

southern african regional universities association
annual report 2011



enhancing regional development through higher education

SARUA's Mandate:

"To assist in the revitalisation and development of the leadership and institutions of higher education in the Southern African region, thus enabling the regional higher education sector to meaningfully respond to the developmental challenges facing the region"

SARUA's Objectives

SARUA endeavours to provide a platform for regional higher education leadership dialogue and collaboration, thus informing a Southern African agenda for higher education, by:

- Developing a regional identity for higher education that is representative of the diversity of the region;
- Convening strategic fora to enhance collaboration, linkages and partnerships across the sector;
- Identifying key areas for strategic research and analysis, thereby developing a comprehensive knowledge base;
- Enhancing the knowledge and capacity of higher education leadership
- Acting as a respected voice (and advocate) to speak on behalf of the higher education sector in the region;

thereby informing a south-south higher education agenda and, in so doing, making a significant contribution to national and regional development.

Strategic Goals

A revitalised regional Higher Education system, enabling key regional higher education leadership players to engage and contribute meaningfully to regional development

- A regional identity for Higher Education is developed
- Regional Higher Education collaboration is enhanced
- Regional Higher Education Leadership capacity is enhanced
- A more receptive Higher Education policy environment in the region is achieved
- A sustainable and effective organisation capable of delivering its identified outputs

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Chairperson's Message



Professor Cheryl de la Rey

The central aim of SARUA is to harness the expertise of its member universities to work in cooperation to advance the growth and development of higher education in the SADC region as well as to enhance the contribution of higher education to the overall development of the region. Recognizing that universities have a significant role to play in fostering development, SARUA provides a platform for engaging with universities as a group.

“As countries, our wellbeing and our destinies are tied together in this region and the development of each of our countries is the common interest of all of us. Universities – and indeed education more generally – are at the forefront of economic, social and cultural development in any country or region and it is right that universities in our region should find ways to build links and to strengthen their cooperation.”
(Dr Nzimande, Minister of Higher Education and Training, South Africa, at SARUA's Vice-chancellor dialogue- May 2011).

From a university perspective, SARUA has been embraced as an effective vehicle to engage with one another and to understand our higher education systems better. SARUA's climate change programme, which has been in the planning phase in 2011, is an example of our commitment to work collaboratively to develop knowledge that is relevant to the region. It is also a clear response to SARUA's stated objective:

“To assist in the revitalisation and development of the leadership and institutions of higher education in the Southern African region, thus enabling the regional higher education sector to meaningfully respond to the developmental challenges facing the region.”

As the organisation has matured the demands on it have grown considerably. This has been both in relation to SARUA's external engagement with similar regional and international organisations, potential organisational partners, and with policy-making bodies, and in relation to the expectations of our membership for information and services. This report reflects the activities of a small but busy organisation. With the support of our funders we developed a productive strategic dialogue programme in 2011, reflecting on issues such as regional mobility and higher education scenarios for 2025; embarked upon a new research programme as a follow up to SARUA's first profiling study; and continued to act as a representative voice of higher education leadership in engaging with regional policy makers.

As a regional organisation, the Southern African Development Community (SADC) is one of our most important partners. We have endeavoured to make SARUA the true voice of higher education leadership in the SADC region. I am pleased to note that SARUA's membership has grown in 2011 and we hope to grow until SARUA represents all public universities in SADC countries. I hope that SADC universities will continue to participate in SARUA activities and support SARUA in its programme of work.

Thank you to the leaders of the SARUA member universities for their support in 2011, in particular my fellow members of the SARUA Executive Committee. I would also like to acknowledge the generous support of the Netherlands Ministry of Foreign Affairs which keeps the SARUA Secretariat in operation. I also wish to express sincere appreciation to the Chief Executive Officer, Ms Piyushi Kotecha and all staff for their commitment, dedication and hard work throughout 2011.

In the face of increasing global competition and tough competition for resources, universities must innovate and develop new ways of working. Through promoting regional collaboration, SARUA is playing an important role in contributing to these new strategies. Whilst we recognise that there is a great deal of diversity in the region, there is no doubt too that our universities face several common challenges. SARUA will continue to work to bring the combined expertise and resources of the universities of our region to bear on the social and developmental challenges of our countries.

SARUA: Governance and Structure

SARUA is governed by an Executive Committee of Vice Chancellors representing member universities from across the region. At the Triennial General Meeting of the SARUA member universities in October 2010, a new Executive Committee was elected for the period 2011-2013.

The Exco members in 2011 are as follows:

- Professor Cheryl de la Rey (Chair): Vice-Chancellor, University of Pretoria, South Africa
- Professor Obert Maravanyika: Vice-Chancellor, Great Zimbabwe University, Zimbabwe
- Professor Chabu Mumba: Vice-Chancellor, Université de Lubumbashi, DRC.
- Professor Jorge Ferrao: Vice-Chancellor, Universidade Lurio, Mozambique.
- Professor Kweku Bentil: Vice-Chancellor, Botswana International University of Science and Technology (to September 2011). Professor Bentil's term of office as Vice Chancellor came to an end, and he therefore ceased to be a member of the Executive Committee, as per SARUA's constitution.
- Piyushi Kotecha: CEO, SARUA

Four Exco meetings were held in 2011, in February, May, October and December 2011.



