

Key Engagements



LEADERSHIP DIALOGUE 1 + 2 REPORTS INSIDE

January	Word Bank : Centres of Excellence. ACE II held in Dar es Salaam, Tanzania
February	Universities and natural disasters in the SADC Region : Letters of solidarity sent to various universities
March	Dakar Higher Education Summit : Revitalising Higher Education for Africa's future
April	Xenophobic attacks : Statements of condemnation from over 20 SADC universities and organisations
May	Accra, Ghana : Pan African Accreditation System (PAQAF) Meeting with GIZ, Germany
June	SARUA Leadership Dialogue 1 : Innovation for Inclusive Development Climate Change Project : launch of the SARUA Curriculum Innovation Network (SCIN); establishment of University Delivery Consortium, further funding from CDKN Meetings with DAAD and University of Oldenburg, Germany
July	Pan African Accreditation System, Accra, Ghana Tuning Academy meeting, Madagascar
August	Meeting of Vice-Chancellors, Mozambique
September	SARUA Leadership Dialogue 2 : Global Trends in Technology in Higher Education: Opportunities for African Universities
October	Universitas 21 Network – SARUA presentation on Higher Education in Southern Africa , University of Johannesburg The 26th ICDE World Conference – Growing capacities for sustainable distance e-learning provision , Unisa IAU 2015 International Conference, Siena, Italy : Internationalisation of Higher Education: moving beyond mobility SARUA facilitated a session focused on Equal partners? Equity, transparency and core values in International Higher Education Partnerships
November	The e/merge Africa professional development network : Online Facilitation funded by the Carnegie Corporation of New York and based at the Centre for Innovation in Learning and Teaching (CILT) at the University of Cape Town developed SARUA participants' skills to support student learning across blended and online courses and make sound choices about the use of online communication in learning activities.
	Audit report



SARUA condemns all forms of xenophobia

Working towards our Common Future

Southern African Regional Universities Association (SARUA) condemns the appalling human tragedy that has unfolded (again) in the form of xenophobic attacks in South Africa, in a country with one of the most developed higher education systems on the continent.

It is clear that despite our common histories and experiences of colonial exploitation and our vast post-colonial challenges, there is a huge chasm between the regional and continental “integration” policies and declarations of political leaders versus civil society’s experiences of democratisation, inclusivity, social cohesion and tolerance of others.

Higher education institutions need to take a visible and robust lead in driving change. As sites of cultural diversity, international exchange, knowledge production and innovation, higher education institutions are well placed to become centres of regional and continental identity formation.

SARUA recommits itself to the goals of regional dialogues, integration and collaboration in order to forge a regional identity between higher education actors with a view to claim our common humanity, institution building, development goals and internationalisation at home.

SARUA received the following statements of solidarity:

Zimbabwe Universities Vice Chancellors Association

ZUVCA strongly believe in the inviolability and sanctity of human dignity and the right to life. Freedom of involvement and human mobility are the hallmarks of opportunity and the agents through which progressive change has been achieved in our lifetime. Indeed it was through cross-border movement and exile politics that African Independence was born. The growing wave of xenophobic violence spits in the face of the Pan-African dream and takes us back to the dark-ages of apartheid terrorism where human life was worth nothing. Africans cannot afford self-hatred or forget the sacrosanct principle belying ubuntuism that human life is a resource worth tapping into and investing in.

Univen denounces xenophobic attacks

The Council, Vice-Chancellor and Principal of the University of Venda, his Management Team, Staff and Students strongly condemn the xenophobic attacks on foreign nationals. We call on everyone to stand united against this attack on the fundamental

values of our constitution. UV is located in the Vhembe District of Limpopo Province which is a gateway to Africa. Given our geographical location, we have attracted many students and experienced staff members with scarce skills from African countries. We therefore owe our existence to Africa.

