

SARUA Handbook 2009



A Guide to the Public
 Universities of Southern Africa

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Foreword

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

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

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

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

As indicated in the text, much of the statistical information presented on countries and institutions, has been provided by either the relevant Ministry of Education or the particular institution, in response to research questionnaires in a 2008 regional study conducted by SARUA³. Between different countries there are some inconsistencies in the way in which statistics are collated and presented, for example, the manner in which institutions count student enrolments for headcount purposes. The authors have not attempted to compensate for, or eliminate such differences, but have simply presented the latest information supplied by the institutions themselves, which were given an opportunity to verify their data prior to publication of the handbook. Users need to be aware therefore that data between different countries and institutions are not necessarily directly comparable.

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

Piyushi Kotecha
Chief Executive Officer, SARUA

¹ See page 3

² See page 4

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



Overview of the SADC Region

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

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

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

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

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

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

Meet SARUA

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

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

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

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

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

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

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

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

2008 SARUA Study Series

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

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

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

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

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

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

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

OPENING ACCESS TO KNOWLEDGE IN SADC UNIVERSITIES

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

MAINSTREAMING HIGHER EDUCATION IN NATIONAL AND REGIONAL DEVELOPMENT

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

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

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SADC Public Universities



Angola

University of Agostinho Neto: • www.uan-angola.org



Botswana

Botswana International University of Science and Technology: • No website found
University of Botswana: • www.ub.bw



Democratic Republic of Congo

National Pedagogy University: • No website found
University of Goma: • www.unigom.fr.nf
University of Kinshasa: • www.unikin.cd
University of Kisangani: • No website found
University of Lubumbashi: • www.unilu.ac.cd



Lesotho

National University of Lesotho: • www.nul.ls



Madagascar

University of Antananarivo: • www.univ-antananarivo.mg
University of Fianarantsoa: • www.iniv-fianar.mg
University of Mahajanga: • www.univ-mahajanga.mg
University of North Madagascar: • www.univ-antsiranana.org
University of Toamasina: • www.refer.mg/edu/minesup/toamasin/toamasin.htm
University of Toliara: • www.refer.mg/edu/minesup/toliara/toliara.htm



Malawi

University of Malawi: • www.unima.mw
University of Mzuzu: • www.mzuni.ac.mw



Mauritius

University of Mauritius: • www.uom.ac.mu
University of Technology: • www.utm.ac.mu



Mozambique

Institute of International Relations: • www.isri.ac.mz
University of Eduardo Mondlane: • www.uem.mz
University of Lurio: • www.unilurio.ac.mz
Universidade of Pedagogica: • www.up.ac.mz



Namibia

University Namibia: • www.unam.na




South Africa

UNIVERSITIES OF TECHNOLOGY
Cape Peninsula University of Technology • www.cput.ac.za
Central University of Technology Free State • www.cut.ac.za





Durban University of Technology • www.dut.ac.za 

Mangosuthu University of Technology • www.mut.ac.za

Tshwane University of Technology • www.tut.ac.za

Vaal University of Technology • www.vut.ac.za

COMPREHENSIVE UNIVERSITIES

Nelson Mandela Metropolitan University: • www.nmmu.ac.za

University of Johannesburg: • www.uj.ac.za

University of South Africa (UNISA): • www.unisa.ac.za

University of Venda for Science and Technology: • www.univen.ac.za

University of Zululand: • www.uzulu.ac.za

Walter Sisulu University: • www.wsu.ac.za

UNIVERSITIES

North-West University: • www.nwu.ac.za

Rhodes University • www.ru.ac.za

University of Cape Town • www.uct.ac.za

University of Fort Hare • www.ufh.ac.za

University of the Free State • www.ufs.ac.za

University of KwaZulu-Natal • www.ukzn.ac.za

University of Limpopo • www.ul.ac.za

University of Pretoria • www.up.ac.za

University of Stellenbosch • www.sun.ac.za


University of the Western Cape • www.uwc.ac.za

University of the Witwatersrand • www.wits.ac.za

Mauritius

Swaziland 

University of Swaziland: • www.uniswa.sz

Tanzania 

Ardhi University: • www.aru.ac.tz

Muhimbili University of Health Sciences: • www.muhas.ac.tz

Mzumbe University: • www.mzumbe.ac.tz


Open University of Tanzania: • www.out.ac.tz

Sokoine University of Agriculture: • www.suanet.ac.tz

State University of Zanzibar: • www.suza.ac.tz

University of Dar es Salaam: • www.udsm.ac.tz

University of Dodoma: • www.udom.ac.tz

Zambia 

Copperbelt University: • www.cbu.edu.zm

Mulungushi University: • No website found

University of Zambia: • www.unza.zm

Zimbabwe 

Bindura University of Science Education: • www.buse.ac.zw

Chinhoyi University of Technology: • www.cut.ac.zw

Great Zimbabwe University: • No website found

Harare Institute of Technology: • No website found

Lupane State University: • No website found

Midlands State University: • www.msu.ac.zw

National University of Science & Technology: • www.nust.ac.zw

University of Zimbabwe: • www.uz.ac.zw

Zimbabwe Open University: • www.zou.ac.zw

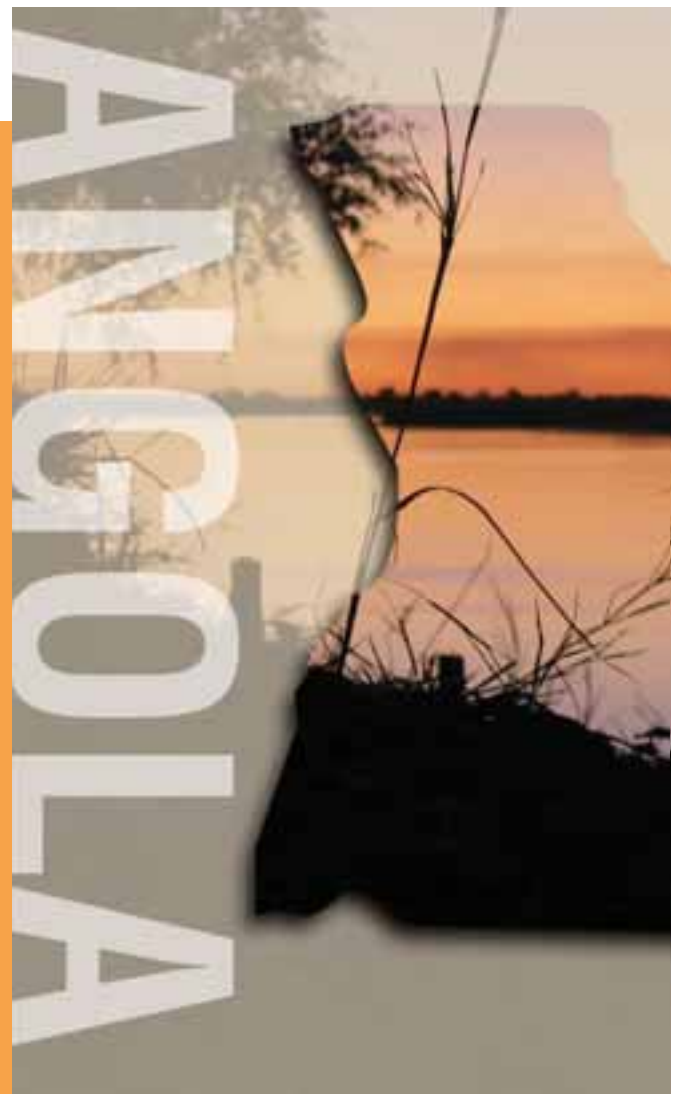
ANGOLA IS the SADC country that was exposed longest to colonial rule. The Portuguese began their incursions in the final decades of the 15th century. Before that date, the history of the area was dominated by the southward migrations of iron-age Bantu speakers from the African 'armpit', and the gradual destruction (or assimilation) of the original Khoisan hunter-gatherers living in the forests and along the rivers, especially of central and southern Angola. The establishment of settled Bantu societies took several hundreds of years, with the emergence of distinct ethnic groupings that today divide the population into Ovimbundu (37 percent), Kimbundu (25 percent) and Bakongo (13 percent). The first significant political entity of any power became known, in the 13th century, as the Kingdom of Kongo, which stretched along the coast from present-day Gabon in the north to the river Kwanza in the vicinity of Luanda in the south. The kingdom succeeded in co-existing with the Portuguese for nearly a century before finally losing its independence.

The Portuguese came to stay in 1575 when 100 settler families and 400 soldiers put ashore to found Luanda. The settlement was granted city status a mere 30 years later. After a brief relinquishment of Luanda to the Dutch, Portugal once again asserted its authority, this time via a Portuguese force from Brazil, and new settlers arrived in considerable numbers. The colony expanded steadily inland, a process that was necessary for the full exploitation of the slave trade.

Since Angola and Brazil were both Portuguese colonies, a classic triangular trading arrangement was established: ships brought manufactured goods from Europe to Africa's West coast. They then sailed with African slaves to the plantations in Brazil. From Brazil they returned to Europe laden with agricultural produce and other raw materials. For many decades, even after the various annexed territories were ruled directly from Lisbon (from 1655), Angola's status was essentially that of a colony of Brazil. Only after a century of cruelty and hardship did Angola gradually begin to change from a slave-based economy to one based on production for domestic consumption, a transformation that was completed in the 1830s when the slave trade was internationally abolished.

