



Study Series 2008

Towards a Common Future: Higher Education in the SADC Region

Research Findings from Four SARUA Studies

Executive Editor: Piyushi Kotecha

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Foreword



Prof BJ Otlhogile
Chairperson

It gives me great pleasure to be able to introduce this substantial piece of work, which represents a major research product of the Southern African Regional Universities Association (SARUA) for 2008. SARUA is but two years old and is therefore exceptionally proud to have reached this significant milestone. As SARUA's Executive Committee, we believe it is a 'first' of its kind within one of Africa's five regional economic communities, SADC.

SARUA's Executive Committee faced an early hurdle in 2007 due to a lack of up-to-date, relevant and researched information about the state of higher education in SADC. Information about the issues confronting us as leaders of public higher education institutions in the SADC region, written from a uniquely Southern African perspective, was simply absent.

This publication contains, for the first time, significant information about the profile and state of higher education in Southern Africa and provides pointers to areas that require support for its future development. We present this to interested readers in Southern Africa and beyond in the hope that it will contribute to the strengthening of the higher education sector in SADC countries and foster their closer alignment with national and regional development goals and priorities.

As an organisation, SARUA is fortunate to have dynamic leadership, which was responsible for conceptualising this project and implementing it with skill and dedication. The project design focussed on the key priority areas in an early attempt to illuminate the main contours of higher education. Given the size of the region, the absence of information systems in various countries and the limited time available for the research, it does not claim to be comprehensive across all the important policy areas. That would require financial resources and capacity beyond our current means.

Having said that, this work would not have been possible without the generosity and foresight of the Netherlands Ministry of Foreign Affairs (NMFA), which helped SARUA establish independent offices and a full-time secretariat in 2007. Further research funding was secured from the United Kingdom Department for International Development (DFID) to conduct this initial investigation into the higher education landscape.

During 2008 SARUA had four separate teams of researchers in the field. The research was undertaken within an exceptionally short time frame, with all the attendant challenges of working within a multiple-country context. Nevertheless, it provides us with a broad profile of valuable demographic and statistical data, and identifies key challenges and emergent opportunities that will inform a regional agenda for higher education. A combination of web-based searches, literature reviews, questionnaires, interviews, and country visits to higher education institutions and government departments underpinned the research.



The researchers gathered a wealth of information, much of which is presented and summarised in these pages. More is available on the SARUA website – www.sarua.org – including detailed country and institutional profiles. Perhaps most importantly, the initiative has spawned a sense of what is possible through productive conversations held between the many institutional players and government officials from across the region who worked together to make this publication a reality.

As such, this body of work represents a first, baseline attempt by our association, SARUA, to enable our members and government leaders to take forward a series of vital conversations. These need to strengthen our higher education systems in the SADC region and establish mechanisms for fostering strategic collaboration among higher education institutions for the overall development of the region. Collective responsibility for interrogating, verifying and augmenting the data and the key perspectives that are advanced in this publication will be a prerequisite for the development of purposeful deliberations at the highest leadership level.

As SARUA's Executive, we believe that an important platform has been established for, firstly, further research, informed debate and inter-institutional collaboration and, secondly, a sustained dialogue that in the long run can lead to a shared vision of a common future based on development, peace and stability in Southern Africa.

Prof BJ Otlhogile

Chairperson

December 2008



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SARUA wishes to express profound thanks to the following people and organisations for their contribution to this publication.

Firstly, we acknowledge all the researchers who made themselves available at the first call and at short notice, Enver Motala who co-ordinated the research team and facilitated the regional workshops, all the country participants at our regional workshops and Richard Henson for managing all the contractual aspects. Particular thanks are also extended to Coco Belgarrab and Fadzayi Chambati for their administrative assistance.

More general thanks are due to the many individuals in higher education institutions, government departments and other organisations who took the time to complete questionnaires, participate in interviews, answer questions or attend meetings to contribute to the information and data we were finally able to put together.

Finally, this project would not have been possible without the essential financial resources made available by DFID and the NMFA. This has been a productive relationship which has added immense value to the region and bodes well for the future.

Researchers and authors

Piyushi Kotecha is the Chief Executive Officer of SARUA.

Merridy Wilson-Strydom, Neil Butcher, Sarah Hoosen, Catherine MacDonald, Andrew Moore and Lindsay Barnes worked together under the leadership of Neil Butcher and Associates, an independent organisation specialising in education research.