Hesa condemns attacks across the country

HESA strongly condemns all forms of xenophobia and the brutal acts of violence taking place throughout our country. These acts are unacceptable, inhumane and a clear violation of basic human rights. We are shocked that 20 years into our democracy, our country is witnessing these violent and outrageous acts which are inconsistent with the values expressed in, and the founding provisions of our Constitution.

These incidents undermine the efforts of our Higher Education sector to recruit to, and retain international students, staff and scholars at our universities.

Unisa condemns xenophobic attacks

The University of South Africa strongly condemns the current xenophobic attacks gripping the country. Not only do we view this as a cowardly act and a gross violation of human rights, but also a reckless act of criminality and barbarism that goes against the core values of our nation and our people as a whole; as well as a betrayal of the values, vision and moral principles of the founding fathers of our democratic nation.

We are of the strong view that South Africa is a nation premised on the practice of Ubuntu/botho and good neighbourliness with one another as citizens, with the whole of Africa as our fellow brothers and sisters and the world at large as members of the same human race.

SU Rector condemns attacks on fellow-Africans

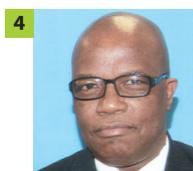
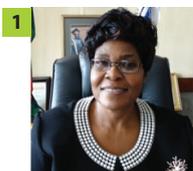
South Africa is known internationally for its progressive Constitution, but it has little value if we as citizens have no regard for the human dignity and rights of others.

At Stellenbosch University we have around 2 000 students from other African countries every year, and colleagues from elsewhere on the continent. Our institution is engaged in several African consortia through which important themed research fields, relevant to the African development context, are dealt with. We value our partnerships with other African academic institutions. The African Doctoral Academy (ADA) hosts the bi-annual Winter and Summer Schools in July and January. We would like to re-affirm that all our African students, fellow-academics and other visitors from our continent are most welcome on our campuses. I would like to appeal to all our students and staff members to extend our Matie hospitality to fellow-Africans on our campuses.

➔ **FOR THE FULL LIST OF STATEMENTS GO TO**
www.sarua.org/?q=content/sarua-statement-xenophobia-attacks-south-africa



EXCO MEMBERS 2015



Programme for Climate Change Capacity Development

The SARUA Programme for Climate Change Capacity Development (PCCCD) was initiated in 2010 in parallel to the second SARUA TGM held at the University of Mauritius

The long-term vision of the PCCCD 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.”*

In 2015 SARUA Curriculum Innovation Network (SCIN) was launched as a first regional network to develop a joint regional academic programme.

SCIN Curriculum comprises three initial core and four elective modules

CORE MODULES
Core 1 : Key Concepts of Climate Change and Sustainable Development
Core 2 : Transdisciplinary Thinking and Skills
Core 3 : Mitigation and Adaptation in Theory and Practice
ELECTIVE MODULES
Elective 1 : Agriculture, Food Security and Climate Change
Elective 2 : Climate Change and Ecosystem Services
Elective 3 : Climate Change and Resilient Urban Development
Elective 4 : Climate Change and Social Justice



Research Project

SCIN will publish a module development toolkit and establish a publishing platform in 2016 where additional modules can be contributed to the curriculum.

Implementing SCIN as a collaborative network

The University Delivery Consortium (UDC) was appointed after an Expression of Interest (EOI) and Request for Proposal (RFP) process among SARUA members and comprises 20 individuals from seven universities across five countries.

A Peer Review Group was established as an academic reference group to review module drafts and by end 2015 comprised 38 individuals from 23 universities, government agencies and non-profit organisations. By end 2015 more than 120 individuals contributed to, or participated in the network in some way.

This approach is a model for collaboration which provides a blueprint for cross-regional, multi-university programmes, with SARUA member universities working closely with SARUA and other funding and technical partners to jointly address shared challenges and develop their own human capacity in the process.

The key objective of SCIN is to develop shared curricula and courseware at a Master’s degree level, with an emphasis on the inter-disciplinary study of climate change issues. This is seen as a key innovation point to stimulate more PhD research in the SADC region.

