# sarua
## southern african regional universities association

# annual report
# 2012

southern african regional universities association

Founded in 2005, SARUA is a membership-based organisation which is open to all the public universities of the 15 countries that make up the Southern African Development Community (SADC). SARUA currently has 57 members.

SARUA was established 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.

These broad principles serve to establish the fundamental modus operandi of SARUA, and provide SARUA's strap-line:

> SARUA's overall aim is thus to strengthen the leadership and institutions of higher education in the Southern African region, thereby consolidating a Southern African agenda for higher education, and enabling higher education to make a significant contribution to national and regional development.

## 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 purpose

To strengthen the leadership and institutions of higher education in the Southern African region, thereby consolidating a Southern African agenda for higher education which results in a significant contribution by higher education to national and regional development.

## SARUA's mission

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

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

# VISION
SARUA seeks, over time, to be recognised
for the provision of an effective platform, which enables key
regional higher education leadership players to engage and
contribute meaningfully to regional development

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# SARUA Governance and Structure

SARUA is governed by an Executive Committee of Vice-Chancellors representing member universities from across the region. At the second 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 2012 are as follows:

Professor Ihron Rensburg – Vice-Chancellor, University of Johannesburg

Professor Chabu Mumba – Vice-Chancellor, Universite de Lubumbashi, DRC

Professor Rwekaza Mukandala – Vice-Chancellor, University of Dar es Salaam, Tanzania

Professor Obert Maravanyika – Vice-Chancellor, Great Zimbabwe University, Zimbabwe

Professor Jorge Ferrao – Vice-Chancellor, Universidade Lurio, Mozambique

Piyushi Kotecha – CEO, SARUA

## In 2012 SARUA was supported by:

Chief Executive Officer – Piyushi Kotecha

Chief Operations Officer – Thandi Lewin

Research and Networking Manager – Helene Perold

Finance Manager – Peter Kimingi

Communications and Support Coordinator – Fadzayi Chambati

Research and Networking Coordinator – Coco Belgarrab

Bookkeeper – Tumi Seleke

# Chairperson's Message

## Ihron Rensburg

SARUA's *raison d'être* is no longer up for discussion. In Southern Africa, where demand for higher education continues to grow but resources remain relatively limited, regional collaboration becomes a necessity for development rather than an optional extra. The advantages of regional collaboration and cooperation between higher educational institutions are increasingly being accepted by the institutions themselves and their nation states, as attested to by SARUA's growing institutional membership.

This Annual Report reflects some of SARUA's activities in this context and over the course of 2012. It is becoming increasingly clear that the association has gone a long way towards proving itself capable of tackling issues of enormous pertinence to the higher education sector, fostering regional integration, enhancing leadership exchanges, supporting higher education policy development and encouraging institutional collaboration.

Importantly, SARUA has also managed to grow its reputation as a thought-leader in the higher educational sector.

The organisation's growing influence in the policy-making arena was evident from the South African Green Paper on Post-School Education and Training (2012) which acknowledges SARUA's role in strengthening university linkages as a force for development in the region.

Furthermore, the organisation's intentions to serve as a voice and advocate for higher education leadership received high-level endorsement when SARUA was invited to present its recommendations for the development of higher education in the SADC region to the extraordinary summit of SADC education ministers in June.

It was gratifying for me, together with CEO, Piyushi Kotecha, to represent SARUA at the ministerial summit. Together, we outlined the key strategic issues and set out a 10-step regional strategy for the ministers as well as a five-point action plan for the Technical Committee for Higher Education established ahead of the summit. This created a platform for education ministers to debate a strategic framework for higher education in the region, following which the recommendations were adopted.

This engagement with government leadership is to be encouraged and it helped to consolidate the strong working relationship between SARUA and national governments and with SADC itself, both of which are key parties to any collaborative venture in the region.

Over the year, SARUA has proved itself capable of negotiating the dual responsibilities of external engagement – as evidenced in its involvement at the ministerial summit – and internal engagement with its members who are seeing the potential of SARUA as a source of vital information about the higher education sector as well as a source of more practical support. In respect of the latter, 2012 saw SARUA support the Zimbabwe Universities Vice-Chancellors' Association in establishing a united university consortium known as the Zimbabwe Research and Education Network which will provide high-speed bandwidth across the country's university network. SARUA also assisted in the development of an ambitious platform for collaborative research around the important issue of climate change.

It remains for me to thank the leaders of member universities for their support during 2012 and to fellow members of the SARUA executive committee. In particular, my thanks go to SARUA CEO Piyushi Kotecha for her unwavering commitment to SARUA and its objectives and, more importantly, her insight into the complex terrain we traverse. As the Executive Committee enters into a strategic planning mode in 2013 with its broader membership, this set of achievements provides us with a legacy, an important barometer and deep reflections to determine our future direction.

SARUA Chair: Ihron Rensburg

# Key Achievements 2012

## 2012 Dialogue and Networking Events

- Growing the Academy: Forging Strategies for Quality Teaching and Scholarship in Southern African Universities

- Co-operation on Doctoral Education (CODOC) workshop: Education, Leadership and Knowledge Societies: Redefining Global Relationships

  **13 – 16 March 2012, University of Johannesburg, South Africa**

- Internationalisation in Higher Education – Implications for the Knowledge Project in the Global South

  **21-22 June 2012, Maputo, Mozambique**

## Publications

- **SARUA Leadership Dialogue Series, Volume 4 Number 1, 2012**

  Doctoral Education: Renewing the Academy

- **SARUA Leadership Dialogue Series, Volume 4 Number 2, 2012**

  Internationalisation in Higher Education: Perspectives from the Global South

- Perspectives on Regional Identity and the Role of Higher Education in Southern Africa, 2012

- A Profile of Higher Education in Southern Africa, Volume I (Regional Perspective) and II (Country Profiles), 2012

- SARUA: Seven Years of Regional Higher Education Advancement: 2006-2012.

## Programmes

- Programme for University Leaders in the Southern Africa Region PULSAR

  **9 – 13 July and 5 – 9 November 2012, Johannesburg**

- SARUA Programme for the Development of Climate Compatible Development Capacity across the SADC Higher Education Sector

  **November 2012**

- Planning Workshop: Infrastructure Development for Zimbabwe Universities

  The establishment of the Zimbabwe Research and Education Network (ZIMREN)

  **8 May 2012, University of Zimbabwe, Harare**

## Other

- SADC Extraordinary Ministerial Summit

  **4-5 June 2012, Johannesburg**

# CEO's Report

## Piyushi Kotecha

One of the most tangible measures of organisational progress is growth in membership – in 2012, SARUA's membership reached 61 institutions throughout SADC's 15 member states. However, SARUA's broad range activities in 2012 provide a number of other indicators of the organisation's advances in raising its profile, forging key partnerships and, generally, building higher education in the Southern African region.