The SARUA Secretariat had seven staff members in 2011:

- Chief Executive Officer: Piyushi Kotecha
- Research and Networking Manager: Mark Burke
- Chief Operations Officer: Thandi Lewin
- Finance Manager: Richard Henson (to July 2011), Peter Kimingi (from September 2011)
- Communications and Support Coordinator: Fadzayi Chambati
- Research and Networking Coordinator: Coco Belgarrab
- Bookkeeper: Tumi Seleke

CEO's Report



Piyushi Kotecha

SARUA entered its fifth year of operation in 2011 as a strong organisation with a global and continental profile and with partnerships and opportunities on the rise. It was another busy and productive year, with increasing engagement and a growing membership.

Our major activities for 2011 included two stimulating leadership dialogues to which vice chancellors and senior managers of our member universities were invited. The first dialogue addressed issues of staff and student mobility in the region, and included presentations providing the latest information on the status of mobility as well as those reflecting on mobility initiatives in the region. Discussions centred on the possibilities that mobility holds for regional capacity building. The publication of the dialogue is a worthwhile read for anyone interested in this topic.

The second dialogue was structured as a Scenario Building event, looking at SADC Higher education to the year 2025. SARUA contributes actively to policy debate on higher education in the region, and this event was constructed to include policy makers as well as university leaders. It provided an opportunity for sober reflection on the possibilities for growth in the region and made some useful recommendations for all of us to think about. The newly-appointed Zambian Minister of Education, Dr John Phiri, addressed delegates to this workshop and pledged his support for regional work.

The South African Minister of Higher Education and Training, Dr Blade Nzimande, addressed participants at the May Mobility Dialogue held at the University of Pretoria. At this event he pledged to host a meeting of SADC Ministers of education to focus specifically on higher education. This was an important commitment and SARUA will be working closely with the South African Ministry to support this event in 2012.

There is no doubt that policy focus on higher education issues in the SADC region is growing considerably. SARUA continues to work closely with the SADC Secretariat to explore research, policy engagement and partnerships to grow and improve higher education in our region. SARUA completed a research project for SADC in 2011 on Cost Barriers to Access to Higher Education. With high level interest from the Ministers of education and the launch of a Technical Committee within SADC focusing on higher education, SARUA has an active partner in the SADC Secretariat and we will continue to offer whatever support we can, representing the voice of public universities in the region.

I had a busy year of external engagements including participation in events run by the Association of African Universities, the Talloires Network, and the International Association of Universities. There is no doubt that internationalisation in higher education is a growing phenomena, and one which SARUA needs to engage with critically and constructively. Our partnership with university associations in Latin America, South East Asia and Europe on the CODOC project continued in 2011, with two major events on doctoral education, participation in a global survey, and planning for a 2012 event, which SARUA will host.

In May 2011, SARUA released the results of an investigation into the possibility of setting up a Regional Research and Development Fund. This document was presented in a number of different fora, and has attracted considerable interest. It will continue to be part of discussions about the future kinds of collaboration amongst universities in the region.

We report here on exciting developments in regional collaboration amongst our universities in the form of a climate change capacity development programme. This initiative could have far reaching effects on the development of knowledge on climate resilience and adaptation, as well as on the ways in which universities in our region collaborate to develop and share knowledge.

A formative Evaluation of SARUA was conducted in 2011 by the Netherlands Ministry of Foreign Affairs, our major funder. 2012 will be the final year of six years of generous funding from the Netherlands Ministry of Foreign Affairs, so we enter 2012 focusing heavily on the future sustainability of SARUA. I would like to thank our funders, the SARUA Executive Committee and my staff for their support for SARUA's programme in 2011.

Developing and Enhancing SARUA Regional Collaboration

The emergence of a SARUA Climate Change Capacity Development Programme for the SADC Higher Education Sector

Bringing leaders together

Southern Africa represents one of the most vulnerable regions of the world in terms of climate impacts. In this respect, one of the most significant challenges to the southern African community is to develop and maintain capacity to adapt to the changing climate and environment. Universities have a key role to play in building capacity to address issues of adaptation, mitigation and development. Vice Chancellors of the SARUA Network of universities in the SADC region met in Mauritius in October 2010 to agree a collaborative programme of action. In 2011 two meetings were held to bring together senior university leaders from the region to actively develop a collaborative programme in the area of climate sustainability. Out of the first meeting in March 2011, a small representative group of Deputy Vice-Chancellors of member universities were formed. This group played an oversight and coordinating role in the further development of the project and in the organisation of the second meeting, held in November 2011.

Vision of a collaborative programme

The long term vision of the programme is to significantly enhance the climate adaptive capacity and resilience of the SADC region through the development of a collaborative network of higher education institutions capable of pooling resources, maximising the value of its intellectual capital and attracting significant investment into the region. This will involve changes in: research, teaching and knowledge generation on climate change, adaptation measures, low carbon development options and the associated costs and benefits; the dissemination of information and knowledge amongst all stakeholders; sensitising communities, governments and the private sector about the risks of climate variability for development prospects in the region; regional evidence-based policy development and implementation; and regional capacity for active participation in international policy networks.

Over the next five years this programme will focus on significant investment in collaborative research, teaching and learning, and policy and community outreach, centred on major current and future issues of adaptation, mitigation and development in the region. Knowledge sharing and brokerage will play a key role in underpinning these activities, based on a shared knowledge platform.

Programme Outcomes

The programme seeks to bring about the following six outcomes:

- Collaborative network development – Six collaborative networks (a policy and community outreach network, two themed research networks, a curriculum development (teaching & learning) network, a knowledge management network, an institutional development & evaluation network) established, each with a coordinating hub (and associated chair) and each with agreement for potential growth hubs.