By the middle of the 19th century, Luanda was one of the most developed of all cities in the Portuguese Empire, and vigorous trading took place there in a wide variety of agricultural products. With the fall of the Portuguese monarchy early in the 20th century, some social reforms – in administration and agriculture, and belatedly in education – were introduced in Angola, the colony finally becoming an overseas province of Portugal in 1951. The country was considered to be stable and prosperous, with significant advances in such differing spheres as civil rights and railway expansion. However, by the end of 1961, around 50 000 people (including up to 2 000 settlers) had lost their lives in the first turbulent year of the struggle for Angolan independence from Portugal.

Portugal proved to be a difficult authority to shrug off. Only after 13 increasingly bloody years, and precipitated by the Portuguese *coup d'état* in 1974, did hostilities end. An independent MPLA government was installed, but the other two revolutionary groupings in the country (the FNLA and UNITA) were excluded. As a result, the country rapidly descended into civil war. This bruising situation, exacerbated by the discovery of large deposits of diamonds, continued until 2002. By then, 1,5-million Angolans had been killed, the economy ruined and infrastructure badly damaged. Major reconstruction is currently being attempted, driven largely by offshore oil production and generous credit from China, and it is in this atmosphere of cautious optimism that the country's only university seeks a way ahead.



KEY COUNTRY CONTEXT STATISTICS

Population:	16.403 million (2006)
GDP:	US\$1,410 (2005) per capita
Human Development Index (HDI):	0.446
Unemployment levels:	50% (2001 est.)
Key economic sectors:	Oil and Gas, Trade and Commerce, Services, Agriculture/Forestry/ Fishing
Principal Exports:	Crude Oil, Diamonds, Refined Oil Products.
HIV and Aids prevalence:	2.1% (2007)
Gross Primary Enrolment Ratio:	64 (1999)
Gross Secondary Enrolment Ratio:	18 (2002)
Gross Tertiary Enrolment Ratio:	1 (2002)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006).



National day: 11 November

POLICY CONTEXT

The government has adopted a National Plan of Action on Education for All (EFA). In 1995, extensive legislation was approved, conferring full autonomy to the university, which ceased to be institutionally subjected to orders from the *Movimento Popular de Libertação de Angola*/ Popular Movement for the Liberation of Angola (MPLA) or the Ministry of Education (Bloom et al., 2006). Angola adopted a Poverty Reduction Strategy Plan (PRSP) in 2003/4. Education has been identified as one of the top ten priorities (SARUA 2008 – MRCI Report).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
Higher Education Law – Management of Higher Education Institutions (Decree No. 3/92) (1991) 81	Allows universities full autonomy in decision-making and encourages establishment of private higher education institutions

Source: Bloom, Canning, & Chan, 2006

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
No information available	

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	2.8%
% Education budget allocated to higher education	No data
Loan/Grant scheme in place	No data

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR ANGOLA
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	Not available
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 44 1996-2001: 57 2002-2007: 81

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN ANGOLA	
UNIVERSITIES IN ANGOLA	WEBSITE
Universidade Agostinho Neto	www.uan-angola.org

EDUCATION SYSTEM OVERVIEW

Primary education lasts for six years and is compulsory for children aged six to nine years. The secondary education system is divided into two cycles of three years each leading to the *Habilitações Literárias*. There is a parallel technical education system divided into three years of vocational education (after primary school) and four years of middle technical education lasting for four years (after class nine) (International Association of Universities [IAU] World Higher Education Database, 2003).

There is one state university, the Universidade Agostinho Neto.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	1
Publicly funded HE institutions and colleges	2
Privately funded HE institutions	11
TOTAL	14

Source: Angola Press Agency, 2007

UNIVERSITY OF AGOSTINHO NETO

ONLY IN 1962, after the struggle for Angolan independence had well and truly begun, did the Portuguese authorities establish a state-funded university in Angola. The *Estudos Gerais Universitarios de Angola* was originally established in Luanda and began to award a range of degrees from engineering to medicine. It is worth comparing this single university with the four public universities in Portugal itself at that time. By 2008, the number in Portugal had grown to 14, but Angola's tally remained at one.

The fortunes of the Angolan university were closely tied to the fortunes of the country itself. In 1968, the institution was renamed *Universidade de Luanda*; and in 1979, four years after independence from Portugal, the university was completely restructured as *Universidade de Angola* to replace the higher education concepts of colonial times. While the civil war raged, academic variety was replaced with pragmatism: the new institution was geared almost exclusively to producing secondary school teachers to

address the high levels of illiteracy in the country. Since then, however, the university (renamed *Universidade Agostinho Neto* in 1985 to honour the first president of an independent Angola) has diversified significantly.

A feature of the *Universidade Agostinho Neto* is that its numerous faculties and institutes of higher education are housed in campuses spread across ten of the 18 provinces of the country. For example, the Faculty of Agricultural Sciences is situated in Huambo, a School of Science and Technology in Namibe, Institutes of Science in Education in Lubango, Benguela, Huambo, Cabinda and Uige, and a Pedagogical School at Lunda-Norte.

Although the university depends overwhelmingly on funding from the state, contributions from entities operating within Angola, such as the oil and diamond companies, have begun to create opportunities for alternative funding sources for Angolan higher education.

FACTS AND FIGURES AT A GLANCE⁴

University of Agostinho Neto is principally a contact institution, although a new distance education programme will be launched in 2009. The majority of students are Angolan nationals, with only 20 students coming from other countries.

TABLE 1 UNIVERSITY OF AGOSTINHO NETO: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	6,740	6,566	30	142	2
Business, Management & Law	10,467	10,037	160	270	0
Humanities and Social Sciences	28,753	28,557	0	196	0
Health Sciences	1,418	1,394	0	24	0
TOTALS	47,378	46,554	190	632	2

Source: University of Agostinho Neto questionnaire response

TABLE 2 UNIVERSITY OF AGOSTINHO NETO: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	451
Business, Management & Law	270
Humanities and Social Sciences	627
Health Sciences	153
TOTALS	1,501

Source: University of Agostinho Neto questionnaire response

Contact Details: URL: <http://www.uan-angola.org>, Physical Address: Not available on website, Telephone: (+244-222) 310 283

⁴ All data presented in this section is headcount data.



THIS SPACIOUS Southern African country has a lot to recommend it. To begin with, there's the desert: those famous red dunes of the Kalahari dominate across 70 percent of the more than 600 000 square kilometres of Botswana's surface area. In the southwest corner, Botswana shares the desert-based Kgalagadi Transfrontier National Park with South Africa. In the northwest, the spectacular Okavango Swamp, the world's largest inland delta, attracts many thousands of visitors a year.

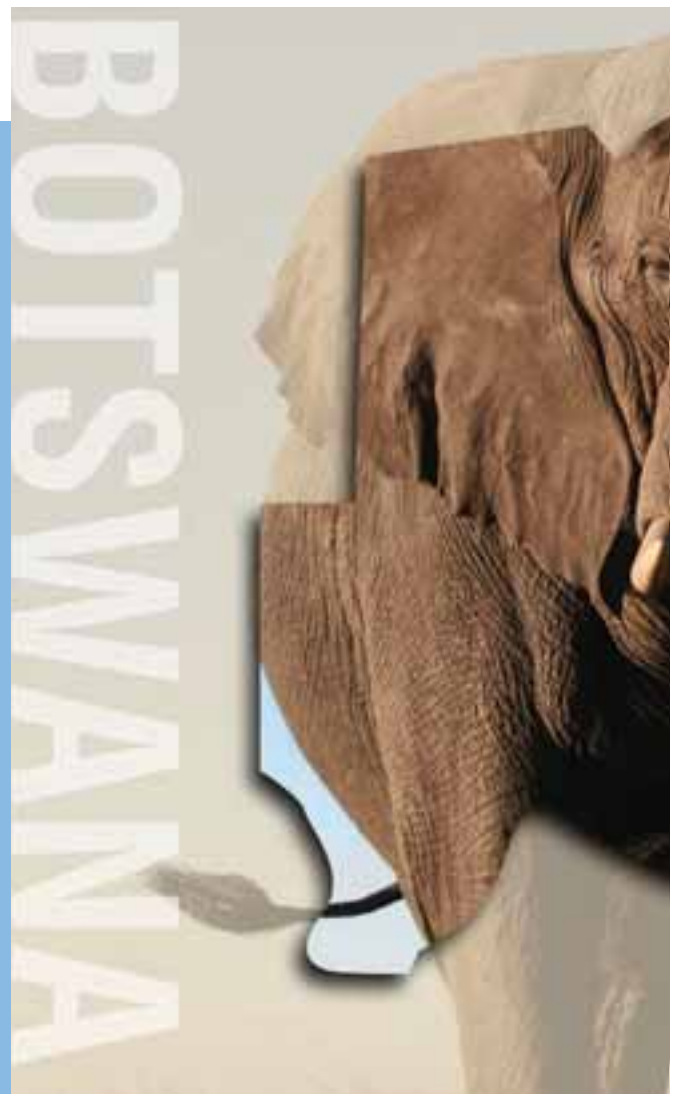
Despite its considerable expanse, Botswana is extremely sparsely populated, with a population density figure of only three persons per square kilometre. Indeed, only 1.7-million people live here, which places it low down – in the last 20 – of the world population rankings.