Through its Leadership Dialogue Series in particular, SARUA continued to demonstrate its ability to convene high-quality and relevant discussions aimed at revitalising the higher educational sector. The first of these focused on enhancing teaching and learning and was complemented by an international workshop on the challenges facing doctoral education in the region. Doctoral education – the focus of the Erasmus Mundus programme known as Cooperation on Doctoral Education (CODOC) – has emerged as an important area for development in almost all universities which, together with their nation states, are recognising doctoral students as key components of growth in the region.

A second Dialogue looking at internationalisation in higher education from the perspective of the "global south," highlighted the need for Southern African universities to become more assertive about their needs in negotiations with partners and donors from the north. While internationalisation is recognised as an important source of revitalisation, it emerged that this can only work for Southern African universities if relationships are structured on terms that benefit institutional, national and regional goals.

As part of its commitment to building leadership capacity, SARUA facilitated an intensive two-part programme for high-level university administrators. The action-learning based programme known as PULSAR run in association with the United Kingdom's Leadership Foundation for Higher Education, aims to enhance performance across a range of responsibilities, including strategic and academic planning, finance, human resources, research management and information and communications technology.

The course attracted 18 participants from eight SADC countries, all of whom rated the experience positively. As a programme under SARUA's Governance, Leadership and Management theme, the PULSAR venture creates a number of opportunities intended to strengthen leadership in the region's higher education system.

In addition to those publications arising out of the Dialogue series, SARUA produced a number of relevant stand-alone publications which contribute significantly to the regional higher education knowledge base and capture some of the key debates taking place.

Among these is the SARUA publication, *Perspectives on Regional Identity and the Role of Higher Education in Southern Africa*, which goes beyond a traditional focus on regional integration as economic integration, to explore a variety of conceptions of regional identity and their implications for higher education.

The two-volume publication, *A Profile of Higher Education in Southern Africa*, features the results of SARUA's second profiling study and provides invaluable updated data on the region's higher educational capacity. Importantly, it also documents the growth of higher education in the region and articulates the complex interplay of challenges at the national and regional nexus.

SARUA continues to provide practical opportunities for the region's universities to work together and enhance regional capacity. With the support of SARUA, an extensive university network is launching an ambitious project to scale up the efforts of all SADC countries to address climate change. Known as the **SARUA Programme for the Development of Climate Compatible Development Capacity**, the project will support the efforts of SADC countries in addressing the growing impact of climate change on the region's development.

This year, SARUA has also provided support for improved ICT connectivity. In 2012 the association assisted the Zimbabwe Universities Vice-Chancellors' Association (ZUVCA) to set up and register a united university consortium known as the **Zimbabwe Research and Education Network (ZIMREN)**, which aims to provide high-speed bandwidth across Zimbabwe's university network as a cost-effective public good.

Less tangible as a measure of success, perhaps, but equally significant, are growing indications that SARUA is consolidating its position as a respected voice for higher education in the region.

A high-level endorsement of SARUA's function as an institutional thought-leader and advocate for higher education came in the form of an invitation to SARUA to share its recommendations for the development of higher education in the region at an extraordinary meeting of SADC ministers of education convened in June by South African Minister of Higher Education and Training Dr Blade Nzimande. It goes without saying that the involvement of national governments is a prerequisite to the co-ordination of higher education in the region and SARUA values the opportunity to play a role at this level.

2012 marked the final year of six years of generous funding from the Netherlands Ministry of Foreign Affairs, for which we are exceedingly grateful. I would like to thank our funders, past and present, the SARUA Executive Committee and staff for their contributions during 2012. Six years of experience of working at the SADC regional-level laboratory is handed over to the Executive Committee as it deliberates upon the many considerations which can shape SARUA's future.

# SARUA's Leadership Dialogue:

## GROWING THE ACADEMY: FORGING STRATEGIES FOR QUALITY TEACHING AND SCHOLARSHIP IN SOUTHERN AFRICAN UNIVERSITIES

**13 – 16 March 2012, University of Johannesburg, South Africa**

This intensive two-part event included a SARUA Vice-Chancellors' leadership meeting – attended by vice-chancellors from the 15 countries making up the Southern African Development Community (SADC) – and was followed by the second international workshop of the Cooperation on Doctoral Education (CODOC) project, which brought together vice-chancellors and experts in doctoral education from Africa, Asia, Latin America and Europe.

Vice-chancellors and thought-leaders from 15 countries throughout the region attended the first part of the dialogue on 14 March 2012 entitled, "Growing the Academy: Forging Strategies for Quality Teaching and Scholarship in Southern African Universities". The keynote address entitled "Challenges facing Southern African universities in renewing the Academy" was delivered by Rwekaza Sympho Mukandala, Vice-Chancellor of the University of Dar es Salaam, Tanzania.

Leaders discussed policy and funding issues, explored the role of academics, identified the skills and knowledge needed for improving both teaching and research, and examined key areas for urgent intervention. This discussion touched on many issues, including:

- the main challenges facing Southern African universities in building their capacity;

- forging institutional initiatives and policy to develop and retain academic talent;

- introducing appropriate support programmes for new academics; and

- devising funding mechanisms for the region's higher education, so that universities can play their role in supporting integrated development.

The leadership meeting took place against the backdrop of research which shows that provision of higher education in Southern Africa is not keeping up with demand. Southern African's current HE enrolment is 6.3% and at current rates of enrolment the region is unlikely to meet its target of 30% enrolment by the year 2050.

Inadequate funding is an issue – the number of African students pursuing secondary and tertiary education between 1991 and 2006 tripled, but funding has only doubled.[1]

PhD student numbers are also below par with developing countries such as Turkey and Brazil (48 and 52 PhD graduates per million per year respectively) far outstripping South Africa, the latter the most prolific producer of PhD students in the SADC region at 28 PhD graduates per million people per year. These figures have implications not only for the economic productivity of the region, but the number of home-grown university teachers available to the region.

Deputy Minister DHE, Prof Arlindo Chilindo, Mozambique

Prof Yunus Ballim, DVC Wits

Dr Thomas Jorgensen, European University Association

Complementing the leadership meeting, the CODOC international workshop titled, "Education, Leadership and Knowledge Societies: Redefining Global Relationships", formed the second part of the SARUA leadership dialogue series and highlighted the challenges of providing doctoral education. A total of 75 participants from all four continents covered by the project shared good practice in capacity building.