- Policy and community outreach – Agreement of a knowledge co-production framework with policy makers and community development workers in each country.
- Research – Two themed collaborative research networks operational, with 140 PhD students (average 10 per country) participating by the end of 2016. The PhD training programme offers exchange events and short courses between countries participating in the networks, plus international mentoring for the senior staff cadre (through visiting professors).
- Teaching and learning – Climate change issues have been fully mainstreamed across 50% of all development-related undergraduate courses run by universities participating in the SARUA network. A regional portfolio of Masters' teaching modules is available, with customised programmes running in 50% of member countries, resulting in the graduation of 420 Masters' students (30 per participating country) by the end of 2016.
- Knowledge management – A regional database or platform of climate-related research and teaching activities across the SARUA network provides the basis for networking and is updated on a regular basis. Dedicated spaces within this platform host each of the collaborative research networks and as well as virtual meeting spaces.

- Institutional learning and support – Institutional factors enabling and constraining the development of the programme identified and addressed in the development plans of 50% of participating universities. Institutional factors enabling and constraining the development of the programme identified and addressed in the development plans of 50% of participating universities. Members of the institutional development & evaluation network providing active facilitation support to the other 5 collaborative networks, leading to improvements in reflexive practice and inter- and trans-disciplinary working

Programme design and rollout

SARUA will further develop the programme in 2012, through two phases: the first with a strong emphasis on relationship and network building as well as scoping of key issues and themes, followed by a second phase of implementation of the main focus areas.

The design for phase one is focused on strong investment in network development and mapping and analysing stakeholder needs and current capacity across the SARUA network, as a basis for the development of future investment frameworks for research, teaching and knowledge development. Principal activities include: programme governance; staffing; funding; institutional analysis and development; policy and community engagement; research; teaching and learning; knowledge platform; and financial management and audit. The analysis that flows out of this initial network development will then highlight key areas for network development in the second phase of the programme.

This exciting and innovative programme has the potential to truly enhance collaborative possibilities amongst SADC universities in the next period of SARUA's development.



A Southern African University Research and Development Fund

Introduction

There is now widespread global recognition of the importance of innovation in responding to the social and economic developmental needs of our societies. We also know how important it is for countries to innovate, in order to participate in the global information and knowledge society.

Research and Development (R+D) are essential to innovation. Innovation takes place across all sectors, but publicly-funded universities are recognised as being the prime site of R+D and innovation in a knowledge-driven society, and therefore essential to development.

University systems as a whole are being called upon to produce research and innovate, in addition to their other public responsibilities. However, the history of development of universities in our region shows that universities have served many purposes, and not all can be research institutions, or technology-focused institutions. This calls for collaboration, across institutions and countries and regions. The increasing complexity of development problems also requires collaboration across traditional disciplinary boundaries. We are seeing more of all these.

In Southern Africa we are also driven by the reality of resource, infrastructure and skills constraints to collaborate. We cannot innovate as national or regional systems if we do not seek collaboration.

Essential to the ability of systems to innovate and produce research, is human development and the development of skilled and knowledgeable workforces, for society and for the academy. This continues to be a key role of universities and crucial to research and development and innovation.

With this increasing knowledge about the state of our science and research systems, and the knowledge of approaches being taken in other developing regions, we can start to develop responses to deepen our research capacity and collaboration in the SADC region. This SARUA proposal for a Southern African Universities Research and Development Fund is one possible response.

In 2010, SARUA conducted a study to examine the feasibility of such a Fund, and has released the findings of this study for public comment and input.



Some of the major findings of this study are as follows:

- Research needs to focus on African solutions to African problems – eg. In the field of health, global research focuses little on diseases that are prevalent in Africa.
- Policy documents pay attention to the importance of R+D and science and technology and the need for collaboration, but SADC countries lag behind other developing regions in improving environments for research and development.
- The region is faced with low doctoral production and therefore human research capacity is not growing adequately.
- South Africa dominates the region in terms of research and doctoral production.
- Collaboration tends to be dominated by North-South partnerships
- Significant funding for R+D comes from North-South funds, though there is growth in South-South collaboration.

Improving research capacity and productivity of SADC universities will require:

- Strengthening of South-South, particularly intra-regional research collaboration
- Greater funding for intra-regional exchange and cooperation
- Different partnership models to ensure stronger collaboration
- Increased attention to doctoral training

It is important to note that greater investment in research by governments is required. Such a fund, should it attract investment, would not be able to achieve sustainable research and development in the region. It can only contribute to this.

Objectives of the proposed University R+D Fund

- Strengthen the research capacity of universities within the Southern African region;
- Strengthen the networks between researchers from universities within the region, particularly between countries which have historically not collaborated despite many good reasons for doing so;
- Increase the research output of these universities in areas of direct and specific relevance to the region including health, infrastructure, social sciences, mining, financial services and manufacturing; and
- Increase the output of postgraduates from the region's universities who are well equipped to undertake the development of innovative products and services to meet the needs of the region.

Challenges of collaboration

We recognise that collaborative projects can be difficult and suggest a number of principles to guide the Fund's establishment, and avoid many of the pitfalls of past partnerships, particularly the experience of Southern universities in North-South partnerships.

- A clearly identified purpose for collaboration
- Strong mutual interest
- Incorporation of 'messengers' in the project programme
- Sufficient resources (primarily financial)
- Measurable deliverables and outputs

The proposal is to include in each project partners from more than one country, and principal investigators from more than one centre and/or country.