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Johann Mouton, Nelius Boshoff, Liezel de Waal, Simone Esau, Brighton Imbayarwo, Monique Ritter and Derick van Niekerk are members of the Centre for Research on Science and Technology (CREST) at Stellenbosch University

Glenda Kruss is the chief research specialist and Il-haam Petersen the researcher in the Education and Social Sciences Development (ESSD) Programme at the Human Sciences Research Council in South Africa.



Glossary

Contact students: Students who complete the majority of their studies while physically based at the institution in the same location as the teaching staff.

Cross-border education: Higher education activities taking place between countries.

Distance students: Students who complete the majority of their studies while not being in the same physical location as the teaching staff, and who use print correspondence or e-learning as the primary mode of communication. In other words, these are students who are not physically based at the institution.

Full-time equivalent student and/or staff numbers are calculated by taking account of the relative weighting of a course within the curriculum of a qualification and multiplying this weighting by the headcount enrolment for the specific course.

Harmonisation: Agreed and accepted arrangements, which match the educational competence and qualitative value of one education and training system with another or among a group of education and training systems.

Headcount student: Each student enrolled is counted as one unit.

Higher education is defined differently in different countries: In some countries it refers to universities only (e.g. South Africa); in others it may include institutions providing post-secondary technical training (e.g. polytechnics) as well as universities (e.g. in Lesotho); in some it may include all post-secondary education (e.g. universities, polytechnics, vocational colleges, teacher training colleges).

Higher education institutions: All post-secondary education institutions, including universities, polytechnics, technical colleges, teacher training institutions, medical training institutes, agriculture training centres (and other fields), distance education centres, and research centres and institutes. In this report, 'higher education institution' is most commonly used to refer to universities, since universities made up the study population.

International students: Students who are neither national citizens of, or from, SADC countries.

Major fields of study/faculty: *Science, engineering and technology* includes majors in engineering, life/natural sciences, physical sciences, computer sciences, mathematical sciences, and so on. Health sciences are NOT included in this category. *Business, management and law* includes majors in accounting, law, all management-related subjects and all other business-related majors such as marketing. *Humanities and social sciences* includes majors in education, languages, literary studies, fine arts, music, psychology, sociology, history, economics and related fields. *Health sciences* includes all medical qualifications, such as medicine, nursing, physiotherapy, occupational therapy, dietetics, and so on.

Participation rates in higher education are defined differently by SADC countries, depending on the data available. In some cases it refers to people in a certain age group (e.g. 20 to 24 years) who are attending higher education institutions, relative to the total number of people in that age group in that country (this is the conventional method). However, in some cases it includes people in that age group who are in higher education institutions inside the country; in other cases it includes people in that age group who are in higher education institutions inside as well as outside the country. In yet other cases, the participation rate is defined as number of people attending higher education institutions relative to the total population of the country. For all these reasons, country comparisons of participation rates are often inappropriate and should only be undertaken with a caveat highlighting the reasons why they might differ.

Part-time student: A student who is only registered for a portion of courses that should be completed within a specific year of a qualification. Part-time students thus take longer to complete their qualifications.

Postgraduate degrees/diplomas: Qualifications offered following completion of a first-level degree or diploma or equivalent.

A **public university** is a university that is predominantly funded by public means through a national or subnational government (www.wikipedia.org). Below follows a list of the public universities in SADC. The highlighted universities are SARUA members.

Country	University name
Angola	Universidade Agostinho Neto
Botswana	University of Botswana
The Democratic Republic of the Congo	Université de Goma
	Université de Kinshasa
	Université de Kisangani
	Université de Lumbumbashi
Lesotho	National University of Lesotho
Madagascar	Université d' Antananarivo
	Université de Toamasina
	Université de Fianarantsoa
	Université de Toliara
	Université de Mahajanga
	Université Nord Madagascar
Malawi	University of Malawi
	Mzuzu University
Mauritius	University of Mauritius
	University of Technology



Country	University name
Mozambique	Universidade Eduardo Mondlane
	Universidade Pedagógica
	Instituto Superior de Relações Internacionais
	University of Lurio (Unilurio)
Namibia	University of Namibia
South Africa	Cape Peninsula University of Technology
	Central University of Technology, Free State
	Durban University of Technology
	Mangosutho University of Technology
	Nelson Mandela Metropolitan University
	Rhodes University
	Tshwane University of Technology
	University of Cape Town
	University of Fort Hare
	University of Johannesburg
	University of KwaZulu-Natal
	University of Limpopo
	University of Pretoria
	University of South Africa
	University of Stellenbosh
	University of the Free State
	North-West University
	University of the Western Cape
	University of the Witwatersrand
	University of Venda
	University of Zululand
Vaal University of Technology	
Walter Sisulu University for Science and Technology	
Swaziland	University of Swaziland