The workshop stressed the importance of increasing the number of doctoral students as a key component of growth in the region, and provided an opportunity for participants to reflect on strategies for strengthening doctoral education in Southern Africa, informed by international experience.

The urgent need for growth in doctoral graduates has been well articulated, and universities are investing in addressing the overall shortage of doctoral graduates amongst the ranks of academics. Increasing the pool of academics with doctoral qualifications is essential to ensure the next generation of academic staff. However, doctoral enrolments remain only 1 per cent of total university enrolments in the region and 0.17 per cent of enrolments if South Africa is excluded.

The absence of funding for doctoral education has been identified as one of the critical factors that contribute to the low number of doctoral graduates in universities in Southern Africa. In addition, universities face other challenges that impact on doctoral education. One of these is that universities are being compelled to reposition themselves in order to accommodate increased internationalisation, the globalisation of markets and the growth of Internet technologies. Apart from the challenge of producing new doctoral graduates, it is difficult for Southern African universities to retain these graduates, especially in certain key disciplines.

Strategies for the expansion and transformation of higher education include improved crossborder collaboration to share human resources and expertise. Strategies also involve scaling up and modernising the Internet infrastructure, establishing information management systems that are compatible across national and linguistic boundaries, and developing nodes and networks of expertise and specialisation throughout the region.

The challenge is how to make quality education (and particularly postgraduate education) more accessible, so that higher education institutions can build knowledge economies nationally and regionally, to successfully address the development needs of the Southern African region.

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[1] Kotecha, P. & Irfan, M. (2012) 'SADC must grow student numbers', article published in the *Mail & Guardian* newspaper, 5 April

Participants provided an overview of national and regional situations as well as case studies from individual institutions on how to collaborate to pool resources, address funding shortages and foster inclusive research environments. The workshop provided good opportunities to compare different regions and to network with university leaders from around the world.

Among the outcomes was a common understanding of the importance of management and information systems, as well as strong leadership. Participants emphasised the necessity of engaging in a dialogue with other stakeholders and government on the importance of investing in doctoral education. There was also a realisation that while governments across the globe are setting highly ambitious goals for doctoral education this was often without providing suitable investment in institutions and research infrastructure, leading to high admission but low completion rates and potentially jeopardising quality.

In this respect, the event illustrated that northern and southern universities face many similar issues.

However, the event placed a special focus on the Southern African context and the need to strengthen African research capacity, which presently only accounts for a minimal amount of global research production. Although capacity building in doctoral education has been supported by a variety of international donors, SARUA and its member universities are encouraging higher public investment and stronger national policies in the SADC countries to support the growth of their respective knowledge economies. Thus the workshop also served as a platform to brainstorm ideas for how Southern African universities could work together to build doctoral education and generate the critical research and teaching staff needed for their rapidly expanding universities.

**The CODOC project is managed by EUA with the following partners: SARUA, AUN, OUI-IOHE, OBREAL, Center for Development Research, University of Bonn (Germany) and Karolinska Institutet (Sweden). It is supported by the Erasmus Mundus Programme of the European Commission.**

SARUA LEADERSHIP DIALOGUE SERIES VOLUME 4 NUMBER 1 2012

**Doctoral Education: Renewing the Academy**

The report provides an overview of the main features of the two-part, three-day dialogue. The contributions collectively outline the urgent need to strengthen higher education institutions in Southern Africa, describe the international context in which universities currently find themselves, outline regional trends in higher education, and suggest strategies that can be adopted to improve the quality of and access to higher education – and doctoral education in particular. Importantly, the report highlights the critical value of funding for doctoral education and the latter's significance as a driver for economic and social development.

# SARUA's Leadership Dialogue

## INTERNATIONALISATION IN HIGHER EDUCATION – IMPLICATIONS FOR THE KNOWLEDGE PROJECT IN THE GLOBAL SOUTH

**21-22 June 2012, Maputo, Mozambique**

In what could be described as a distinctly international dialogue, 58 university leaders from 15 countries in Europe, North America and Africa, met in Maputo, Mozambique to discuss the implications of internationalisation for academia.

Convened by SARUA in partnership with the International Association of Universities, and hosted by Eduardo Mondlane University and Lurio University, the meeting attracted participants from Angola, Botswana, Brazil, Democratic Republic of Congo, France, Kenya, Lesotho, Mauritius, Malaysia, Mozambique, Portugal, South Africa, Tanzania, United States of America and Zimbabwe.

It provided an important opportunity for role-players to explore questions such as:

- How can the terms for engagement in knowledge production be redefined in the global context? What constraints and opportunities are present?

- How can collaborative relationships between Southern and Northern counterparts be restructured?

- What intellectual space does internationalisation open up for scholarship in the South, for the South and of the South?

- What implications does this have for scholarship and capacity-building in Southern African universities?

- How can internationalisation support investments in research infrastructure and in systems of innovation?

Worldwide, internationalisation is increasingly exerting its influence in academia. Reaching beyond the issue of student mobility between institutions, today's concept of internationalisation involves the exploration and exchange of ideas, theories, discourses and conceptual frameworks. However, while its purpose should be to enrich the academic goals of universities and foster new opportunities to generate knowledge, it emerged that many Southern African universities are not being sufficiently proactive in harnessing the potential of internationalisation for the development of new knowledge.

Among the outcomes of the dialogue was the recognition that Southern African universities need to be more assertive about defining their own interests when negotiating international partnerships with universities and donors in northern countries. They also need to harness more opportunities to strike intra-regional and south-south agreements that can foster innovation and new knowledge.

Southern African countries show clear evidence of a rising demand for higher education. However, university leaders in the region have to contend with the challenge of meeting this growing demand in the face of dwindling numbers of academic staff, an ageing professoriate and low levels of research output.

Internationalisation was identified at the Dialogue as an important source of higher education revitalisation in Southern Africa, as long as the international partnerships and relationships can be structured on terms that foster institutional, national and regional goals.

Higher Education internationalisation in Africa is not new – the ancient universities of Africa, Asia, and Europe served as regional communities of learning and scholarship. After independence, many universities in the African context were "international" because, like the University of Botswana, Lesotho and Swaziland, they were staffed by foreign academics who were largely drawn from the former colonial powers, and attracted students from different countries in the region owing to the shortage of universities directly after independence. Current trends, which see students and academics migrating North and borrowing intellectual models from the North, still perpetuate these global relationships.