The proposed scope of the Fund is as follows:

- To support basic and applied research within public universities in SADC
- Directed, competitive, thematic funding (within certain identified domains)
- An initial portfolio of about 15 projects, funded over 3-5 years, with a value of about R5.5m per project.
- A peer-reviewed selection and allocation process
- The participation of at least 3 universities, including one with a poor research output, preferably from three different countries
- A limit to the participation of universities as principal investigators in a certain number of proposals
- Clear deliverables for each research project, including publications and doctoral graduates
- Preference to projects strategically aligned to policy objectives.

The value of the fund is estimated in the region of \$100m or roughly R700m.

The full proposal is available on the SARUA website at:

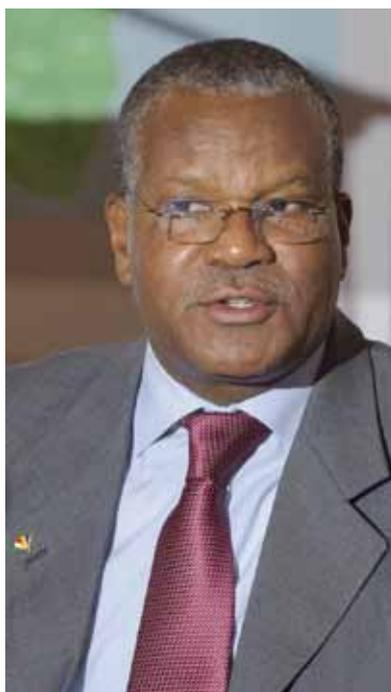
- www.sarua.org

SARUA's Dialogue and Networking Programme 2012

Building Regional Higher Education Capacity through Academic Mobility

Vice-chancellors and senior university leaders from SADC universities met at the University of Pretoria on 5 – 6 May 2011 to assess the potential for building the capacity of the higher education sector in the SADC region through promoting academic mobility. This SARUA leadership Dialogue, held in partnership with the University of Pretoria, brought together senior experts, academics and higher education leaders to consider academic mobility trends globally and in SADC, and to critically assess the potential for promoting academic mobility as a capacity development strategy.

Delegates benefited from presentations made on the latest available statistics, trends and key features of student and staff mobility by international and regional experts representing organisations such as UNESCO Institute for Statistics and the OECD Centre for Educational Research and Innovation. The statistics presented confirmed that student mobility continues to grow and has increased three-fold since 1980 and in 2009 international mobile students totalled 3.4 million. Students from Sub-Saharan Africa have an outbound mobility ratio of 4.9% of this number, second only to that of Central Asia (5.7%). This is more than double the world average (2.1%). Patterns of outward student mobility in SADC continue to reflect a mix of linguistic and colonial bias with destinations such as the United Kingdom, France and Portugal outside the region receiving large numbers of students. However, it is noteworthy that about 50% of mobile students in the SADC region remain in the region by studying in another country in the region. The majority of these students study in South Africa, which ranks as the 11th biggest host country worldwide. The increase in student mobility in SADC takes place in a context of continued expansion and access to higher education with enrolment numbers increasing from 2.2 million in 1999 to 4.5 million in 2008.



Concerns of commercialisation and competitiveness underscore the development agenda in other regions of the world. Moreover, the focus in many regions is on expanding higher education provision to capture an increasing share of the educational services market following its liberalisation in the wake of the General Agreement on Trade in Services (GATS). Increasingly novel institutional models are emerging as part of this process of delivering cross-border education. In contrast, delegates at the leadership dialogue emphasised the need to promote academic mobility in SADC for the purposes of expanded access, improved quality and strengthening the sector in the region.

Universities in the region have employed a range of measures that promote academic mobility with a view to accelerating staff development and supporting postgraduate education in particular. These strategies include innovative staff exchange initiatives, twinning or co-badging of programmes, co-supervision, sandwich programmes and joint degrees. In addition, options for strengthening staff capacity in terms of both absolute numbers and mentoring young academics were discussed. The unique example of the Diaspora Lecturer Temporary Return Project, a partnership between the Zimbabwe Council on Higher Education, SARUA and the International Organisation for Migration, offered insights into a possible model for encouraging the return of academics in the Diaspora on a short-term basis. This project facilitated the return of 59 academics during the final quarter of 2010.

Delegates identified the need to work towards the development and implementation of a structured, systemic and sustainable model of regional mobility with a focus on building the capacity of the higher education sector in the region.

The focus of such a model should be the accelerated development capacity building of staff and support for post-graduate education. This should be premised on clearly defined goals and objectives for promoting regional academic mobility

“ any collaboration to support academic mobility should be governed by the principle of equal partnership for mutual benefit. ”





and should be based on principles which encourage mutual benefit and reciprocity, given the uneven feature of the higher education system in the region. Such a model should be informed by a sound information base that draws on an empirical process of data collection to identify the needs of universities and the potential contribution of each. The need for mobilising government support was acknowledged as critical in this endeavour

The SARUA publication from this dialogue, **SARUA Leadership Dialogue Series Volume 3 Number 1 2011: “Building Regional Higher Education Capacity Through Academic Mobility”** presents the series of papers from the workshop, providing an overall picture of the state of academic mobility in the region, and discussing various models of mobility, while looking at the potential for academic mobility to play a role in capacity building, including increasing access for students and increasing qualified academics.

As mentioned, the workshop identified the need for regional mobility that focuses on capacity building. Three central themes emerged: the first that academic mobility should be supported primarily with the aim of capacity building, as opposed to commercial drivers; secondly that focus should be on postgraduate development, emphasising the need to increase the pool of academics with doctoral qualifications, thereby contributing to the next generation of academic staff. There are innovative ways in which infrastructure can be shared to this end. Thirdly, more information is needed to understand the needs of institutions and existing capacity to support mobility programmes. Indeed, funding was identified as a serious constraint to growing mobility, and a fund is proposed to support deepening collaborative mobility.

