found  
University of Botswana: • [www.ub.bw](http://www.ub.bw)



## Democratic Republic of Congo

National Pedagogy University: • No website found  
University of Goma: • [www.unigom.fr.nf](http://www.unigom.fr.nf)  
University of Kinshasa: • [www.unikin.cd](http://www.unikin.cd)  
University of Kisangani: • No website found  
University of Lubumbashi: • [www.unilu.ac.cd](http://www.unilu.ac.cd)



## Lesotho

National University of Lesotho: • [www.nul.ls](http://www.nul.ls)



## Madagascar

University of Antananarivo: • [www.univ-antananarivo.mg](http://www.univ-antananarivo.mg)  
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## Malawi

University of Malawi: • [www.unima.mw](http://www.unima.mw)  
University of Mzuzu: • [www.mzuni.ac.mw](http://www.mzuni.ac.mw)



## Mauritius

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University of Technology: • [www.utm.ac.mu](http://www.utm.ac.mu)



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## Namibia

University Namibia: • [www.unam.na](http://www.unam.na)




## South Africa

UNIVERSITIES OF TECHNOLOGY  
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Central University of Technology Free State • [www.cut.ac.za](http://www.cut.ac.za)





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Tshwane University of Technology • [www.tut.ac.za](http://www.tut.ac.za)

Vaal University of Technology • [www.vut.ac.za](http://www.vut.ac.za)

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University of Pretoria • [www.up.ac.za](http://www.up.ac.za)

University of Stellenbosch • [www.sun.ac.za](http://www.sun.ac.za)


University of the Western Cape • [www.uwc.ac.za](http://www.uwc.ac.za)

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University of Swaziland: • [www.uniswa.sz](http://www.uniswa.sz)

**Tanzania** 

Ardhi University: • [www.aru.ac.tz](http://www.aru.ac.tz)

Muhimbili University of Health Sciences: • [www.muhas.ac.tz](http://www.muhas.ac.tz)

Mzumbe University: • [www.mzumbe.ac.tz](http://www.mzumbe.ac.tz)


Open University of Tanzania: • [www.out.ac.tz](http://www.out.ac.tz)

Sokoine University of Agriculture: • [www.suanet.ac.tz](http://www.suanet.ac.tz)

State University of Zanzibar: • [www.suza.ac.tz](http://www.suza.ac.tz)

University of Dar es Salaam: • [www.udsm.ac.tz](http://www.udsm.ac.tz)

University of Dodoma: • [www.udom.ac.tz](http://www.udom.ac.tz)

**Zambia** 

Copperbelt University: • [www.cbu.edu.zm](http://www.cbu.edu.zm)

Mulungushi University: • No website found

University of Zambia: • [www.unza.zm](http://www.unza.zm)

**Zimbabwe** 

Bindura University of Science Education: • [www.buse.ac.zw](http://www.buse.ac.zw)

Chinhoyi University of Technology: • [www.cut.ac.zw](http://www.cut.ac.zw)

Great Zimbabwe University: • No website found

Harare Institute of Technology: • No website found

Lupane State University: • No website found

Midlands State University: • [www.msu.ac.zw](http://www.msu.ac.zw)

National University of Science & Technology: • [www.nust.ac.zw](http://www.nust.ac.zw)

University of Zimbabwe: • [www.uz.ac.zw](http://www.uz.ac.zw)

Zimbabwe Open University: • [www.zou.ac.zw](http://www.zou.ac.zw)