> **"Internationalisation is a mechanism for transformation, and we need to ask how it can contribute to achieving wider institutional goals."**
>
> Eva Egron-Polak, Secretary General of the IAU

If Southern African universities are to strengthen their academic programmes and respond to the need for higher education in their countries, they need to develop clear strategies for incorporating internationalisation into their operations in ways that benefit their institutional development. Ironically, the 1967 Arusha Declaration provided Africa with the opportunity to formalise higher education cooperation and international exchange three decades prior to the Bologna Process, launched in Europe in 1999. However, this opportunity for internationalisation of higher education on African terms was lost when the region failed to implement the declaration.

There was strong agreement among the vice-chancellors that Southern African universities need to define their interests through proactive institutional engagement and secure partnerships on terms that are mutually beneficial. Those partnerships may be within the region, across the southern hemisphere or with institutions in northern countries. Examples from Malaysia's Albukhary International University and Brazil's UNI-LAB, presented at the Dialogue, demonstrated ways in which this might be achieved.

Higher education institutions in the SADC region are at different stages of internationalisation, particularly in how they respond to partnership opportunities. One of the suggestions arising from the Dialogue is that more research is required to understand how internationalisation operates in the regional higher education sector and which arrangements work most effectively for different institutions. It was argued that in order to revitalise scholarly production, universities need to decide what knowledge interests they want to pursue, what knowledge regimes would be most desirable, and what kinds of knowledge alliances would produce these.

The Dialogue identified internationalisation as one mechanism for strengthening higher education in southern Africa. There was widespread recognition of the role that SARUA has played in facilitating conversations on this topic, and further engagement was encouraged between key players in the SADC region, be they bilateral partners, inter-regional, regional, sub-regional and international actors.

SARUA LEADERSHIP DIALOGUE SERIES VOLUME 4 NUMBER 2, 2012

**Internationalisation in Higher Education: Perspectives from the Global South**

The report outlines the rationale behind increased internationalisation in higher education but simultaneously captures the tension which inherently exists in north-south global partnerships. This tension is the result of historical power and resource imbalances which continue to manifest in relationships between scholars and institutions in developed and developing countries. The report emphasises the value of proactive policies on internationalisation which can potentially shape the internationalisation agenda according to the priorities of Southern Africa and make internationalisation work for higher education in Southern Africa.

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# Programme for University Leaders in the Southern Africa Region

## PULSAR 2012

**9 – 13 July and 5 – 9 November 2012, Johannesburg.**

PULSAR is an innovative university leadership programme for university registrars and university leaders with overall responsibility for key professional and administrative functions.

Since its inception, SARUA has recognised that enhancing governance, leadership and management capacity is critical to the development of higher education in the Southern African region. The organisation has identified strengthening of GLM as among its four imperatives for achieving a step-change in higher education development in the SADC region.

Developed and offered by SARUA, in association with the UK's Leadership Foundation for Higher Education, the aim of the PULSAR programme is to use an action-learning approach to enhance the performance of senior leaders in areas such as strategic and academic planning, finance, human resources, research management and information and communications technology.

The two-phase programme was specifically designed to be issue-focused, practical and action-focused, supporting participants in the development of action plans including a strategic project which has significance for their university and which had to be endorsed by their Vice-Chancellor.

Thus participants attended two five-day residential workshops (in July and November 2012), and identified and executed an in-house practical strategic project aimed at improving the running of some aspect of their university under their jurisdiction over a four-month period from July to October.

While the programme was designed to assist senior executive managers in Southern African universities to more efficiently meet the internal challenges running of their universities, the importance of understanding the national, regional and international contexts in which the universities operated was emphasised. In this way, participants were able to see themselves and their institutions as part of a greater academic community facing similar challenges.



Previous Chairperson, David Locke, Director of International Projects, LFHE

Previous Chairperson, Prof Njabulo Ndebele



Professor Zimani D. Kadzamira, previous SARUA Exco member, Professor Robin Middlehurst , LFHE and Professor Bojosi Otlhogile, previous Chairperson SARUA

The programme had the benefit of offering participants a chance to consider and compare the governance arrangements of other universities within the region and develop appropriate strategies to introduce strategic change within their own universities. It also helped to create a network of administrators on which participants could rely for information, professional support or guidance on governance, leadership and management-related issues.

In its approach, the programme was collaborative in that it provided opportunities for participants to work in groups to produce solutions and options for use after the conclusion of the programme. It was also developmental in that it provided a safe and supportive environment in which to acquire knowledge and skills and explore options for change.

Feedback from the programme's participants for 2012 has been overwhelmingly positive with participants emphasising the value of exchanging ideas, perspectives and experiences. Participants also indicated that they found value in the cooperation and support engendered by the programme's action-learning approach.

Presentations from external experts were commended for their relevance to participants' institutions, their use of real-life examples and their success in putting the SADC experience into a global context.



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PULSAR participants in action

Since its inception, SARUA has recognised that enhancing governance, leadership and management capacity is critical to the development of higher education in the Southern African region.

# Perspectives on Regional Identity and the Role of Higher Education in Southern Africa

**This publication explores the role of and implications for higher education in developing a common identity among the region's citizens – increasingly recognised as a pre-requisite to meaningful regional integration.**

In so doing, it addresses the dearth of literature on the question of regional identity and identity formation in Southern Africa, where integration is primarily perceived in terms of economic and trade, rather than an important aspect of economic, social and political development.

Until now, SADC's regional identity has been largely a structural construct in the minds of policy-makers and is not evident among citizens of the region.

This publication highlights the importance of social factors in the process of regional integration. It argues that a stronger Southern African regional identity rooted in and representative of the diversity of the region is likely to provide greater possibilities for integration and development. It suggests that as sites of cultural diversity, international exchange, knowledge production and innovation, higher education institutions are well-placed to become centres of regional identity formation.

However, in order to play its role in regional integration, higher education in Southern Africa is in need of new visioning, transformation and revitalisation. In the contemporary context of rapid change, this publication provides a starting point and a stimulus for higher education leaders, academics, practitioners and policy-makers to take the debate further and define the types of higher education institutions that are needed in the region.

Higher education institutions throughout the world are undergoing considerable functional and structural change as they adapt to meet the needs of a global and knowledge-based economy. New approaches are being used in teaching, learning and research – particularly as a result of constantly advancing Internet technology – and national boundaries are losing their significance.

Relations are being redefined between the higher education sector and the labour market, between universities and vocational training, between public and private educational institutions, and there is a growing emphasis on community engagement as a core function for universities, alongside teaching and research. However, as universities internationalise, competition for prestigious academic rankings threatens to eclipse the very real benefits of collaboration.