The appointed University Delivery Consortium (UDC) commenced with their work in October 2015 and the first deliverable will be a curriculum framework, to be reviewed by a regional Peer Review Group, the technical advisory Curriculum Review Team and the SARUA-appointed Curriculum Innovation Working Group, comprising representatives from member universities.

The Peer Review Group is a unique mechanism to offer regional stakeholders an opportunity to make a contribution to the curriculum, and thereby increase its visibility and the interest in delivering the SARUA curriculum as a programme.

The publishing strategy to be developed will determine the best way to deliver the curriculum in the respective member countries and in different university systems.

The table below outlines the key governance groups involved in the SCIN activities.

SCIN GOVERNANCE AND PARTICIPATION GROUPS	UNIVERSITIES INVOLVED AND REPRESENTED
Curriculum Innovation Working Group	University of South Africa, State University of Zanzibar, Harare Institute of Technology, Nelson Mandela African Institute of Science & Technology, University of Johannesburg
University Delivery Consortium	Open University of Tanzania, Rhodes University, Sokoine University of Agriculture, Universidade Eduardo Mondlane, University of Cape Town, University of Mauritius, University of Namibia

Leadership Dialogue 1 in partnership with HSRC and IDRC

8 - 9 June | Spier Hotel | Stellenbosch

Universities and Innovation for Inclusive Development (IID)

Towards an IID Paradigm

The rapid economic growth of recent years has been accompanied by growing inequality, poverty and unemployment for citizens. Science, technology and innovation-led growth can result in higher levels of poverty and inequality within a country and a new debate is emerging on the connection between innovation and inclusive development. The goal is for all social groups to create opportunities, share the benefits of development and participate in decision-making. There is growing recognition that the dominant innovation discourse tends to obscure more inclusive and developmental forms of innovation.

IID asks

How do universities extend their knowledge and technology to the benefit of informal livelihood opportunities and quality of life of local communities, as well as to firms and industrial sectors, towards inclusive social and economic development? The IID framework offers an integrated approach to address these challenges.

Recommendations

- Promote thinking, discussion and debate on the reasons why science and technology are important drivers for inclusive development, including academics practising IID, who will be able to reflect on the value of IID to society, to communities and to universities themselves.
- In contemplating university roles in IID, attention should be given to innovation in informal settings to enhance livelihoods, as this has been one of the main forms of IID research and education that has developed organically in universities in the SADC region.
- Universities can collaborate to advance their individual and collective interests in IID research and education.
- An initial cross-national survey to design a conceptual framework and research and policy agenda in the SADC region.
- Identify potential partners and potential funders for IID-type research. Interested SARUA members are encouraged to collaborate on the funding and partnering landscape for IID research and education across 15 SADC region countries.

Leadership Dialogue 2 in partnership with Pearson and UCT

8 - 9 Sep | Lord Charles Hotel | Somerset West

Global Trends in Technology in Higher Education: Opportunities and Challenges

The integration of e-learning is very high in European universities and several regional case studies were presented.

Investigation and data are needed to develop the knowledge, management and skills needed to drive effective online learning practices at universities in Southern Africa. Data is required to assess the scope, scale and depth of e-learning in the teaching and learning landscape in the region in order to inform the design of strategic initiatives.

A key priority is the capacity development for strategic programmes including advisory services, instructional integrated course design, further interrogation of implications for internationalisation, institution-wide governance, policies and coordination, infrastructural investment, staff development and quality assurance, while a key interest for almost all universities was identifying and training experts who can specialise in online teaching materials.

SARUA was requested to facilitate training on innovative management approaches in higher education teaching and learning, while others called for universities with well-established policies around online teaching to share their expertise.