The oldest ethnic grouping in Botswana is undoubtedly the San (or AbaThwa). As across the entire Southern African region, these stone-age people were the first human occupants, and still today comprise significant groupings in Botswana in particular, often occupying remote areas within the Kalahari Desert. At least 1 500 years ago, possibly earlier, iron-age Bantu people had expanded south from their original homes in West Africa and had begun penetrating into present-day South Africa. Nguni immigrants moved through the eastern coastal regions of the country; while the Sotho-Tswana wave occupied the centre of the country, finally settling in the Southern African central plateau now identified as the South African provinces of North West and Northern Cape, and in the more fertile tracts of Botswana.

It was only in the 19th century that present-day Botswana took shape as a political entity. Tensions between tribes had been exacerbated by the Difaqane upheavals, described by one historian as 'one of the most formative events of African history'.⁴ With Shaka's formidable Zulu armies at the epicentre, hardly a tribe or ethnic grouping anywhere in and around South Africa was left untouched.

Added to this fundamental unrest was the introduction of European settlers in the shape of the Boer communities who appeared to the north of the Vaal River with the advent of the Great Trek in the late 1830s. The Tswana tribes of the region lived an increasingly precarious existence, until finally their leaders appealed to the British for protection. The result was the establishment of the Bechuanaland Protectorate in 1885, a territory that was ultimately divided between the then Cape Colony, with the northern parts remaining under British control. When union was achieved in South Africa in 1910, the three so-called High Commission Territories of Basutoland, Swaziland and the Bechuanaland Protectorate were not included. This paved the way for self-government, and the eventual creation of the Botswanan state, a parliamentary republic, in 1966, with Seretse Khama as its first president.

Socio-economic conditions in the country have, since then, generally been conducive to steady growth, and today Botswana is one of the success stories of post-Uhuru Africa. The currency, the Pula, is the strongest in the SADC region; and per capita GDP, at nearly US \$6000, is among the region's highest. The Botswanan economy has been built on foreign investment and foreign management skills, which has resulted in the rapid growth of the financial and services sectors, as well as increasing manufacturing activity. By the early 2000s these activities had outstripped mining as the leading revenue generators in the economy. Important pillars of the nation's economic policy include: no prohibition on foreign ownership of companies, a privatisation master plan, and a national export development strategy. Botswana, which has enjoyed some form of tertiary education facilities since 1966, ranks as Africa's least corrupt country and the continent's best credit risk.



KEY COUNTRY CONTEXT STATISTICS

Population:	1.720 million (2006)
GDP:	US\$5,720 (2006) per capita
Human Development Index (HDI):	0.654
Unemployment levels:	7.5% (2007 est.)
Key economic sectors:	Mining, Manufacturing, Agriculture, Tourism
Principal Exports:	Diamonds, Copper-Nickel, Beef, Soda Ash.
HIV and Aids prevalence:	23.9% (2008)
Gross Primary Enrolment Ratio:	82.5 (2006)
Gross Secondary Enrolment Ratio:	28.5 (2006)
Gross Tertiary Enrolment Ratio:	5 (2006)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2007; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006).

⁴ J D Omer-Cooper.



POLICY CONTEXT

The Tertiary Education Policy of 2008 outlines a series of policy recommendations for HE in the country. Amongst others, this policy seeks to support the creation of a single, integrated and differentiated tertiary education system. The 9th National Development Plan (2003-2009) notes a proposed increase in expenditure on secondary and tertiary education and plans to open a second public university. The Annual Poverty Report (2007) makes reference to the role of HE in expanding employment opportunities (MRCI Report).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
Tertiary Education Act (TEA) of 1999	Defines tertiary education as all post-secondary school education and training. Act defines organisation of tertiary education in the country.
Tertiary Education White Paper 'Towards a Knowledge Society, 2008'	Objective of the policy is to achieve a gross tertiary enrolment rate of 17% by 2016 and 25% by 2026.

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
Tertiary Education Council (TEC)	This council, created as an Act of parliament, is responsible for registration of HE institutions, accreditation of courses, quality assurance of programmes of learning, planning and research, advisor to government, policy initiation, human resources planning and development and budgeting and funding for public tertiary institutions.
Botswana Training Authority (BOTA)	Authority's overall task is to monitor and regulate Vocational Education and Training (VET) within Botswana.

NATIONAL LEVEL OVERVIEW

Primary education in Botswana lasts for seven years, leading to the Primary School Leaving Certificate (PSLE). Primary school begins at age six. Secondary education lasts for five years, and is divided into two cycles: a three-year cycle leading to the Junior Certificate Examination (JCE) and a two-year cycle preparing pupils for the Botswana General Certificate of Secondary Education. The Cambridge Overseas School Certificate at this level is being phased out, but both give access to higher education (International Association of Universities [IAU] World Higher Education Database, 2003). Higher Education (HE) is provided by 27 tertiary institutions within the country.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	1
Publicly funded HE institutions and colleges	21
Privately funded HE institutions	5
TOTAL	27

Source: Botswana TEC questionnaire and interview response

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	3.3%
% Education budget allocated to higher education	12.5% (2005/06)
Loan/Grant scheme in place	Yes

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR BOTSWANA
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.43% (2005)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 280 1996-2001: 648 2002-2007: 948

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN BOTSWANA	
UNIVERSITIES IN BOTSWANA	WEBSITE
University of Botswana	www.ub.bw

BOTSWANA INTERNATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

THIS EXCITING new institution is currently under construction on a 2 500-hectare site in the rolling hills of Palapye some 270 km north of Gaborone. The express intention is to establish a state-of-the-art centre of excellence that is committed to serve as a catalyst for economic transformation and that attracts some of the world's brightest young minds.

The doors of the Botswana International University of Science and Technology (BIUST) will accept its first cohort of students in March 2011. Its main aim will be to produce well-rounded graduates fully equipped with work, interpersonal, management and entrepreneurial skills. To achieve this, BIUST will include in all science, engineering and technology curricula business management components for both undergraduate and graduate students. The emphasis will fall heavily on research in a wide range of anticipated academic programmes.

In the engineering faculty, for example, programmes and research opportunities will be offered in biomedical engineering, energy systems, mechatronics, and sustainable

and renewable energy engineering. In the science faculty, there will be everything from agriculture to earth and environmental sciences, ecotourism, and land and water resource science. In the business management faculty, MBA and other programmes will be tailored for dual degree combinations in ecotourism and environmental management, innovation and enterprise, mining economics, and sustainable resource management. Areas of wide interest to the developing and developed worlds will be at the fingertips of research staff and students alike.

BIUST, which is being established by the Botswana government, aims to become a centre of excellence and innovation in the SADC region. The institution will ultimately accommodate 6 000 students from undergraduate to doctoral levels. Key components of the BIUST strategy include partnerships with leading international universities as well as carefully selected local, regional and international private-sector organisations involved in science, engineering and technology – and in the management of these specialities.

No Contact Details



UNIVERSITY OF BOTSWANA

THE ORIGINS of the University of Botswana can be traced back to the break up of the jointly funded University of Botswana, Lesotho and Swaziland (UBLS) in 1975.⁵ The nationalisation of the Lesotho campus of UBLS caused some disruption for students from Botswana and Swaziland, but the establishment of the University of Botswana and Swaziland resolved the situation. Constituent colleges were set up in both countries, the Botswana college specialising in economics, social studies and science, while law was offered in Swaziland.

Co-operation between the two countries and their colleges remained high, with a free interchange of students and a common vision for tertiary education which at the time was seen as 'playing an increasingly important role in national development', not only by providing the necessary skilled manpower, but also by using the university as a focus for academic and cultural activities. At the same time, both colleges concentrated on developing their infrastructural

and academic resources until, in 1982, separate universities were established for each country. After the split, co-operation remained high, with student exchanges and special consultative mechanisms established between the two institutions.

In 1990, a major review was undertaken of the organisation, management and structure of the University of Botswana. This led to major improvements in governance, and to the creation of new faculties of business, engineering and technology, and also to a school of graduate studies, bringing the total number of faculties to eight. The Harry Oppenheimer Okavango Research Centre (originally established in 1994) attracts post-doctoral researchers from around the world, as well as offering postgraduate students from the University of Botswana excellent research facilities. In addition, the university boasts a library with 450 000 books, pamphlets and periodical and journal titles for use by its 25 000 registered users.

FACTS AND FIGURES AT A GLANCE⁶

The University of Botswana offers both contact and distance education. In 2005-6, it had 15,710 students, with 12,602 studying full-time. Most of the students (14,942) are national citizens with 136 students being from SADC countries and 632 students from other international, non-SADC countries.