For Africa, these changes are taking place in the context of under-resourced national institutions, a severe skills shortage, inadequate funding and contested governance systems.

As higher education institutions in Southern Africa struggle to meet new challenges, issues affecting their impact include questions concerning access and quality, specifically at tertiary level, but also for education generally. Changing patterns of student and staff mobility, more diverse student bodies and brain drain – both internationally and within the region – are just some of the critical issues faced by higher education leaders in the SADC region.

The first chapter by SARUA CEO Piyushi Kotecha, "Engaging universities in the regional integration project in Southern Africa", argues that social engagement needs to be central to the way universities function. It contends that state-led regional integration has had limited impact and that regional identity and citizenship need to develop from the "bottom up". Universities could play a role in broadening participation by engaging with regional policies and programmes, building African scholarship and innovation and fostering active citizens and socially responsible leadership.

The second chapter by Lucienne Abrahams and Titilayo Akinsanmi, "Revitalisation of higher education in Southern Africa: Key themes and issues for the attention of policymakers and university leadership", positions the revitalisation of higher education within a knowledge economy paradigm, describing the starting point for higher education renewal in relation to poverty and low knowledge intensity. It discusses key themes in higher education revitalisation, including research and innovation-based activities, human capacity development challenges, infrastructure investment and financing issues.

The third chapter by Glenda Kruss, "Conceptions of higher education, development-oriented social engagement and innovation in the SADC context", offers a critique of conventional models of the role of universities and explores conceptions of university engagement and innovation relevant to Southern Africa. The chapter reflects concerns about the relevance of international conceptions of higher education, leadership and management within the conditions framing higher education development in the region and identifies gaps in the innovations study literature that limit its application to the SADC context.

The fourth chapter by Kwandiwe Kondlo, "Regional identity for higher education in SADC and its implications for higher education governance, leadership and management", provides an historically-based account of higher education development in the region within the context of the political economy of state formation. It describes the development of higher education through four phases, highlights the urgent need for transformation of African higher education institutions and argues that the university system needs to be fundamentally re-configured.

The final chapter by William Gumede, "Fostering a regional higher education identity in the Southern African Development Community", reviews the literature on higher education identity in the context of regional integration, arguing that a regional identity based on inclusive economic development and democracy has been severely undermined in Southern Africa. It reflects on how higher education can facilitate the formation of regional economic clusters and assesses the implications for governance, leadership and management of higher education institutions.

> Higher education institutions throughout the world are undergoing considerable functional and structural change as they adapt to meet the needs of a global and knowledge-based economy.

# A Profile of Higher Education in Southern Africa
# Volume I and II

## Volume I:  A Regional Perspective

This study provides wide-ranging and updated data on all 15 SADC countries with a view to forming a regional profile of higher education. As such it makes a significant contribution to the knowledge base about higher education in the SADC region, providing the information necessary for evidence-based analysis, planning and advocacy at inter-governmental, national and institutional levels.

In addition to the snapshot profile picture, the review also begins to present longitudinal data which provides an initial indication of the development trajectory of higher education in the region over the past five years. While SARUA's previous profiling work located the data firmly within an analysis of the role of higher education in regional development, this review, in addition to presenting an updated profile of higher education, draws specific attention to data issues and recommendations regarding how the critically important project of gathering regional higher education data might be fostered.

The study has revealed the growth of higher education provision in the region, the pressing demand for access and the challenges relating to planning, funding and innovation.

The report articulates the complex interplay of challenges at national and regional levels. Strong national systems of higher education provide the necessary anchors for regional development but complementary supra-national drivers can stimulate social and economic development. While the promise of regional integration holds possibilities for growing, strengthening, articulating and differentiating the higher education sector, the study identifies many gaps and raises numerous issues, some of which signify some dissonance with regional development objectives.
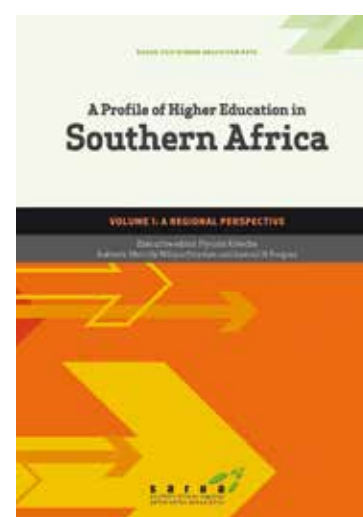
To date, the lack of political will to mobilise resources and to plan ongoing regional, inter-governmental dialogue, the lack of a systemic regional database, and the lack of involvement and ownership of the SADC protocol among higher education leadership and institutions indicates that fragmentation, duplication and structural post-colonial divides are major and persistent constraints.

In this context, the June 2012 extraordinary meeting of SADC Ministers of Higher Education and Training (see page 17), at which the development of a regional plan of action was endorsed, is a highly encouraging development. So too is the positive response to this report which provides the critical data-based platform from which to begin the process of putting such a plan together.

## Volume II: Country Profiles

Four main observations emerge from the collated data:

1. There has been a general increase of the number of public and private institutions across the region owing to sustained demand. In SARUA's 2008 study, a total of 66 public universities, 114 technical universities or colleges, and 170 private universities were identified. In the current study these numbers increased to 109 public universities, 526 technical universities or colleges, and 456 private institutions. While this may partly be a function of improved reporting, we can nonetheless conclude that there has been considerable growth in higher education provision between 2008 and 2012.

   Although governments in the SADC region are recognising the value of higher education in national development, this is yet to manifest fully in policy, investment, planning and innovation. Consequently, many challenges experienced by governments and universities flow from insufficient capacity, inadequate funding resources and a shortage of high-level management skills.

2. Recruitment, development and retention of qualified staff remains a challenge for all higher education institutions. Dedicated attention and innovative strategies are required to address this critical need in each country, taking cognisance of opportunities that can be harnessed through regional and international collaboration. Responding to the demand for higher education without addressing the human, infrastructural and technological implications that flow from this response is likely to compromise quality.