“ nearly half of SADC mobile students are choosing to study in South Africa – the number one destination for mobile students in Africa and 11th in the world. ”

Building Higher Education Scenarios, 2025: A Strategic Agenda for Development in SADC

SARUA's second Leadership Dialogue for 2011 was held in partnership with the University of Zambia and the Copperbelt University in Lusaka, Zambia on 13 and 14 October 2011.

Vice-Chancellors and their representatives from over 20 SADC universities in 10 countries, as well as government officials and other partners in higher education from across SADC gathered in Lusaka, Zambia between 13 and 14 October 2011.

The SARUA Leadership Dialogue built four *Higher Education Scenarios for 2025 as part of a Strategic Agenda for Higher Education Development in SADC* around the agreed focal question: What will SADC Higher Education be in 2025?

The SARUA Dialogue provided for an open, creative, process-driven conversation designed to draw on the views of the participants.

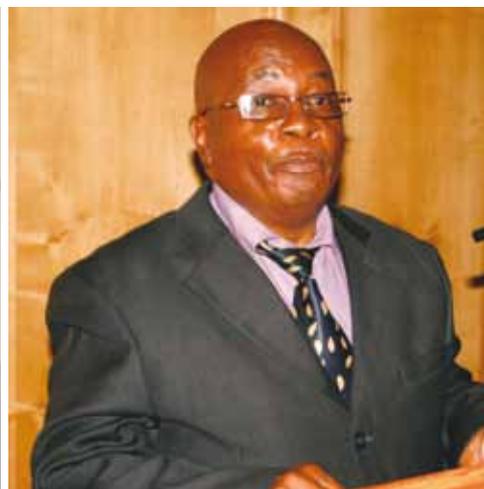
The Leadership Dialogue identified the two key drivers of change in higher education in SADC as Human Capability and the Technological Revolution. Discussions at the workshop generated several strategic priority interventions for building the capacity of the sector to meet the ever increasing demand for higher education in the region.

The Zambian Minister of Education, Science and Vocational Training, Dr John Phiri referred to the establishment of the SADC Technical Committee for higher education in his address to SARUA delegates on 13 October in Zambia, and expressed his support for it as a critical stepping stone in the process of building an inter-connected, vibrant Higher Education sector in the SADC region. He committed his full support to ensuring its success.

Four priority areas were identified at the workshop:

- Supporting a stronger policy environment for regional integration and networking of higher education institutions, their programmes and curricula;
- Effectively harnessing regional human capability across borders;

“ SADC has one of the youngest populations in Africa, with nearly half the people between the ages of 15 and 29, demand for education will be high for many years to come. ”





- Making technology a central part of the future development of SADC higher education infrastructure, and consistently addressing cooperation in technological infrastructure development;
- Supporting innovative methods for regional and global collaboration and the financing of higher education in SADC

SARUA Leadership Dialogue Series Volume 3 Number 2 2012-06-01 Building Higher Education Scenarios 2025: A Strategic Agenda for Development in SADC

Publication available for download at www.sarua.org

This publication was developed as a contribution to discussions within SADC about the future direction of higher education. SARUA has an important role to play in contributing to the debate about higher education policy and investment in the region. It presents some ideas about possible scenarios for 2025 in the SADC region, and includes a summary of the key discussions at the SARUA Leadership Dialogue held in October 2011.

This Dialogue and publication come at a time when there is increasing knowledge about the state of higher education in the SADC region, combined with a greater regional commitment to strategic conversations about shared priorities in higher education. This includes a SADC commitment to set up a Technical Committee on higher education which will aim to guide policy making and investment in higher education at the regional level.

The publication includes a paper commissioned by SARUA from the Frederick S Pardee Centre for International Futures, in which higher education in SADC is modelled for significantly scaling up higher education in the region for the future. This paper provided a basis for the discussion at the Zambia dialogue. While the paper acknowledges the relatively high performance of Southern Africa in relation to the continent, SADC falls short of other developing regions of the world, and is unlikely to reach a 30% participation in higher education rate by 2025, even with optimistic growth in the economies of SADC countries, and increased spending on higher education.

Two dominant variables, accessibility of the technological revolution, and the extent of human capability, were used as the basis for scenario thinking and development in this chapter.

The four different scenarios proposed by the dialogue participants are then analysed and presented in the section entitled: “What will SADC higher education be in 2025?”

Scenario one, “the Knowledge Village” combines accessible technology with abundant human capability where high demand for higher education is met with public and private investment.

Scenario two, “Higher Education a missed flight”, describes communities with accessible technology, but inadequate human capability in the higher education sector. Poor planning leads to inadequate focus on the development of human capability.

Scenario three “university searching for its soul” combines inaccessible technology with abundant human capability. In this scenario there is a strong human capability base in higher education, but the requisite technological advancement is not accessed. The potential of the system is thwarted in this scenario.

Scenario four “the demise of SADC higher education” combines inaccessible technology with scarce human capability, and provides a depressing scenario where SADC countries have failed to access technology while developing human talent, leading to the decline of higher education.

“ the sector’s future hinges on how well the region’s governments are able to address two major and interrelated challenges: demographics and finances. ”

The publication reflects on these scenarios and identifies thematic priorities for action: the financing of higher education in SADC, opening up higher education in SADC, quality, and research output. In relation to these priorities, a mapping is put forward providing a picture of interventions at different levels. The publication ends with recommendations for collaboration and regional initiatives, providing a strong rationale for continued and improved regional cooperation.