TABLE 1 UNIVERSITY OF BOTSWANA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2005-6)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	2,778	2,580	0	167	35	198
Business, Management & Law	1,972	1,824	0	148	0	0
Humanities and Social Sciences	5,008	4,704	2	290	12	127
Health Sciences	346	335	0	11	0	0
Other (Education)	2,408	1,672	464	248	20	0
Other (Graduate School)	933	0	933	0	0	0
Other (Centre for Continuing Education)	2,265	2,265	0	0	0	0
TOTALS	15,710	13,380	1,399	864	67	325

Source: University of Botswana questionnaire response

TABLE 2 UNIVERSITY OF BOTSWANA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2005-6)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	262
Business, Management & Law	66
Humanities and Social Sciences	216
Health Sciences	21
Other (Education)	140
Other	122
TOTALS	827

Source: University of Botswana questionnaire response

Contact Details: URL: <http://www.ub.bw>, Postal Address: Private Bag UB 0022, Gaborone, Botswana, Telephone: (+267) 355-0000

⁵ For details of the origins of the University of Botswana, Lesotho and Swaziland, see the entry for the National University of Lesotho, on page 16.

⁶ All data presented in this section is headcount data.

THE ARCHAEOLOGICAL record suggests that the area now known as the DRC was populated at least 10 000 years ago, and probably earlier, by stone-age pygmy groupings who were forced into the remoter forest areas with the steady incursion of Bantu speakers from present-day Nigeria. By the 7th century AD, these iron-age Bantu communities were well established across large parts of the heavily wooded Congo basin that in turn is dominated by one of the world's longest and most inaccessible rivers.

The first significant polity to arise in the western coastal regions of central Africa was the Kingdom of Kongo,⁷ which existed from the 14th to the early 18th centuries. Only towards the end of the 19th century did European imperialists make serious incursions into the hitherto impenetrable interior. The aggressive journeys of British explorer Henry Morton Stanley in the 1870s and 1880s marked the start of over a century of instability and brutality in the Congo region.

King Leopold II of Belgium had sponsored some of Stanley's latter explorations. At the Berlin Conference in 1885 (where the colonial powers arbitrarily divided Africa between them) the king formally acquired the entire Congo territory. Leopold, however, had been exploiting the so-called Congo Free State since the late 1870s. The extraction of rubber from the colony caused particular hardship: a common practice was the amputation of limbs as the penalty for failure to achieve the rubber collecting quotas. By the time the Congo Free State was disbanded in 1908, it is estimated that around 10 million indigenous people had died as a direct consequence of exploitation, starvation and disease. Under the administration of the Belgium Congo, conditions improved, but Belgium proved to be a weak and neglectful colonial power, a reality that finally found a bloody consequence in the independence upheavals of 1960.

Spurred by the nationalism sweeping West Africa at the time, the Congolese joined the clamour for independence from colonial rule. Rioting and unrest persuaded the Belgians to grant independence on 30 June 1960 and then to leave the vast country to its own devices. Chaos ensued. The first Soviet-leaning prime minister was murdered, to be replaced by a pro-Western politician; the copper-rich Katanga province attempted to secede; European colonists were hunted down and murdered; and finally it took tens of thousands of troops from the United Nations, and from Belgium, Britain and America, to restore a semblance of control.

But unrest continued to plague the country until in 1965 the commander in chief of the national army, Mobutu Sese Seko, seized control, renamed the country Zaire, and declared himself president for five years. In fact, he remained in power until 1997, but under increasing pressure from his own people. In 1991, for example, thousands of unpaid soldiers looted the capital city, Kinshasa.

The realities of the Rwandan genocide of 1994 did not take long to spill over into eastern Zaire, giving rise to a final alignment of forces into those for and those against the Mobutu dictatorship. Rwanda and Uganda were heavily involved. When the anti-Mobutu forces advanced upon Kinshasa, the president sued for peace, failed, and hurriedly left the country. In spite of a name change (the DRC since 1997) and several changes in leadership, and numerous truces and the intervention of peacekeepers, the chaos in large parts of the country continues. It is against this tumultuous background that the progress of tertiary education, which only began in 1954 in the DRC, must be viewed.



KEY COUNTRY CONTEXT STATISTICS

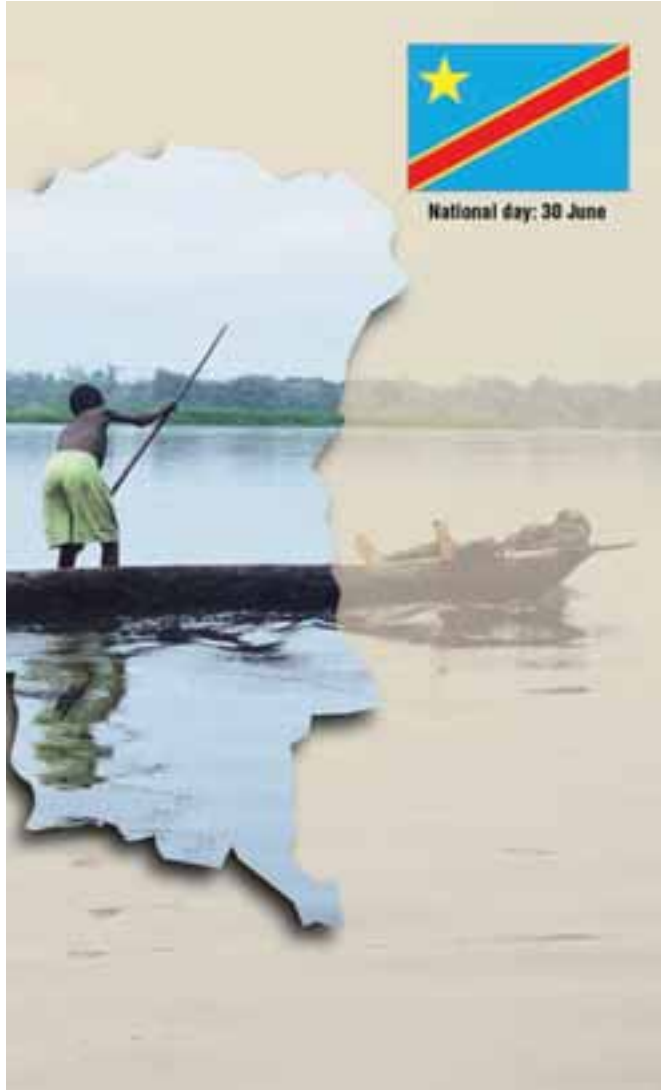
Population:	61.532 million (2006 est.)
GDP:	US\$300 (2007 est.) per capita
Human Development Index (HDI):	0.411
Unemployment levels:	NA
Key economic sectors:	Agriculture and Forestry, Services, Mining, Manufacturing
Principal Exports:	Diamonds, Crude Oil, Cobalt, Copper.
HIV and Aids prevalence:	4.2% (2003 ext.)
Gross Primary Enrolment Ratio:	61 (2002)
Gross Secondary Enrolment Ratio:	22 (2002)
Gross Tertiary Enrolment Ratio:	1 (1999)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)

⁷ The Kingdom of Kongo is briefly described in the entry on Angola, see page 3.



National day: 30 June



POLICY CONTEXT

The education system in the DRC is governed by the law 25/95 of 17 November 1995 amending the School Act No. 008/90 of September 6 1990 and on the reorganisation of the education system. This law stipulates the right to education ensuring equal access to education and vocational training. Public education is free. Basic education is compulsory. The right to establish private schools is subject to the approval of the State (Ministere de l'enseignement Primaire et Secondaire Charge de l'Alphabetisation, 2002).

Pacte de Modernisation de l'Enseignement Supérieur et Universitaire (PADEM) is the Ministry of Higher Education and Universities' reform agenda that started in 2003. The objectives of PADEM are to:

1. Reform and modernise the system of higher university and education;
2. Upgrade professional and teaching careers; and
3. Make the university a true centre of excellence (Table Ronde de l'Education en République Démocratique du Congo, 2004)

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
No information available	
LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
No information available	
FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	4.6%
% Education budget allocated to higher education	No data
Loan/Grant scheme in place	No data

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR THE DRC
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.4% (2004)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 264 1996-2001: 173 2002-2007: 242

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN THE DEMOCRATIC REPUBLIC OF CONGO	
UNIVERSITIES IN DRC	WEBSITE
National Pedagogy University	No website found
University of Goma	www.unigom.fr.nf
University of Kinshasa	www.unikin.cd
University of Kisangani	No website found
University of Lubumbashi	www.unilu.ac.cd

NATIONAL LEVEL OVERVIEW

Schooling in the DRC runs over 12 years. Primary education is compulsory and lasts for six years (learners aged 6-12), leading to the Certificat d'Etudes primaires (CEP). This allows access to secondary education (International Association of Universities [IAU] World Higher Education Database, 2005; World Bank Ed Stats, 2007). Secondary education (in either general or technical education) lasts for five to six years (depending on the cycle). The long cycle (general and technical education) lasts for six years from the age of 12 and only students who have passed the end of primary education may enrol. Those who complete the long cycle in a technical field and pass the Diplôme d'Etat are eligible for admission to higher education. The short cycle (technical/vocational training) lasts for up to five years in areas such as trade and crafts at the end of which a 'Brevet' is awarded (International Association of Universities [IAU] World Higher Education Database, 2005; World Bank Ed Stats, 2007).

There are 5 publicly funded universities in the DRC.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	5
Publicly funded polytechnics or specialised colleges	147
Privately funded, accredited universities or colleges	227
Other Institutions	2
TOTAL	381

Source: DRC MoHE questionnaire response

DRC

NATIONAL PEDAGOGY UNIVERSITY

THIS UNIVERSITY is a new addition to the Democratic Republic of Congo's list of tertiary educational institutions. It was established in Kinshasa in February 2005 in accordance with the commitments of the now defunct National Pedagogy Institute. The new National Pedagogy University (NPU) also inherited its financial and property holdings from the earlier organisation.