3. Countries are increasingly establishing structures to assist and support the governance and quality of higher education. These include mechanisms such as tertiary education councils and entities responsible for quality assurance. However, continuing socio-political conflict in a number of countries, as well as cases of ongoing governance conflicts between higher education institutions and the state, undermine the growth of robust, flourishing institutions. The accountability-autonomy nexus is a contested area and differing practices pertain with regard to the powers of the state.
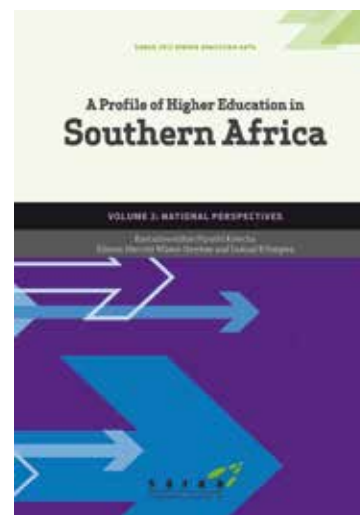
4. Internationalisation levels in universities remain low. Apart from small strides made in Mauritius, Botswana, Tanzania and South Africa, it seems that the priorities of most SADC countries remain at increasing country-level participation. This is despite the fact that many regions across the globe are using internationalisation or regional supra-national interventions as mechanisms to complement national efforts to expand and strengthen the contribution of higher education to the knowledge economy. How national, regional and international factors play out, either by design or by default, has important policy implications and could have severe consequences for postgraduate training in SADC countries.

The value of these country profiles lies in their longitudinal nature. Over time, it is important that data collection and the gathering of policy perspectives are developed and refined by the individual countries within a systemic framework that can be used for analytic purposes. This function is not fully developed in all the SADC countries and each country and the SADC secretariat will need to address this function in a sustainable way. Only then will the region's higher education sector be able to drive evidence-based policy and institutional development for the benefit of all SADC citizens.

# SADC Extraordinary Ministerial Summit

**4-5 June, Johannesburg**

In recognition of its work in the region and its grasp on the issues affecting the higher education sector, SARUA was invited to present its recommendations for the development of higher education in the region at an extraordinary summit of SADC ministers of education convened in June by South African Minister of Higher Education and Training, Dr Blade Nzimande.

The aim of the two-day meeting, attended by representatives of 12 SADC countries was to discuss how to develop a joint higher education and training plan for the region through discussions on the status and challenges of the sector based on the work that has been undertaken by SARUA.

A Technical Committee on Higher Education, Training, Research and Development was established to assist with the implementation of the SADC Protocol on Higher Education and Training which came into effect in 1997. It will also translate the policy vision for the region into a regional strategic framework outlining key priorities for both the short and long terms.

The meeting took the form of a policy dialogue which was underpinned by SARUA's presentation and covered three thematic discussion areas:

- Access and participation rates;
- Funding and capacity building; and
- Research and monitoring.

SARUA's five-point action plan for revitalising higher education, presented at the Summit, includes:

1.  A funding strategy to harness public, private and donor-sector funding to increase the level of resourcing available for foundational collaborative projects designed to strengthen higher education systems and infrastructure.

2.  The roll-out of high-speed bandwidth, plant expansion planning, the establishment of a regional research and development fund and the creation of mechanisms for increased mobility of human resources.

3.  A regional higher education donor conference at which proposals are showcased and submitted for donor consideration.

4.  The establishment of country teams to develop proposals for implementing a strategy to expand and revitalise higher education in the region, including defining the roles of the different countries in the creation of a multi-polar structure of centres of excellence or specialisation which find synergies and share resources; and the linking of the work of all country teams to dedicated innovation sites and support networks.

5.  The introduction of institutionalised and sustainable funding for a regional coordination body to bring together key higher education players at the highest level (ministries, vice-chancellors, donors, private sector leaders) to foster south-south agenda formation and foster multi-country collaboration across the Anglophone, Lusophone and Francophone higher education systems in southern Africa.

The SADC ministerial meeting was a firm endorsement of SARUA's work in the region, but, more importantly, it holds the potential to deliver a number of positive spinoffs for the region's higher education system. The association looks forward to further involvement in ministerial-level dialogues.

P Kotecha, C Mumba and Deputy Minister Mhkize, South Africa

# SARUA Programme
# for the Development of Climate Compatible
# Development Capacity across the SADC Higher
# Education Sector

**November 2012**



## This initiative offers significant value for the region and its future, and aims to benefit the universities themselves.

With the support of SARUA, an extensive university network is launching an ambitious project to scale up the efforts of all SADC countries to address the issue of climate change.

Climate change is not only an environmental problem. It is also a developmental problem, which threatens to disrupt development pathways and create huge insecurity. For many countries it could wipe out years of development efforts, setting back the achievement of the Millennium Development Goals, particularly in Southern Africa which represents one of the most vulnerable regions in the world in terms of climate impacts.

Universities have an indisputable role to play in building capacity to address the challenges and opportunities of climate compatible development. They are well-positioned to harness significant development opportunities as the global economy seeks to shift to climate compatible development pathways, supported by a proliferation of bilateral and multilateral funding initiatives and, increasingly, by market advantages.

A recent report from the Heinrich Boll Foundation, however, shows that despite the fact that a number of Southern African universities and their researchers are at the forefront of climate change research there is a lack of co-ordination guiding such research, thereby presenting the risk of a disjuncture between research and development priorities for the region. It also produces the risk of research capacity being channeled into disparate, foreign-led studies which respond to external research agendas rather than to priorities within Southern Africa.

With the support of SARUA, low carbon, climate resilient development (or "climate compatible development") is now emerging as a platform for significant collaboration across the academic sector, not only helping to address the insecurity of climate change for the region's inhabitants, but opening up new opportunities for interdisciplinary and trans-disciplinary research, teaching and engagement with policy makers.

A majority of the vice-chancellors within SARUA's 61 public university members have endorsed the new programme for Climate Change Capacity Development. Government ministries of education and the environment are also now coming on board.

They have agreed a five-year collaborative programme of action, which aims to invest significantly in collaborative research, teaching and learning, and policy and community outreach – all centered on major current and future issues of climate compatible development in the region.

2013 will see the launch of a mapping study in various SADC countries to start building a basis for collaboration by:

- Undertaking an institutional analysis of the members of the SARUA network, focusing on research, teaching and outreach capabilities that are relevant to climate compatible development;

- Undertaking a robust needs analysis with key policy makers and community development workers in the 15 SADC member states, focusing on current and emerging priorities in climate compatible development;

- Developing a strategic co-production research framework between participating universities and these stakeholders, designed to address key knowledge gaps within and across the SADC region.

This initiative offers significant value for the region and its future, and aims to benefit the universities themselves. It has the potential to bring funding and opportunities to a sector that in many SADC countries is struggling to meet the demand for higher education.

Recognising that climate change is a development challenge creates opportunities for academics, researchers and students across a very wide range of disciplines in the sciences and the humanities.