Country	University name
Tanzania	Mzumbe University
	Sokoine University of Agriculture
	The State University of Zanzibar
	The Open University of Tanzania
	University of Dar es Salaam
	Ardhi University
	Muhimbili University College of Health Sciences
	University of Dodoma
Zambia	Copperbelt University
	University of Zambia
	Mulungushi University
Zimbabwe	Bindura University of Science Education
	Chinhoyi University of Technology
	Great Zimbabwe University
	Midlands State University
	National University of Science and Technology
	University of Zimbabwe
	Lupane State University
	Harare Institute of Technology
	Zimbabwe Open University

Region: The geographical area of the member states of SADC.

The **Southern African Development Community (SADC)** has been in existence since 1980, when it was formed as a loose alliance of nine majority-ruled states in Southern Africa known as the Southern African Development Co-ordination Conference (SADCC), with the main aim of co-ordinating development projects in order to lessen economic dependence on the then apartheid South Africa. The transformation of the organisation from a co-ordinating conference into a development community (SADC) took place on 17 August 1992 in Windhoek, Namibia when the declaration and treaty was signed at the summit of heads of state and government, thereby giving the organisation a legal character.



The member states are Angola, Botswana, the Democratic Republic of the Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, United Republic of Tanzania, Zambia and Zimbabwe (www.sadc.int). It should be noted that at the time the studies were commissioned in early 2008, the Seychelles was not a member of SADC and therefore it has not been included.

Special drawing rights (SDRs): SDRs are defined in terms of a basket of major currencies used in international trade and finance. At present, the currencies in the basket are the euro, the pound sterling, the Japanese yen and the United States dollar. The amounts of each currency making up one SDR are chosen in accordance with the relative importance of the currency in international trade and finance. The determination of the currencies in the SDR basket and their amounts is made by the IMF Executive Board every five years (www.wikipedia.org).

Undergraduate degrees/diplomas: A first-level degree or diploma or equivalent.

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Acronyms and abbreviations

AASTOM	Association for the Advancement of Science and Technology of Malawi
AAU	Association of African Universities
ACDE	African Council for Distance Education
ACHAP	African Comprehensive HIV/AIDS Partnerships
ACTET	Advisory Council on Teacher Education and Training
ACU	Association of Commonwealth Universities
AfDB	African Development Bank
AJOL	African Journals Online
ASSAf	Academy of Science of South Africa
AU	African Union
BRSTFA	Botswana Research Science and Technology Funding Agency
BOTA	Botswana Training Authority
BOTEC	Botswana Technology Centre
BTC	Botswana Telecommunications Company
CARD	Centre for Agricultural Research and Development
CAS	California Academy of Science
CBU	Copperbelt University
CDC	Centre for Communicable Diseases
CGIAR	Consultative Group on International Agricultural Research
CHE	Council on Higher Education
CODESRIA	Council for the Development of Social Science Research in Africa
COLAZ	College Lecturers Association of Zimbabwe
COPPRIES	Conférence des Présidents ou des Recteurs d'Institutions d'Enseignement supérieur publiques et privées (Conference of Presidents or Rectors of Institutions of Public and Private Higher Education)
COSTECH	Tanzania Commission for Science and Technology
CNARP	Centre National d'Applications et des Recherches Pharmaceutiques
CNRS	Centre National de la Recherche Scientifique
CREST	Centre for Research on Science and Technology
DAAD	German Academic Exchange Service
DANIDA	Danish International Development
DELPHÉ	Development Partnership in Higher Education
DESIRE	Desertification, Mitigation and Remediation of Land, a Global Approach for Local Solutions



DESUP	Direction de l'Enseignement Supérieur (Directorate of Higher Education)
DFID	Department for International Development, UK
DGEPFR	Direction Générale de l'Éducation post fondamentale et de Recherche (Director-General of Post-basic Education and Research)
DGESR	Direction Générale de l'Enseignement Supérieur et de la Recherche (Director-General of Higher Education and Research)
DRC	Democratic Republic of the Congo
DWSS	Drinking Water Supply and Sanitation
EU	European Union
FAO	Food and Agriculture Organisation of the United Nations
FINNIDA	Finnish International Development Agency
FOFIFA	Centre National de la Recherche Appliquée au Développement Rural
FNI	Fundo Nacional de Investigação
FTE	full-time equivalent
FTA	free trade area
GDP	gross domestic product
GERD	gross expenditure on research and development
GLM	governance, leadership and management
GOM	Government of Malawi
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
HDI	Human Development Index
HE	higher education
HEI	higher education institution
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HERD	higher education research and development
HESLB	Higher Education Students Loan Board
ICCT	information, communication and computing technology
ICSU	International Council for Science
ICT	information and communications technology
IDA	International Development Association
IDRC	International Development Research Centre
ISI	Institute for Scientific Information
ISI	Inter-Services Intelligence
IMF	International Monetary Fund