“ improving education requires long-term policy interventions, and there is a lag in reaping the benefits from such policies. ”

“ SADC still lags behind other regions of the world in secondary and tertiary enrolment. As at 2010, tertiary enrolment rates in SADC are about half of what they are in the rest of Africa and less than a sixth of those in the rest of the world. ”



SARUA Research Programme 2011

Profiling Study

SARUA produced the first comprehensive overview of higher education in SADC through its 2009 publication "Towards a Common Future: Higher Education in the SADC Region. Research findings from four SARUA studies". This data is somewhat out of date, and SARUA aims to produce updated information about higher education in SADC every three years, or as soon as possible after that.

With this in mind, SARUA commenced its second profiling study in August 2011, a study that will continue into 2012 with a completion date at the end of 2012. A team of researchers from the region, led by the Directorate for Institutional Research and Academic Planning (DIRAP) at the University of the Free State has been put together, and includes two senior researchers based in Botswana and Zambia as well as a regional and multi-lingual team based at the university.

The study began with desktop-based literature searching and the compilation of an annotated bibliography. The literature covers African higher education issues, Sub-Saharan Africa as well as SADC-specific research. In addition, reports and published research on higher education in the 15 specific SADC countries were also collected, where available. The research team also conducted a review of the websites of public universities in the SADC region and commenced with the core focus of the study which is the distribution of questionnaires to the 15 Ministries of Education and all the public Universities in the SADC region.

Overall, the response of Ministries and Universities has been positive and most are aware of SARUA and the work that the organisation does. This has made collection of data somewhat easier than was the case when the first profiling study was conducted. The data gathering and verification process will continue in early 2012 and then follow up investigations will take place. The research team will together analyse the emerging trends and lessons learnt from the data gathering process. The final publications that emerge from this study in 2012 will provide a much richer picture of higher education in the SADC region than has ever been produced before.

Cooperation in Doctoral Education between Africa, Asia, Latin America and Europe (CODOC)

SARUA continued its active involvement in the CODOC project which started in 2010. SARUA is a partner in this Erasmus Mundus-funded programme, coordinated from the European Universities Association. SARUA member universities supported the project in 2011 by responding to the CODOC questionnaire on doctoral education. The global survey aims to provide an overview of trends in doctoral education around the world with a specific focus on internationalisation. The Southern African region produced the highest response rate of any other region participating in this study. SARUA staff participated in two of the CODOC international workshops: the first A Global Forum on Doctoral Education, held in Aarhus, Denmark and the second, the first regional CODOC workshop, held in Bangkok, Thailand.

Initial findings of the CODOC survey were presented at the second workshop.

SARUA's involvement in the CODOC project will continue in 2012 with a workshop co-hosted by SARUA in Johannesburg in March, and the production of the final CODOC report later in the year.

Financial Report

For the Year 1 January 2011 – 31 December 2011

FINANCIAL OVERVIEW 2011

In 2011 SARUA continued with the roll out of its Governance, Leadership and Management (GLM) Programme as per the approved work plan. As reported in detail earlier in this Annual Report, SARUA held two VC Dialogue Events (in March and October), two Executive Focus Events (in March and November) and produced two Leadership Dialogue publications.

The cost of GLM activities in 2011 amounted to R1,815,537 as reflected in Note 1 (Analysis of Grants Utilised). This was R4,373,217 lower compared to 2010. The decline was due to the fact that the two remaining cohorts of the Higher Education Management (HEM) Course, initially planned to be concluded in 2011, were not conducted. The Course was reconfigured and will now be offered in 2012 as Programme for Universities Leadership in the Southern African Region (PULSAR). The NMFA has allowed SARUA to roll over and spend the allocated budget in 2012.

Core expenditure increased by R2,016,685 compared to 2010 mainly because of the cost of a formative evaluation conducted on behalf of NMFA as well as the full year impact of the position of Chief Operations Officer which was filled in December 2010. Core expenditure in 2011 also includes the cost of the Research Programme. The Higher Education Profiling Study, discussed elsewhere in this Annual Report, forms part of this Programme. 50% of the cost of this study, amounting to R357,180 was spent on this Study in 2011.

Other than grants, SARUA received minimal income from interest earned, membership fees and recovery of travel costs, where SARUA was invited to attend international conferences.

In overall terms, SARUA reported a surplus of income over expenditure for the year of R490,074 (see the Statement of Comprehensive Income shown in Table 1). The surplus for the year has been taken to accumulated funds, and will be utilized in the future solely for the objects of the Association.

SARUA had a strong financial position as at the end of 2011 as reflected by the Statement of Financial Position in Table 2 overleaf. During the year, SARUA received R2.7 million in advance for 2012. This amount is reflected in the figure of Deferred Income and also included in the Cash and Cash Equivalents figure of R5.7 million. Current assets (at R5.9 million) were more than sufficient to cover all current liabilities (which stood at R3.5 million) as at the end of 2011. Core funding for activities over the first six months of 2012 was received in full in January 2012 while GLM funding will be received later in the year.

AUDITED FINANCIAL STATEMENTS 2011

Since its inception in 2007, SARUA has consistently received unqualified audit reports and 2011 was no exception. The Statement of Comprehensive Income and Statement of Financial Position, shown in Table 1 and Table 2 respectively on the following pages, have been extracted from the full financial statements for the year 1 January 2011 – 31 December 2011, as audited by SARUA's auditors Messrs PriceWaterhouseCoopers Inc. Copies of the full set of audited financials can be obtained by sending a request to operations@sarua.org. They are also available on the SARUA website at www.sarua.org.