## Guiding principles of the Climate Change capacity development programme

- Integration
- Asymmetrical allocation
- Collaboration
- Working across boundaries
- Co-design and co-production
- Contextual and path-dependent
- Continuity
- Institutional Learning

# Planning Workshop:
## Infrastructure Development for Zimbabwe Universities

# The establishment of the Zimbabwe Research and Education Network (ZIMREN)

**8 May 2012, University of Zimbabwe, Harare**

Following SARUA's successful convening of deliberations around the revitalisation of higher education in Zimbabwe in 2010 an action plan was developed to enable Zimbabwe public universities to strengthen their access to cost-effective ICT connectivity and high-speed bandwidth.

On 8 May 2012 a planning workshop was held at the University of Zimbabwe to discuss the formation of the Zimbabwe Research and Education Network (ZIMREN). Called by the Zimbabwean Universities Vice-Chancellors' Association with SARUA's support, and attended by 32 representatives from 13 universities, the workshop mapped out the steps needed to establish a non-profit company to operationalise ZIMREN and the requirements for its operation.

The workshop also provided an opportunity for the IT directors from the various universities to share information about the bandwidth they presently access, the service providers and costs involved, duration of current contracts, and how these facilities are used on their campuses.

It is clear that by combining their spend, the universities will be able to access much higher-speed bandwidth for the same level of resourcing. The UbuntuNet Alliance would be a key player in establishing the ZIMREN as part of its efforts to build an IT network in the region.

The meeting agreed that a board would be established for this initiative, initially comprising five members made up of representatives from the Women's University, Zimbabwe Open University, the Africa University, Lupane University and Midlands State University. At a later stage the board will be enlarged to include more members.

Since then a business plan has been developed, the name ZIMREN has been reserved, and registration of the company is imminent.

# FINANCIAL OVERVIEW

## SOUTHERN AFRICAN REGIONAL UNIVERSITIES ASSOCIATION\

**For the Year 1 January 2012 – 31 December 2012**

The year 2012 was the final year of a substantial six-year grant awarded by the Netherlands Ministry of Foreign Affairs which covered both core and programmatic functions. The Executive Committee continues to pursue other financial avenues to ensure sustainability beyond 2013, including the charging of annual membership fees. Its recommendations are due to be tabled at the TGM of full membership in the last quarter of 2013.

In 2012 SARUA continued with the roll out of its Governance, Leadership and Management (GLM) Programme as per the approved work plan.

The cost of GLM activities in 2012 amounted to R 6, 573 117 as reflected in Note 1 (Analysis of Grants Utilised). This was R4, 757 580.00 higher compared to 2011. The increase 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 conducted in 2012. The Course was reconfigured and was subsequently offered in 2012 as Programme for Universities Leadership in the Southern African Region (PULSAR). The NMFA allowed SARUA to roll over and spend the allocated budget in 2012.

CORE EXPENDITURE INCREASED BY R 51 121 COMPARED TO 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 R478 304 (see the Statement of Comprehensive Income shown in Table 1). The surplus for the year has been taken to accumulated funds, and will be utilised in the future solely for the objects of the Association.

SARUA's end of 2012 financial position is reflected by the Statement of Financial Position in Table 2 overleaf. During the year, SARUA received R 622 956 in advance for 2013. This amount is reflected in the figure of Deferred Income and also included in the Cash and Cash Equivalents figure of R3, 921 991.

AUDITED FINANCIAL STATEMENTS 2012

Since its inception in 2007, SARUA has consistently received unqualified audit reports and 2012 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 2012 – 31 December 2012, 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

# Table 1

## STATEMENT OF COMPREHENSIVE INCOME

## for the year ended 31 December 2012

| | 2012 R | 2011 R |
|---|---|---|
| **INCOME** | **13 845 346** | **8 923 662** |
| | | |
| Grants received | 13 435 854 | 8 833 757 |
| Membership fees | 52 156 | 58 240 |
| Recovery of Costs | 357 336 | 31 665 |
| | | |
| **EXPENSES** | **13 518 670** | **8 687 601** |
| | | |
| Higher Education Management Courses | 2 361 827 | - |
| Networking and research | 4 977 578 | 2 976 046 |
| Publications and media | 300 813 | 413 438 |
| Operating expenses | 5 878 452 | 5 298 117 |
| | | |
| **OPERATING SURPLUS FOR THE YEAR** | **326 676** | **236 061** |
| | | |
| Finance income | 164 785 | 255 075 |
| Finance cost | - | ( 4 471) |
| Foreign exchange (loss)/gain | (13157) | 3 409 |
| | | |
| **NET SURPLUS FOR THE YEAR** | **478 304** | **490 074** |
| | | |
| **OTHER COMPREHENSIVE INCOME** | **-** | **-** |
| | | |
| **NET SURPLUS FOR THE YEAR** | **478 304** | **490 074** |

| **Note 1: Analysis of Grants Utilised in 2012** | | |
|---|---|---|
| Netherlands Ministry of Foreign Affairs – Core Grant | 6 614 713 | 49.2% |
| Netherlands Ministry of Foreign Affairs – GLM Grant | 6 573 117 | 48.9% |
| International Development Research Centre – IDRC | 351 | |
| EUA CODOC Project | 247 673 | 1.9% |
| **Grants utilised** | **13 435 854** | **100%** |

# Table 2

## STATEMENT OF FINANCIAL POSITION

## for the year ended 31 December 2012

| | 2012<br>R | 2011<br>R |
|---|---|---|
| **ASSETS** | | |
| **Non-current assets** | | |
| Property, plant and equipment | **246 172** | **323 687** |
| Intangible assets | 17 089 | 27 761 |
| **Current assets** | **4 453 904** | **5 870 391** |
| Trade and other receivables | 531 913 | 158 977 |
| Cash and cash equivalents | 3 921 991 | 5 711 414 |
| **TOTAL ASSETS** | **4 717 165** | **6 221 839** |
| | | |
| **FUNDS AND LIABILITIES** | | |
| **Funds and reserves** | | |
| **Accumulated funds** | **2 880 934** | **2 402 630** |
| **Non-current liabilities** | **248 651** | **331 241** |
| Deferred grant income | 248 651 | 314 922 |
| Finance lease liability | - | 16 319 |
| **Current liabilities** | **1 587 580** | **3 487 968** |
| Deferred grant income | 622 956 | 2 766 445 |
| Finance lease liability | 16 319 | 22 887 |
| Sundry creditors | 657 272 | 648 079 |
| Trade payables | 291 033 | 50 557 |
| **TOTAL FUNDS AND LIABILITIES** | **4 717 165** | **6 221 839** |