IMVAVET	Madagascar Institute for Animal Vaccines
IOM	International Organisation for Migration
IPCS	Institute for Peace and Conflict Studies
IVTB	Industrial and Vocational Training Board
M	Maluti
MAP	Madagascar Action Plan
MCA	Mauritius College of the Air
MCST	Ministry of Communication, Science and Technology
MDGs	Millennium Development Goals
MENRS	Ministère de l'Éducation Nationale et de la Recherche Scientifique (Ministry of National Education and Scientific Research)
MES	Mauritius Examinations Syndicate
MESCT	Ministry of Higher Education, Science and Technology
MOAC	Ministry of Agriculture and Co-operatives
MoE	Ministry of Education
MQA	Mauritius Qualifications Authority
MRC	Medical Research Council
MSTVT	Ministry of Science, Technology and Vocational Training
MUHAS	Muhimbili University of Health and Allied Sciences
NACTE	National Council for Technical Education
NAMACO	National Manpower Advisory Council
NDJ	Namibia Development Journal
NDP	National Development Plan
NEPAD	New Partnership for Africa's Development
NGO	non-governmental organisation
NIH	United States National Institute of Health
NORAD	Norwegian Agency for Development Co-operation
NQF	National Qualification Framework
NRCM	National Research Council of Malawi
NRF	National Research Foundation
NSI	National System of Innovation
NSTC	National Science and Technology Council
NUFFIC	Netherlands Organisation for International Co-operation in Higher Education
NUFU	Norwegian Programme for Development, Research and Education
NUL	National University of Lesotho
OAU	Organisation of African Unity



OECD	Organisation for Economic Co-operation and Development
ORD	Office of Research and Development
OSISA	Open Society Initiative for Southern Africa
P	Pula
PhD	Doctor of Philosophy
PRGF	Poverty Reduction and Growth Facility
PPPs	public-private partnerships
QA	quality assurance
R&D	research and development
RANDFORUM	Research and Development Forum for Science-Led Development in Africa
RCC	Research and Conferences Committee
REC	Regional Economic Community
REN	Research and Educational Network
RISDP	Regional Indicative Strategic Development Plan (of SADC)
RSA	Republic of South Africa
S&T	science and technology
SADC	Southern African Development Community
SADCC	Southern African Development Co-ordination Conference
SADCQF	SADC Qualifications Framework
SAP	Structural Adjustment Programme
SAQA	South African Qualifications Authority
SAREC	Department for Research Co-operation (SIDA)
SARIMA	Southern African Research and Innovation Management Association
SARUA	Southern African Regional Universities Association
SDC	Swiss Agency for Development and Co-operation
SDR	special drawing right (see Glossary)
SET	science, engineering and technology
SIDA	Swedish International Development Agency
SIRDC	Scientific Industrial Research and Development Centre
SRA	Society for Research Administrators
SSA	Sub-Saharan Africa
SUA	Sokoine University of Agriculture
TCCA	Technical Committee on Certification and Accreditation
TCU	Tanzanian Commission for Universities
TDRC	Tropical Disease Research Centre



TEA	Tanzanian Education Authority
TEC	Tertiary Education Council (Botswana)
TEC	Tertiary Education Commission (Mauritius)
TEVETA	Technical Education and Vocation Training Authority
THRIP	Technology and Human Resources for Industry Programme
TZS	Tanzanian Shillings
UB	University of Botswana
UDSM	University of Dar es Salaam
UK	United Kingdom
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNAM	University of Namibia
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNISA	University of South Africa
UNISWA	University of Swaziland
UNZA	University of Zambia
URC	UNISWA Research Centre
USA	United States of America
UZ	University of Zimbabwe
WHO	World Health Organisation
WITS	University of the Witwatersrand
WRC	Water Research Commission
ZIMCHE	Zimbabwe Council for Higher Education
ZIMDEF	Zimbabwe Manpower Development Fund
ZOSS	Zimbabwe Occupational Standards Services