The mission assigned to the NPU by the national DRC government can be summarised in three key objectives that cover the basic functions of a university: namely teaching, research and outreach.

- To provide specialised training for teachers and trainers in the country's many pedagogical and technical institutes, including the NPU itself. In this regard, it should encourage the birth of new ideas and the development of professional skills, so as to enhance the nobleness of the pedagogical profession as well as the dignity of all practitioners.
- To plan the basic and applied scientific research that will impact on pedagogical issues that are specific to

the DRC, while at the same time taking into account the evolution of science, methods and technologies at the international level.

- To make the outcomes of NPU research accessible to the public by publishing and distributing information, particularly in textbook format that would be useful for teaching at the secondary and professional levels.

The NPU offers a range of specialist areas of study through its various faculties. At the heart of the institution lies the specialist teacher and training activities. A School of Practical Training provides special sections for pre-school education, as well as for primary and secondary education. The main faculties cover the sciences, humanities, economics, the social and political sciences, agronomy and veterinary medicine. A variety of diplomas and degrees, as well as postgraduate degrees, are offered at the NPU; and UNESCO has funded a chair that specialises in the sciences of education and the didactics of evaluation.

Contact Details: E-mail: upn@yahoo.fr, Physical Address: Corner Matidi Road and Avenue of Libcration, Quartier Biza, NPU, Postal Address: P.O. Box 8815, Kinshasa, DRC, Telephone: 015131815



UNIVERSITY OF GOMA

THIS UNIVERSITY is situated close to the northern shores of Lake Kivu and on the border with Rwanda. It is not surprising, then, that its genesis is intimately bound up with some of the worst fighting and social instability ever experienced in the eastern parts of the DRC.

The university in Goma started life in the early 1990s as the 'university centre' of North Kivu that was attached to the established University of Kisangani situated over 500 km to the northwest.⁸ The troubles had started with the Rwandan genocide and ensuing civil war. By 1998, the military situation in the eastern DRC, with frequent clashes between the anti-Mobutu rebels and government forces, was such that the satellite university centre lost contact with its parent institution in Kisangani. The result of this was that the centre became a de facto independent university run by the rebels who appointed the vice-chancellor but paid scant heed to its financial needs. In fact, between 1998 and 2003, the worst years of the civil war, the university survived on student fees alone, with no help coming from the central

DRC government or any other source. Only in 2005, several years after peace had more or less been restored to the DRC, was the University Centre of North Kivu officially transformed into the autonomous but centrally supported University of Goma.

In spite of the extraordinarily difficult circumstances of the first 15 years of its existence, the University of Goma has enjoyed remarkable growth. To begin with, in 1993, a single Faculty of Medicine and Social Science had been established. In 1996, two more faculties were added: one for Economics and one for Law. Then in 2004, further faculties were added for Agriculture, Education, Psychology and the Sciences. Student growth has been just as impressive, from 153 enrolments in 1994 to nearly 4 500 in 2008.

FACTS AND FIGURES AT A GLANCE⁹

University of Goma is a contact institution. In 2007, the university had 4,522 contact students enrolled, of whom 20 were students from other international, non-SADC countries.

TABLE 1 UNIVERSITY OF GOMA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	186	186	0	0	0
Business, Management & Law	1,073	1,065	0	8	0
Humanities and Social Sciences	2,178	2,170	0	8	0
Health Sciences	1,085	1,069	0	16	0
TOTALS	4,522	4,490	0	32	0

Source: University of Goma questionnaire response

TABLE 2 UNIVERSITY OF GOMA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	24
Business, Management & Law	37
Humanities and Social Sciences	78
Health Sciences	50
TOTALS	189

Source: University of Goma questionnaire response

Contact Details: URL: www.unigom.fr.nf, Physical Address: Route Sake n° 4, Commune de Goma, Goma, Postal Address: P.O. Box 03, Gisenyi (Rwanda), Telephone: Not available

⁸ For more detail on the early history of the development of universities in the DRC see the entry for the University of Kinshasa on page 11.

⁹ All data presented in this section is headcount data.

UNIVERSITY OF KINSHASA

IN 1954, the Belgian colonial authorities founded the first university in the sprawling Congo territory, and two years later they established a second. The first university had its campus in Leopoldville (now Kinshasa) and was called Université Lovanium. The second university was the Université Nationale du Congo in Elizabethville (now Lubumbashi). A third institution, Université Libre du Congo, was established with Protestant-sourced funding in Stanleyville (now Kisangani) at the headwaters of the Congo River. In 1971, the Mobutu government of the newly named Zaire, decided to nationalise all three universities and pull them together into one institution – the University of Zaire – with its headquarters in Kinshasa. Ten years later, the government reversed its earlier decision and unbundled the University of Zaire into its three original components.

The name of the institution in the capital, the University of Kinshasa, therefore dates from 1981. By 2007, academic and research staff numbered 1 530, with 245 operating in science and technology fields and 285 in the health sciences.

Most staff members are male, with females comprising just over six percent of the total.

On the financial side, the university is chronically under-funded, with the government providing less than one percent of total requirements.

Nevertheless, collaboration takes place with higher education institutions from other parts of the world. Examples of such collaboration include a twinning of the university's training schools with similar institutions in Germany; an academic relief programme administered in Belgium; a forestry programme in the Faculty of Agronomy is offered in partnership with institutions in Canada; an experimental farm is run with help from institutions in China; and a laboratory renovation programme is under way in partnership with Indian institutions.

The university is also involved with outreach into various DRC communities, most specifically in terms of food security and the development of fish farming.

FACTS AND FIGURES AT A GLANCE¹⁰

The University of Kinshasa is a contact education institution. In 2006-7, it had 26,186 students. Most of the students (26,121) are DRC citizens with 65 students being from international, non-SADC countries.

TABLE 1 UNIVERSITY OF KINSHASA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006/7)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY	
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA
Science, Engineering & Technology	3,025	2,501	524
Business, Management & Law	11,028	8,171	2,857
Humanities and Social Sciences	7,280	5,595	1,685
Health Sciences	3,994	3,892	102
Other	859	595	264
TOTALS	26,186	20,754	5,432

Source: University of Kinshasa questionnaire response

TABLE 2 UNIVERSITY OF KINSHASA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	245
Business, Management & Law	292
Humanities and Social Sciences	425
Health Sciences	285
Other	53
Other: Research institutions and others attached temporally to other institutions	230
TOTALS	1,530

Source: University of Kinshasa questionnaire response

Contact Details: URL: www.unikin.cd, Physical Address: Not available, Telephone: Not available

¹⁰ All data presented in this section is headcount data.

UNIVERSITY OF KISANGANI

THIS UNIVERSITY, situated in a city of more than 600 000 people, was founded by missionaries in 1963 as the Protestant Autonomous University of Congo. After nationalisation in 1971 and a process of amalgamation and subsequent unbundling,¹¹ the institution assumed its current name – the University of Kisangani – in 1981.

In 2007, there were 381 academic and research staff, most of them (215) active in the humanities and social sciences – but the recent history of the institution overshadows its current realities.

In 2000, the authoritative *Times Higher Education* reported that the university ‘has turned into a refugee camp following confrontations between Ugandan and Rwandan troops fighting for control of the mineral-rich city. While many have fled the campus, students and staff from the medical and pharmacy faculties have been helping Red Cross workers provide treatment to refugees. The university may have to be rebuilt after the conflict.’¹²

Currently, the university’s income is derived from student

fees (49 percent) and government subsidies (51 percent), but university management reports that the current income level is insufficient for effective operation. In addition, there is a serious need for infrastructure rehabilitation and additions, as well as for the acquisition of research literature. Although the university does not have a strategic plan to develop additional income sources, it is taking steps to increase academic fees to improve the daily operation of the institution.

The main challenges facing the university include serious weaknesses in the university’s information and communication technology (ICT) capabilities; and then the lack of qualified staff, of financial means, of premises and equipment, and of literature and laboratories. Clearly, the university’s physical infrastructure has not been rebuilt since the troubles. This is one reason why only 20% of the institutional focus of the University of Kisangani is reckoned for research.

FACTS AND FIGURES AT A GLANCE¹³

All students at the University of Kisangani are full-time, contact students, and all 6,058 students enrolled at the university are DRC nationals.

TABLE 1 UNIVERSITY OF KISANGANI: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006/7) DATE NOT SPECIFIED)¹⁴

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	304	110	25	0	2
Business, Management & Law	1,848	532	0	0	0
Humanities and Social Sciences	2,377	624	12	0	15
Health Sciences	1,529	325	0	0	0
TOTALS	6,058	1,591	37	0	17

Source: University of Kisangani questionnaire response

TABLE 2 UNIVERSITY OF KISANGANI: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	71
Business, Management & Law	37
Humanities and Social Sciences	215
Health Sciences	43
Other (not specified)	15
TOTALS	381

Source: University of Kisangani questionnaire response

Contact Details: URL: No website found, Physical Address: Not available, Telephone: Not available

¹¹ For more detail on the early history of the three main universities in the DRC see the entry for the University of Kinshasa on page 11.