**Exemption from Income Tax, Non-Profit Organisation status and Registration for VAT**
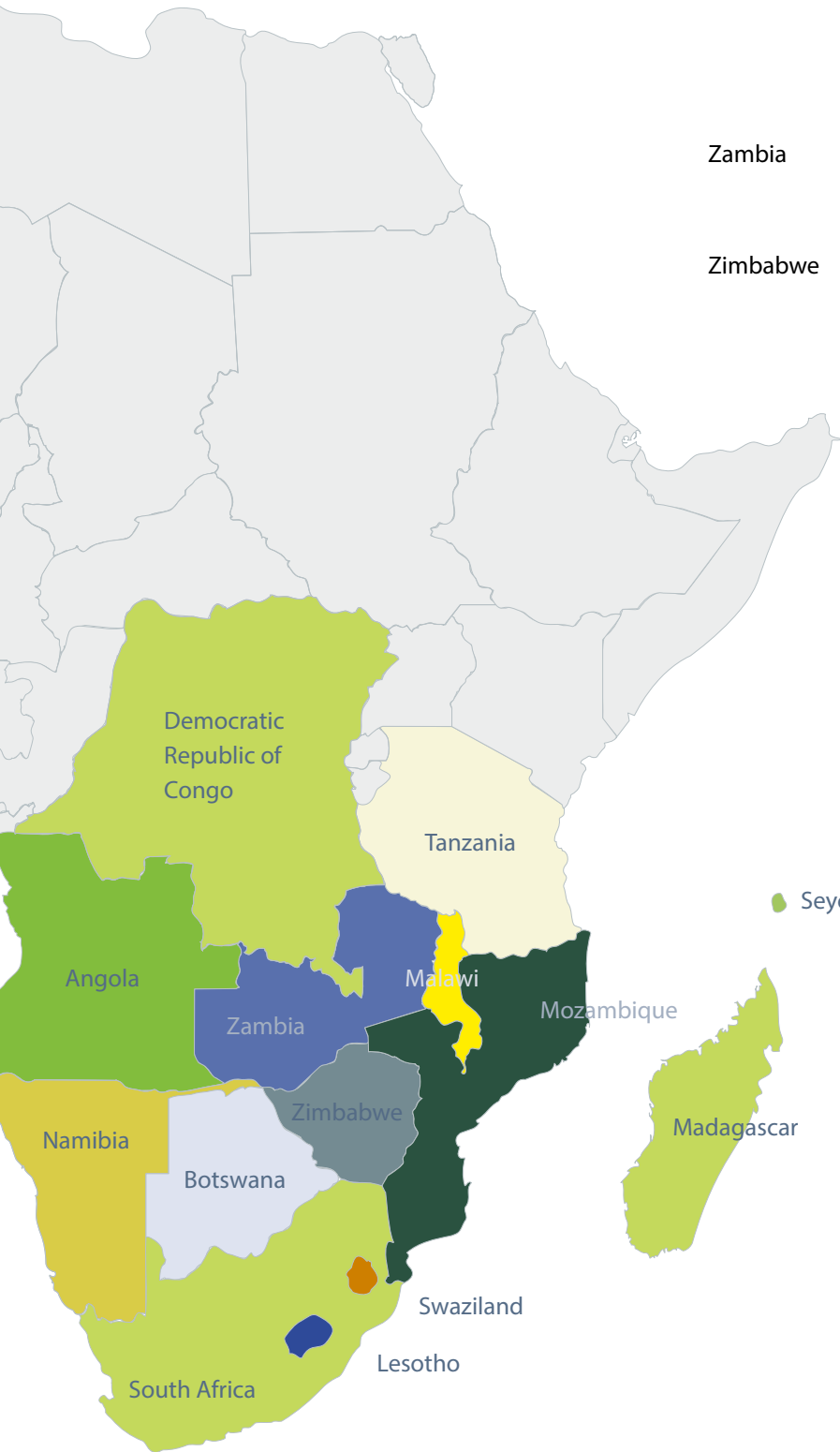
The Southern African Regional Universities Association (SARUA)

- has been granted exemption from Income Tax in terms of section 10(1)(cN) of the South African Income Tax Act, 1962

-  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

# SARUA MEMBERS 2012

| | |
|---|---|
| Angola | Universidade Agostinho Neto |
| | University of Katyavala Bwila |
| | Universidade Jose Eduardo dos Santos |
| Botswana | Botswana International University of S&T |
| | University of Botswana |
| DRC | University of Lubumbashi |
| | University of Goma |
| | Universite Officielle De Bukavu |
| Lesotho | National University of Lesotho |
| Madagascar | Universite d' Fianarantsoa |
| Malawi | University of Malawi |
| | Mzuzu University |
| Mauritius | University of Mauritius |
| | University of Technology |
| Mozambique | Universidade Eduardo Mondlane |
| | Universidade Lurio |
| | Universidade Pedagogica |
| | Universidade Zambeze |
| Namibia | University of Namibia |
| South Africa | Cape Peninsula University of Technology |
| | Central University of Technology (Free State) |
| | University of Cape Town |
| | University of Fort Hare |
| | University of the Free State |
| | University of Johannesburg |
| | University of KwaZulu Natal |
| | University of Limpopo |
| | Nelson Mandela Metropolitan University |
| | North-West University |
| | University of Pretoria |
| | Rhodes University |
| | Tshwane University of Technology |
| | University of South Africa (UNISA) |
| | University of Stellenbosch |
| | Walter Sisulu University for Science & Technology |
| | University of Venda |
| | University of the Western Cape |
| | University of the Witwatersrand |
| | University of Zululand |
| | Vaal University of Technology |
| | Durban University of Technology |
| Swaziland | University of Swaziland |

| Tanzania | Open University of Tanzania |
|----------|---------------------------|
|          | University of Dar es Salaam |
|          | State University of Zanzibar |
|          | Mzumbe University |
|          | Sokoine University of Agriculture |
|          | Muhimbili University of Health and Allied Services |
|          | Ardhi University |
| Zambia   | Copperbelt University |
|          | University of Zambia |
|          | Mulungushi University |
| Zimbabwe | Midlands State University |
|          | Chinoyi University of Technology |
|          | Bindura Institute of Science Education |
|          | Great Zimbabwe University |
|          | Harare Institute of Technology |
|          | National University of Science & Technology |
|          | University of Zimbabwe |
|          | Zimbabwe Open University |
|          | Lupane State University |

Democratic Republic of Congo

Tanzania

Seychelles

Angola

Zambia

Malawi

Mozambique

Madagascar

Zimbabwe

Mauritius

Namibia

Botswana

Swaziland

South Africa

Lesotho

sarua
southern african regional
universities association