Exemption from Income Tax, Non-Profit Organisation status and Registration for VAT

The Southern African Regional Universities Association (SARUA)

- has been granted exemption from Income Tax in terms of section 10(1)(cN) of the South African Income Tax Act, 1962 (PBO No 930023919)
- is a registered Non-Profit Organisation (Registration No 0 55-719-NPO) in terms of the South African Non-Profit Organisations Act, 1997
- Is registered for Value Added Tax (VAT) Registration No 4680244458 in terms of the South African Value Added Tax Act, 1991

Table 1

STATEMENT OF COMPREHENSIVE INCOME

for the Year Ended 31 December 2011

	2011 R	2010 R
Income	8,923,662	11,285,405
Grants utilised (Note 1)	8,833,757	10,893,247
Membership fees	58,240	44,772
Recovery of Costs	31,665	80,457
Course Registration Fees	-	266,929
Other Income	-	-
Expenses	8,687,601	10,946,700
Higher Education Management Courses	-	3,699,478
Networking and research	2,976,046	2,823,464
Publications and media	413,438	631,763
Operating expenses	5,298,118	3,791,995
Operating surplus for the year	236,061	338,705
Finance Income	255,075	307,031
Finance Cost	-4,471	-8,324
Foreign exchange (loss)/gain	3,409	-16,137
Net surplus for the year	490,074	621,275

Note 1: Analysis of Grants Utilised	2011	2010
Netherlands Ministry of Foreign Affairs (NMFA) - Core Grant 2010 - 2012	6,563,592	4,546,907
Netherlands Ministry of Foreign Affairs (NMFA) - Core Grant 2007 - 2009	57,548	126,763
Netherlands Ministry of Foreign Affairs (NMFA) - GLM Grant	1,815,537	6,188,754
International Development Research Centre (IDRC)	2,279	2,104
African Association of Universities (AAU)	125,788	28,000
European Universities Association (EUA)	33,185	-
Southern African Development Cooperation (SADC)	235,828	-
Open Society Initiative in Southern Africa (OSISA)	-	719
Grants utilised	8,833,757	10,893,247