¹² *Times Higher Education*, 16 June 2000

¹³ All data presented in this section is headcount data.

¹⁴ Note that totals for student numbers do not tally. Verification was sought from the university, but not received at the time of writing this profile.

UNIVERSITY OF LUBUMBASHI

SITUATED IN the copper-rich Katanga province in the south of the DRC, this large university (second in size only to the University of Kinshasa) was originally established by the colonial authorities in the mid-1950s. After a process of nationalisation and amalgamation into a single national institution,¹⁵ the university emerged once more as autonomous and with its current name, the University of Lubumbashi, in 1981.

In response to the nearby mining activity, nearly 200 of the 769 academic and research staff employed at the university are active in the science, engineering and technology fields. There are active geology, engineering and information science departments. Other academic options for students include languages (Latin, French, and Congolese languages), linguistics, history, philosophy, sociology, anthropology, and law. In total, there are 194 professors on the staff. However, research at the university hardly exists, with only 13 publications (including the publication of five books) appearing in 2007.

Nevertheless, it is hoped that new international contacts will help to improve the situation. Co-operative partnerships with institutions in Belgium, France, the USA, and South Africa have been established.

An example is the tripartite co-operation agreement between the University of Lubumbashi, the University of Liege in Belgium, and the University of KwaZulu-Natal in South Africa. The aim of the agreement is to reinforce scientific and academic co-operation between the three institutions by facilitating direct contacts through exchanges involving professors, researchers, technicians and students; by the setting up joint research activities; by jointly organising conferences and seminars; by information and equipment exchanges; and by sustained fundraising in each institution to support the exchange programmes.

The research activities listed for the Tripartite programme are ambitious. They include: mining and metallurgy, as well as HIV/Aids and blood transfusions. These activities should improve the weak research base at University of Lubumbashi.

FACTS AND FIGURES AT A GLANCE¹⁶

The University of Lubumbashi is a contact institution. In 2007 the university had a total enrolment of 20,898 students. The majority of students are DRC nationals (99.9%) with ten SADC nationals and ten students from other international, non-SADC, countries.

TABLE 1 UNIVERSITY OF LUBUMBASHI: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)¹⁷

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	2,972	1,972 ¹⁸	0	17	11
Business, Management & Law	5,892	3,892	0	8	9
Humanities and Social Sciences	6,623	2,440	0	30	34
Health Sciences	6,411	5,594	0	49	14
TOTALS	21,898	13,898	0	104	68

Source: University of Lubumbashi questionnaire response

TABLE 2 UNIVERSITY OF LUBUMBASHI: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	184
Business, Management & Law	80
Humanities and Social Sciences	288
Health Sciences	217
TOTALS	769

Source: University of Lubumbashi questionnaire response

Contact Details: URL: www.unilu.ac.cd, Physical Address: Not available, Telephone: Not available

¹⁵ For more detail on this process see the entry for the University of Kinshasa on page 11.

¹⁶ All data presented in this section is headcount data.

¹⁷ Total numbers of students by faculty do not tally accurately in all instances.

¹⁸ These numbers are for the first and second cycle.



THE ORIGINAL Khoisan hunter-gatherer communities in present-day Lesotho were displaced in the 16th century by Bantu-speaking farmers migrating south as part of the general dispersal of black Africans from the eastern parts of West Africa. The original Lesotho people spoke a unique seSotho dialect and called themselves the Basotho. They lived in reasonable harmony for nearly 250 years, but with the 19th century came a series of disruptions that was to change their lives forever.

To begin with, in the 1820s, unrest emanating from an epicentre of Zulu expansionism (in a socio-political process called the Difaqane) played havoc with the peace of the Basotho people living on both sides of the Caledon River (which now marks the border between Lesotho and South Africa's Free State province). Communities were annihilated or broken up and dispersed; and it was largely through the determination of Chief Moshoeshoe of the Meketeli clan that a defensive kingdom was established and maintained at Thaba Bosiu, high in the Lesotho mountains of the great Drakensberg escarpment that dominates the south-eastern seaboard of southern Africa. Even today, Lesotho is the only independent country in the world that lies entirely above 1 000 metres above sea level. Indeed, nearly two-thirds of its land area exceeds 3 000 metres in elevation.

From this mountain fortress, Moshoeshoe was able to weather the storms of the Difaqane, and in the late 1830s the land demands of the Voortrekkers who chose to settle in what is today the Eastern Free State. Finally, Moshoeshoe negotiated with the British for protection against the newly established Boer republic of the Orange Free State. In 1868, Lesotho became a British territory. After Moshoeshoe's death two years later, the mountainous enclave was annexed by the Cape Colony. However, insensitive administrative practices and above all an attempt to disarm the Basotho, led to open revolt. Lesotho was excised from the Cape in 1884 and made a British High Commission Territory, a status which persisted until full independence was achieved in 1966.

Lesotho's post independence history has not been without its problems. The country had been established as a constitutional monarchy with a bicameral parliament consisting of a senate and an elected national assembly. Severe inter-party conflicts, elections marred by violence, accusations of electoral fraud, no fewer than six political assassinations, and several military coups d'état have characterised the first 40 years of the mountain kingdom's existence. For example, in 1998, in spite of internationally observed elections, opposition protests culminated in violence outside the royal palace in Maseru, and a period of unprecedented violence, looting, casualties, the destruction of property, and a mutiny by junior members of the armed forces led to the presence of a SADC task force to restore the authority of the democratically elected government. In 2002, on the other hand, Lesotho experienced its first peaceful election.

In spite of protracted political instability, the country has seen progress in the social and economic spheres. The basis of the economy for at least 50 percent of Lesotho's 2.4-million people remains agricultural, but is frequently subsidised by migrant labour remittances from South Africa's mining industry. Nevertheless, general educational levels are improving. A programme of free primary education is now in place; and an estimated 85 percent of the population over 15 years is literate.

The export economy has been boosted by annual revenue from South Africa for water and electricity supplied via the Lesotho Highlands Water Project. Lesotho has also become the largest sub-Saharan African exporter of manufactured clothing to the USA. A recently opened ski resort high in the Maluti Mountains is drawing increasing numbers of tourists from neighbouring South Africa.



KEY COUNTRY CONTEXT STATISTICS

Population:	2.447 million (2006)
GDP:	US\$ 668 (per capita, 2006)
Human Development Index (HDI):	0.549 (2007/08)
Unemployment levels:	45% (2002)
Key economic sectors:	Clothing and Textiles, Agriculture, Manufacturing and Tourism
Principal Exports:	Clothing and Textiles, Manufacturing, Food and live Animals, Wool and Mohair
HIV and Aids prevalence:	23.23% (2007)
Gross Primary Enrolment Ratio:	114% (2006)
Gross Secondary Enrolment Ratio:	37% (2006)
Gross Tertiary Enrolment Ratio:	4% (2006)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC; UNAIDS, 2008; UNDP; UNESCO Institute for Statistics, 2006).



National day: 4 October



POLICY CONTEXT

The more global policy principle of the MoET, guided by the MDGs and EFA, is that basic education is an integral part of social and economic development and that it is a fundamental human right. It is also seen as an essential pre-condition for mid-level employment and secondary and post-secondary education and training, which is expected to lead to practical skills and knowledge. The SADC Protocol on Education and Training has explicitly influenced national HE policy and practice in that students from SADC countries are treated like home students in terms of paying fees. Science and technology has officially been identified as a priority area for HE, according to the MoET. The value of HE is noted in both the National Indicative Plan and Country Strategy Paper (2008-2013) as well as the Poverty Reduction Strategy (2005) (MCRI Report).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
Higher Education Act 2004	Provides for the regulation of HE, for the establishment, composition and functions of a Council for Higher Education, for the governance and funding of public HE institutions, for registration of HE private institutions, and for quality assurance.

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
None	

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	10.0%
% Education budget allocated to higher education	37% (2004/05)
Loan/Grant scheme in place	Yes

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR LESOTHO
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.1% (2004)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 79 1996-2001: 59 2002-2007: 68

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN LESOTHO	
UNIVERSITIES IN LESOTHO	WEBSITE
National University of Lesotho (NUL)	www.nul.ls

NATIONAL LEVEL OVERVIEW

The Ministry of Education and Training is responsible for the management, provision and regulation of education and training in Lesotho. The education sector consists of four years of pre-primary education (non-compulsory), seven years of primary education, five years of secondary education and three to six years of tertiary education. Post-secondary education has two main strands: higher education and technical and vocational education and training. The National University of Lesotho (NUL) is the only university, although there are close to 20 other tertiary-level public institutions and 15 private tertiary institutions (Ntimo-Makara, 2003).

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	1
Publicly funded HE institutions and colleges	1
Privately funded HE institutions	6
Other (Centre for Accounting Studies)	1
TOTAL	9

Source: Lesotho MoE questionnaire response

NATIONAL UNIVERSITY OF LESOTHO

TERTIARY EDUCATION in Lesotho developed from the determination of the Roman Catholic Church in Southern Africa to establish an institution of higher learning for Africans. This determination led, in 1945, to the establishment of the Pius XII Catholic University College at Roma, a rural valley some 34 kilometres southeast of Maseru, Lesotho's capital. The college was at first housed in a primary school building at the Roma Mission, but soon moved to the present university site. From its foundation, Pius XII College was affiliated to the University of South Africa (UNISA), and from the mid-1950s, the fledgling university was offering courses leading to UNISA bachelors degrees in commerce and science, as well as a postgraduate diploma in education.