SARUA could facilitate the design and designers of online materials and facilitate exchange visits between universities, particularly of technical staff and senior leaders, to units that offer e-learning to study good practices. The quality of education was not the same throughout the region, and it was agreed that guidelines on online training and credit transfers were required. To share resources is important, e.g. a regional programme that could be delivered in all countries – including Lusophone and Francophone countries

With the advent of e-learning, competition for online students is bound to become tense. A peer review mechanism to aid quality assurance must be established and a database of specific experts, whom members can call upon from the region, is needed. Offline capability, where students get online download material, will be helpful in terms of electricity outages and could help with lowering bandwidth costs.



➡ **UNIVERSITY WORLD NEWS ARTICLE**

<http://www.universityworldnews.com/article.php?story=20150911143050856>



University of Johannesburg: Universitas 21

In October the CEO was invited to present at the University of Johannesburg's **Universitas 21 Workshop on Higher Education**. Universitas 21 is a global network of 21 research universities, including from Australia, Canada, Chile, China, Hong Kong, India, Ireland, Mexico, New Zealand, Singapore, South Africa, South Korea, Sweden, The Netherlands, United Kingdom and the United States of America. Subsequent to her presentation, Lund University of Sweden sent an e-mail indicating their willingness to collaborate with SARUA.

Unisa: The 26th ICDE World Conference

At the Conference held at Sun City on **Growing capacities for sustainable distance e-learning provision** SARUA presented a paper titled "Partnerships and Regional Collaboration and Development". Keynote addresses were given by international speakers from Australia (Joyce Seitzinger), Egypt (Aziza Ellozy), Canada (Harold Jarcho) and New Zealand (Wayne Mackintosh). A number of international panelists also attended.

IAU 2015 International Conference

In October the CEO attended the IAU Conference in Siena, Italy on, **Internationalisation of Higher Education: moving beyond mobility**. Discussions took place at the conference between the CEO, EUA and Carnegie. SARUA facilitated a panel discussion on **Equal partners? Equity, transparency and core values in International Higher Education Partnerships**

World Bank Benchmarking Initiative

In November SARUA participated in a **World Bank consultative workshop** to explore interest in participating in a benchmarking initiative, held in Accra Ghana. The objective was to contribute to strengthening monitoring of improvements in quality and relevance of learning and research in sub-Saharan Africa universities through systematic self-assessment at different points in time, based on a set of key indicators.

Tuning Africa II

SARUA was invited to the **Tuning Africa II (TAPAG)** meeting in Cairo. As SARUA was not in a position to attend, a proposal was submitted to Pablo Benoitone for SARUA to conduct a study on present credit systems in the 15 countries of SADC and that SARUA would work closely with SADC on this, as it was part of the revised RISDP of SADC. Over 140 participants from 98 universities and 11 regional associations and quality assurance organisations from 39 African and 6 European countries participated in the event.

2015	3 EXECUTIVE MEETINGS
7 June	Spier Conference Centre, Stellenbosch
7 September	Lord Charles Hotel, Somerset West
27 November	Sunnyside Park Hotel, Parktown