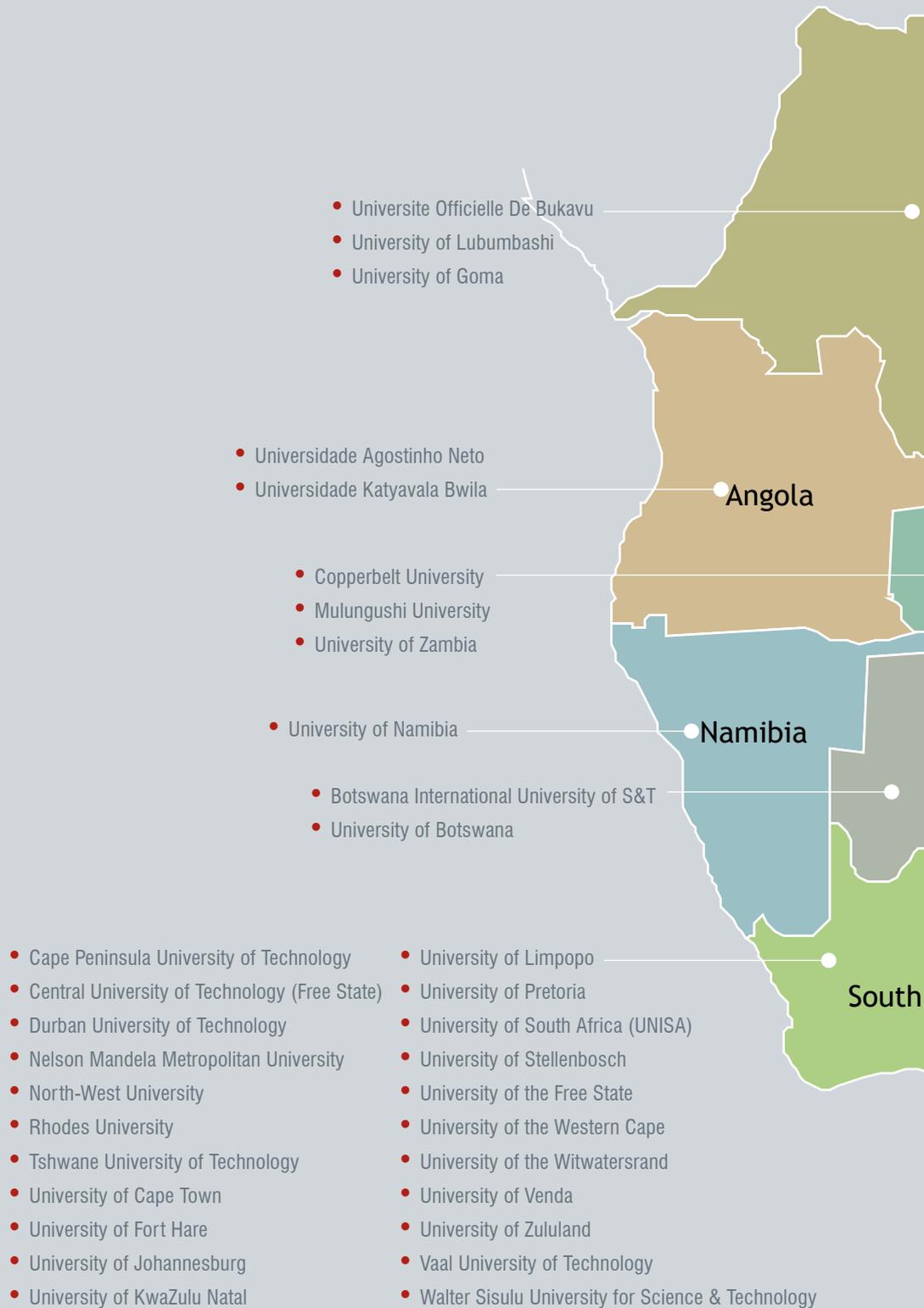
Table 2

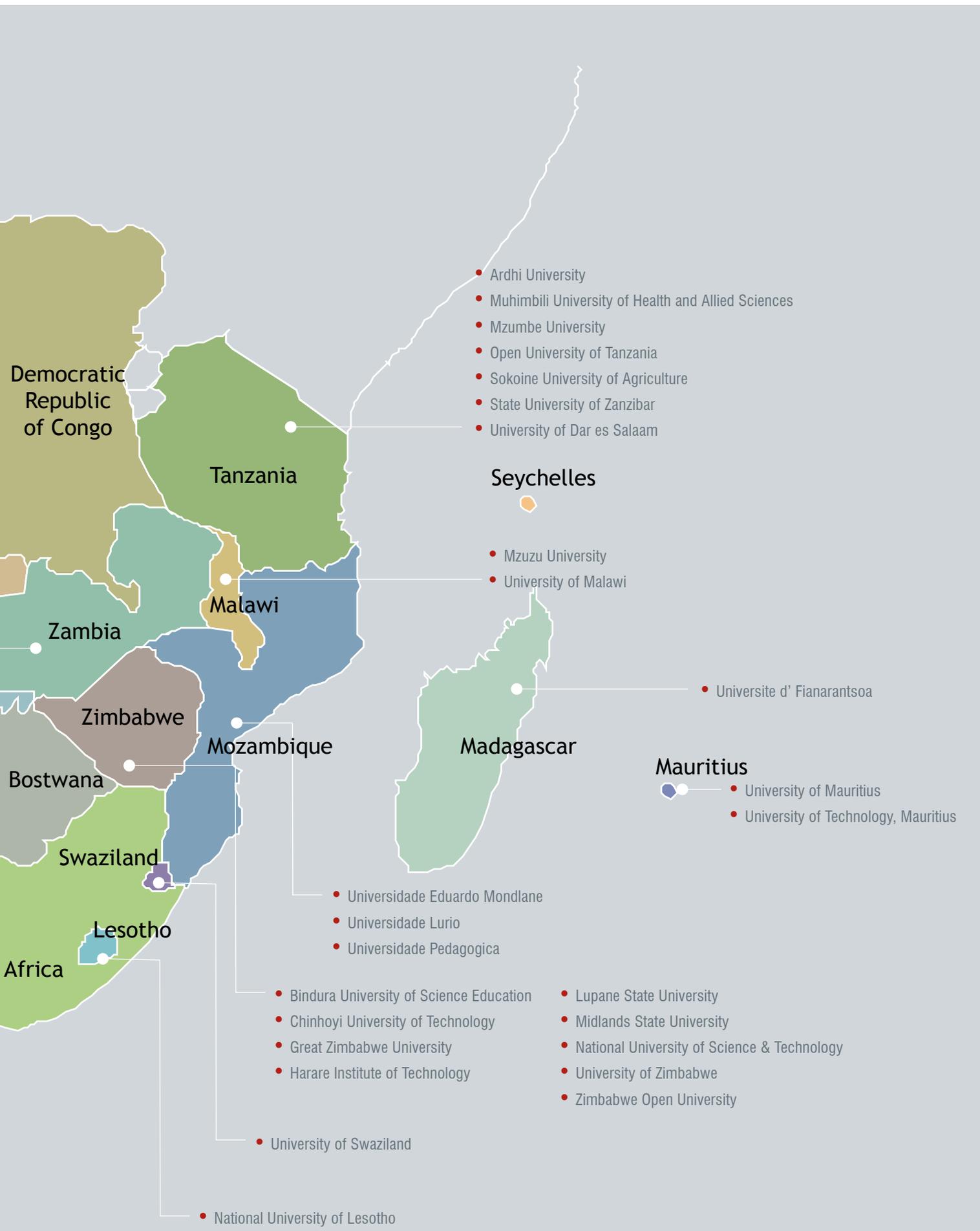
STATEMENT OF FINANCIAL POSITION

at 31 December 2011

	2011 R	2010 R
ASSETS		
Non-current assets	351,448	300,443
Property, plant and equipment	323,687	280,301
Intangible assets	27,761	20,142
Current assets	5,870,391	3,818,878
Trade and other receivables	158,977	307,163
Cash and cash equivalents	5,711,414	3,511,715
TOTAL ASSETS	6,221,839	4,119,321
FUNDS AND LIABILITIES		
Accumulated funds	2,402,630	1,912,556
Non-current liabilities	331,241	291,692
Deferred grant income	314,922	291,692
Finance lease liability	16,319	-
Current liabilities	3,487,968	1,915,073
Deferred grant income	2,766,445	1,394,839
Finance lease liability	22,887	21,468
Sundry creditors	648,079	483,931
Trade payables	50,557	14,835
TOTAL FUNDS AND LIABILITIES	6,221,839	4,119,321

Membership List











s a r u a
southern african regional
universities association

Southern African Regional Universities Association

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