By the end of that decade, however, financial problems and a deteriorating relationship with UNISA led to dramatic change. Through an agreement between the High Commission Territories and the Catholic Church, a new independent institution, the University of Basutoland, Bechuanaland and Swaziland was established at the Roma

site. By 1963, 180 students were enrolled; the first degrees were conferred early in 1967; and by 1970 student numbers had grown to over 400. Of these, 36 percent were from Lesotho, the balance coming from Botswana and Swaziland.

In 1975, however, a decision was taken to establish the National University of Lesotho (NUL), an unexpected development that excluded students from Botswana and Swaziland. This forced these countries to move towards alternative arrangements and ultimately to establish their own national universities.

Over the years, new facilities and departments have been established at Roma, on the original historic site of the Pius XII College. Considerable assistance has been received from external sources, particularly from countries within the European Union. The Netherlands, for example, has been instrumental in establishing a powerful education faculty at NUL.

FACTS AND FIGURES AT A GLANCE¹⁹

The National University of Lesotho (NUL) is a predominantly contact university with the majority of students being enrolled in undergraduate programmes.

TABLE 1 NATIONAL UNIVERSITY OF LESOTHO: SUMMARY OF ENROLMENT NUMBERS (2006/2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY	
		UNDERGRADUATE	POST GRADUATE
Science, Engineering and Technology	1259	1246	13
Law	624	621	3
Humanities and Social Sciences	3077	3035	42
Health Sciences	359	359	0
Other (Education)	1463	1463	0
Other (IEMS)	1784	1784	0
TOTALS	8,566	8,508	58

Source: Data provided per email by NUL

Of the 6724 undergraduate students registered in 2006/07 3477 (52%) were female and 3247 (48%) were male.

NUL reported in its Draft Strategic Plan 2007-2012 that in 2006/2007 there were 374 academic staff (162 female and 212 male) and 308 non-academic staff (157 female and 151 male) at the University (National University of Lesotho, 2007).

Contact Details: URL: <http://www/nul.ls>, Postal Address: PO Roma 180, Maseru, 100, Telephone: (+266) 22 340 0601

¹⁹ All data presented in this section is headcount data.



THIS INDIAN Ocean island is rich in natural wonders. It has been estimated that of the approximately 200 000 species and sub-species existing on Madagascar, as many as 150 000 are unique to the island. Half the world's species of chameleons, for example, are found nowhere else than in Madagascar. The reason for this can be attributed to the island's long isolation from the continents on either side. As part of East Gondwana, it split from Africa about 160-million years ago; and then split from the Indian sector of East Gondwana around 70-million years later. Through all the thousands of intervening millennia, Madagascar drifted and evolved without the presence of people.

Only somewhere around the 5th century AD did the first human inhabitants begin to arrive, probably in outrigger sailing canoes all the way from Borneo or Sulawesi (southern Celebes). More or less at the same time, it seems that intrepid Bantu groupings found their way across the Mozambique Channel. The Malagasy oral tradition suggests, but without much foundation at present, the presence of early hunter-gatherer people. Written history, however, only begins with the establishment of trading posts along the northwest coast by Arab traders in the 7th century. By then, the Malagasy language was well established, and social organisation took the form of independent chiefdoms, which grew in size and importance, and were further able to extend their power by trading with Indian Ocean neighbours.

Europeans entered the Madagascar arena only in 1500, when a Portuguese sea captain 'discovered' the island and established trade links. The French then took an interest, but failed to establish a colony, doing so on present day Reunion and Mauritius instead. They did, however, set up trading posts along the east coast of the island in the late 17th century.

At the same time one chiefdom, the Merina, succeeded in gaining control over most of the island. Their monarchs reigned continuously from 1795 to 1897. Towards the end of this period, however, the French returned, fought several wars with the locals and finally annexed the island, sending the Merina monarchy into exile in Algeria.

Malagasy troops fought for the Allies in the 1939-1945 World War. Not long after the soldiers came home, a huge nationalist uprising racked the island. After bitter fighting that lasted several months and caused around 90 000 deaths, the uprising was suppressed. The writing was on the wall for the colonial power, however, and self-determination for the Malagasy Republic was proclaimed in October 1958, with full independence following in 1960.

In the 1970s Madagascar swung to the left. It severed all ties with France and nationalised large sectors of the economy. The National Front for the Defence of the Revolution took power in 1977. By 1986, however, under the pressure of increasing government debt, a free-market economy re-emerged. Recent developments include the aggressive pursuit of foreign investment. In tandem with this is a new determination to obviate the most obvious obstacles to such investment. These include the combating of the unacceptably high levels of corruption, the introduction of land-ownership reform, and the active encouragement of the study of American and European business techniques.

Madagascar today has several major environmental problems that require urgent attention. Most of these stem from the extensive deforestation that has taken place over many years. Slash and burn agricultural techniques have done extensive damage, as have overgrazing and excessive crop production on overworked soil. New mining and oilfield developments, while expected to give a welcome boost to the Malagasy economy, are also causing environmental concern.

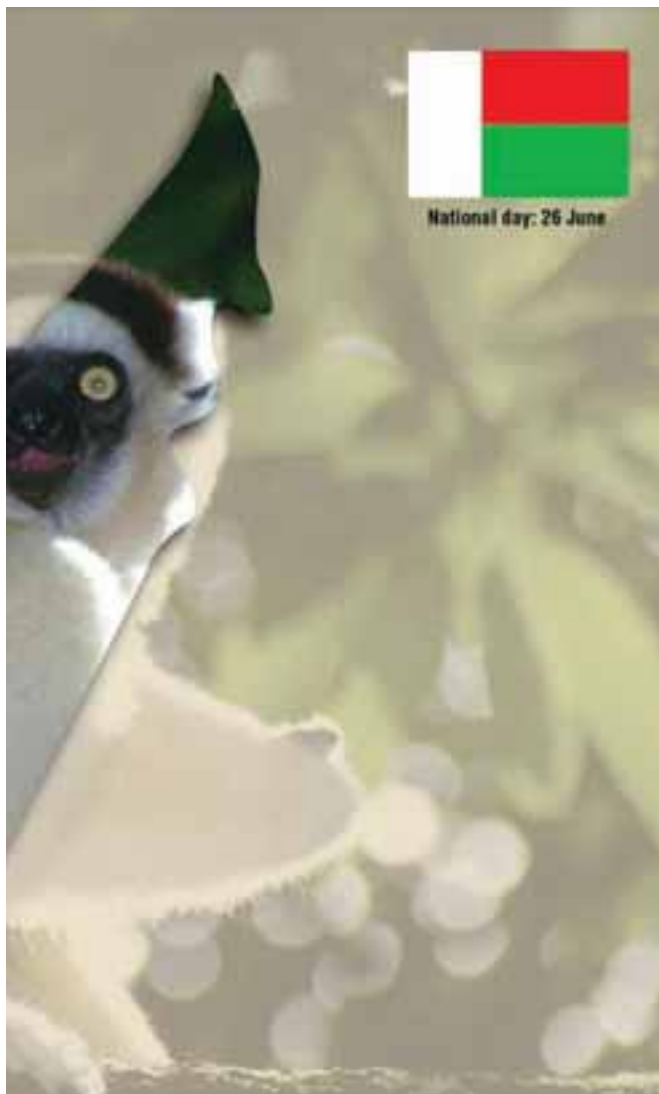
All this is fertile ground for lively universities committed to national objectives.



KEY COUNTRY CONTEXT STATISTICS

Population:	17.867 million (2006)
GDP:	US\$ 309 (2006) per capita
Human Development Index (HDI):	0.533
Unemployment levels:	50% (2004 Estimate)
Key economic sectors:	Mining, Agriculture, Industry and Tourism
Principal Exports:	Textile and Clothing, Coffee, Vanilla, Cloves, Pepper, Cocoa, Litchis, Prawns, Mining Products and Crafts
HIV and Aids prevalence:	0.13% (2007 Estimate)
Gross Primary Enrolment Ratio:	139 (2006)
Gross Secondary Enrolment Ratio:	24 (2006)
Gross Tertiary Enrolment Ratio:	3 (2006)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)



POLICY CONTEXT

Madagascar's education policies are encapsulated in several policies: the Strategic Plan for the Reform and Development of the Education Sector; the Education for all Plan (World Bank, 2005); Foundation of Universities (Directive 92-030) (1992); and Organisation of Private Universities (Décret no 95-681) (Bloom et al, 1996). These policies are supported by broader policies that focus on and articulate plans for the overall development of the country, for example the Poverty Reduction Strategy and the Madagascar Action Plan.

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
Madagascar Action Plan 2007-2012. Challenge 5: Transform higher education	The goals are: 1) Ensure competitiveness, creativity, employability of the graduates 2) Scientific and technological research and innovation (socio-economic and cultural development) 3) Offer diversified courses to meet the economic and social needs 4) The governance of public universities will be improved 5) High quality private universities and technical institutes will be developed. ²⁰

Source: MRCI report

NATIONAL LEVEL OVERVIEW

Madagascar's education system is divided into primary, first cycle secondary, technical secondary, and second cycle secondary education. This is followed by tertiary education, which offers studies at university level as well as at non-university level, including post-secondary studies in technical and vocational skills (International Association of Universities [IAU] World Higher Education Database, 2003).