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



15 member states



MEMBER UNIVERSITIES

- Universidade José Eduardo dos Santos, Angola
- Universidade Katyvala Bwila, Angola
- University of Botswana, Botswana
- Université Officielle de Bukavu, DRC
- Université de Lubumbashi, DRC
- Université de Goma, DRC
- National University of Lesotho, Lesotho
- Université de Fianarantsoa, Madagascar
- Mzuzu University, Malawi
- University of Technology, Mauritius
- Universidade Eduardo Mondlane, Mozambique
- Universidade Zambeze, Mozambique
- Universidade Lurio, Mozambique
- Universidade Pedagógica, Mozambique
- University of Namibia, Namibia
- Central University of Technology, South Africa
- North West University, South Africa
- Rhodes University, South Africa
- Stellenbosch University, South Africa
- Tshwane University of Technology, South Africa
- University of Cape Town, South Africa
- University of Fort Hare, South Africa
- University of Johannesburg, South Africa
- University of Limpopo, South Africa
- University of Pretoria, South Africa
- University of South Africa, South Africa
- University of the Witwatersrand, South Africa
- Vaal University of Technology, South Africa
- University of Seychelles, Seychelles
- University of Swaziland, Swaziland
- Ardhi University, Tanzania
- Muhimbili University of Health and Allied Sciences, Tanzania
- Nelson Mandela African Institution of Science and Technology, Tanzania
- State University of Zanzibar, Tanzania
- University of Dar es Salaam, Tanzania
- Copperbelt University, Zambia
- Mulungushi University, Zambia
- University of Zambia, Zambia
- Bindura University of Science Education, Zimbabwe
- Catholic University of Zimbabwe, Zimbabwe
- Great Zimbabwe University, Zimbabwe
- Harare Institute of Technology, Zimbabwe
- Lupane State University, Zimbabwe
- Midlands State University, Zimbabwe
- National University of Science and Technology, Zimbabwe
- University of Zimbabwe, Zimbabwe
- Women's University in Africa, Zimbabwe
- Zimbabwe Open University, Zimbabwe

FINANCIAL REPORT

1 January 2015 - 31 December 2015

Audited financial statements

SARUA has once again received an unqualified audit opinion on the financial statements for the year ended 31 December 2015. The Association has consistently received unqualified audit reports since its inception as an independent entity in 2007. The Statement of Comprehensive 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 2015 financial year, as audited by SARUA's auditors Messrs. PriceWaterhouseCoopers Inc.

This concludes the summary of the key financial highlights for fiscal 2015. We encourage you to read the audited financial statements and related notes for more information regarding the financial position and results of the Association.

Income amounted to R3 320 850, a 20% increase on the prior year. 80% of the income was derived from member universities.

The Association ended 2015 with a surplus of R62 278 compared to an operating deficit of R278 213 in the 2014 financial year. The current year surplus was as a result of operating expenditure being within expected amounts and an increase in other non-fees income. The organisation has shown a commitment to cost management.

⇒ Copies of the full set can be obtained by sending a request to info@sarua.org.

They are also available on the SARUA website at www.sarua.org

Exemption from Income Tax, Non-Profit Organisation Status and Registrar of VAT 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. 055-719-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 2015

	2015 R	2014 R
INCOME	3 320 850	2 762 853
Grants received	36 055	71 886
Membership fees	2 653 772	2 475 487
Other income	627 632	-
Recovery of Costs	3 392	215 480
EXPENSES	3 384 865	3 153 479
Leadership dialogues	46 006	146 999
Networking and research	470 823	185 496
Publications and media	27 270	24 342
Operating expenses	2 840 766	2 796 643
OPERATING DEFICIT	(64 014)	(390 626)
Finance income	126 888	112 157
Foreign exchange gain	-	256
NET SURPLUS/(DEFICIT) FOR THE YEAR	62 874	(278 213)
OTHER COMPREHENSIVE INCOME	-	-
TOTAL COMPREHENSIVE INCOME	62 874	(278 213)

Table 2

STATEMENT OF FINANCIAL POSITION AT 31 December 2015

	2015 R	2014 R
ASSETS		
Non-current assets	85 346	131 834
Property, plant and equipment	85 346	131 834
Intangible assets	-	-
Current assets	2 896 693	3 061 905
Trade and other receivables	25 426	14 917
Cash and cash equivalents	2 871 267	3 046 988
TOTAL ASSETS	2 982 039	3 193 268
FUNDS AND LIABILITIES		
Funds and reserves		
Accumulated funds	566 990	504 116
Non-current liabilities	56 184	92 238
Deferred income	56 184	92 238
Current liabilities	2 358 865	2 597 385
Deferred income	-	232 927
Sundry creditors	2 302 644	2 359 777
Trade payables	56 221	4 681
TOTAL FUNDS AND LIABILITIES	2 982 039	3 193 739