According to the Malagasy MoE, there are 30 institutions of higher learning in Madagascar, distributed as follows.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	6
Publicly funded polytechnics or specialised colleges	2
Privately funded, accredited universities or colleges	21
National Centre for Media Education (CNTEMAD)	1
TOTAL	30

Source: Madagascar MoE questionnaire response

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
Ministry of National Education and Scientific Research (MENRS)	MENRS is responsible for overall management and accountability of national education and research.
General Department of post basic education and research (DGEPRF)	DGEPRF develops and implements policy related to high school, technical and professional development, higher education, and scientific research.
Directorate General of Higher Education and Research (DGESR)	Higher Education and research are currently under supervision of the DGESR.
Department of Public Higher Education and the Directorate of Private Higher Education	Higher Education is under the guardianship of the Department of Public Higher Education and the Directorate of Private Higher Education.
Higher Education Department (DESUP)	DESUP is in charge of development and implementation of policy related to higher education.
COPRIES	COPRIES is an organ of advice on harmonisation and co-ordination in international and national level action to execute policy in relation to Higher Education and Research by forming partnerships with companies, universities, centres of research, and laboratories and other organisations.

²⁰ Madagascar Action Plan 2007-2012; A Bold and Exciting Plan for Rapid Development, pp. 57-58 and Fourth PRSC, May 2007, p.10

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	No data
% Education budget allocated to higher education	10%
Loan/Grant scheme in place	Yes

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR MADAGASCAR
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.12% (2000)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 235 1996-2001: 405 2002-2007: 675

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN MADAGASCAR	
UNIVERSITIES IN MADAGASCAR	WEBSITE
University of Antananarivo	www.univ-antananarivo.mg
University of Fianarantsoa	www.univ-fianar.mg
University of Mahajanga	www.univ-mahajanga.mg
University of North Madagascar	www.univ-antsiranana.org
University of Toamasina	www.refer.mg/edu/minesup/toamasin/toamasin.htm
University of Toliara	www.refer.mg/edu/minesup/toliara/toliara.htm



UNIVERSITY OF ANTANANARIVO

THE FIRST traces of formal education arrived in Madagascar in 1820 when a mission school was established in Antananarivo. Eighty years later, the French set up a schooling system of sorts. However, it would be another half century, and amid the clamour for independence, that the first public tertiary institution came into being. The Institute for Advanced Studies, started in 1955, was the embryo from which the University of Madagascar grew. Before this development, several small training opportunities did exist in medicine (from 1896) and law (from 1947), and these were subsumed into the central institution around the time of independence.

The University of Madagascar consisted of several faculties, including Law, Economics, Sciences, Medicine (health services), Letters and Human Sciences. In 1964, a National Institute for Telecommunications and Posts came into being on the university campus; and a year later a Radio Isotopes Laboratory was installed.

During the late 1970s, the authorities established five

regional university centres, sited at Antsiranana in the far north; at Mahajanga on the west coast; at Toliara in the southwest; at Fianarantsoa in the southern highlands; and at Toamasina, the island's main east-coast port. After 1988, however, these regional centres became autonomous institutions, and the central University of Madagascar changed its name to the University of Antananarivo.²¹

The emphasis at Antananarivo is on business and management studies, which attracts more than half of the university's 25 000 students; and science, engineering and technology, which absorbs 390 of the university's 662 academics and researchers.

A difficulty faced by all Madagascar's universities is overcrowding. A total of 40 000 students are enrolled when the collective capacity is only 26 000. Low success rates are also a concern. Only 10% of students complete their courses, and they take nine years to do so, as opposed to the average five years for mainland African countries.

FACTS AND FIGURES AT A GLANCE²²

In 2007, University of Antananarivo had a student population of 24,966, all of whom were studying through contact learning and on a full-time basis. Of these students, 24,598 are Malagasy and 368 are international students from countries outside the SADC region.

TABLE 1 UNIVERSITY OF ANTANANARIVO: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)²³

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	4,232	2,114	1,693	38	0
Business, Management & Law	13,172	7,932	4,634	499	46
Humanities and Social Sciences	4,172	2,223	1,860	89	0
Health Sciences	2,671	1,938	733	0	0
Other (ENS)	719	330	275	144	0
TOTALS	24,966	14,537	9,155	740	46

Source: University of Antananarivo questionnaire response

TABLE 2 UNIVERSITY OF ANTANANARIVO: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	390
Business, Management & Law	53
Humanities and Social Sciences	104
Health Sciences	40
Other (ENS)	75
TOTALS	662

Source: University of Antananarivo questionnaire response

Contact Details URL: www.univ-antananarivo.mg, Physical Address: Présidence de l'Université d'Antananarivo: BP 566, Antananarivo 101, Telephone: +261 20 22 326 39

²¹ The other five universities, the erstwhile satellites, are treated individually.

²² All data presented in this section is headcount data.

²³ Note: That the number of students enrolled per level of study does not add up to the total number of students.

UNIVERSITY OF FIANARANTSOA

WITH A population of at least 150 000, Fianarantsoa is the chief commercial centre of a fertile agricultural region in the highlands of south central Madagascar. Fianarantsoa means 'good education' in Malagasy, and the university of that name, originally built in 1971 and gaining full autonomy in 1988,²⁴ has two faculties: science (including engineering and technology) and law (including business and management). The small academic and research staff of 72 is divided at a ratio of 3:2 in favour of science, while postgraduate activity is weighted 4:1 in the opposite direction.

About a two-hour drive from the city and University of Fianarantsoa lies the Ranomafana National Park, Madagascar's fourth to be established, that was inaugurated

in 1991 with the express purpose of protecting several rare species of nocturnal bamboo-eating lemurs. Faculty and students from the university have participated in research and training activities at the Ranomafana Park (RNP) since 1986; while in 1997 the university, in collaboration with other agencies, established the on-campus Institute of Environmental Techniques and Sciences, the first formal higher education centre dedicated to the environmental sciences in Madagascar.

FACTS AND FIGURES AT A GLANCE²⁵

University of Fianarantsoa is primarily a contact institution, with 4,139 students enrolled on contact learning courses and only 65 enrolled on distance learning courses. The university reports that it has 3,994 full-time students and 210 part-time students. In 2007, Malagasy students constituted 4,138 of the student body, with 66 students coming from countries within the SADC region, and no students from the international community.

TABLE 1 UNIVERSITY OF FIANARANTSOA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	908	834	60	14	0
Business, Management & Law	2,439	2,072	367	0	0
Humanities and Social Sciences	495	415	80	0	0
Health Sciences	0	0	0	0	0
Other (ENS)	226	139	67	20	0
Other (CUFP)	136	136	0	0	0
TOTALS	4,204	3,596	574	34	0

Source: University of Fianarantsoa questionnaire response

TABLE 2 UNIVERSITY OF FIANARANTSOA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	37
Business, Management & Law	24
Humanities and Social Sciences	1
Health Sciences	0
Other (ENS)	9
Other (CUFP)	1
TOTALS	72

Source: University of Fianarantsoa questionnaire response

Contact Details: URL: www.univ-fianar.mg, Physical Address: BP 1264, 301 Fianarantsoa, Madagascar, Telephone: (+261 20) 75 508 02

²⁴ For an outline of the early history of tertiary institutions in Madagascar, see entry for University of Antananarivo, page 19.

²⁵ All data presented in this section is headcount data.

UNIVERSITY OF MAHAJANGA

WITH A population of more than 160 000, Mahajanga is Madagascar's largest west coast port city, facing the East African coast across the Mozambique Channel. The atmosphere is cosmopolitan, with Arabs and Indians and Africans mingling with the indigenes. A fishing industry exists, as well as some manufacturing and food and agricultural product processing. Serving this city and its surrounding hinterland is the University of Mahajanga, founded in 1977.²⁶

It's a smallish institution of around 2 000 students, and with just under 70 academic and research staff spread across three faculties: Medicine, Science, and a Faculty of Business and Economics operating under the auspices of the Institute of Management Administration.

Since 2001, the Faculty of Science has become increasingly involved in the archaeological excavations being carried out on the Narinda Peninsula 100 kilometres up the coast. After the chance discovery of partially fossilised lemur bones in a Narinda cave, more structured explorations began

with the full involvement of the university. Co-operation from French and Malaysian universities has made it possible to establish an interdisciplinary team of scientists, a development that in turn has led to courses in archaeology and palaeontology being offered at the University of Mahajanga. In addition, a cleaning and restoration laboratory (the only one in Madagascar) is now housed at the university, along with all the regional collections of bones and other artefacts.

The university's Faculty of Medicine, the second to be established in Madagascar, is served by the 300-bed Hospital University Centre. Specialities taught at the centre range from cardiology and neurology to infectious diseases and paediatrics. A recent gift from the Japanese government has facilitated the creation of special neonatal facilities at the university hospital, with the objective of reducing mother and child morbidity and mortality in Madagascar in general, and in Mahajanga in particular.

FACTS AND FIGURES AT A GLANCE²⁷

In 2005/2006, 1,953 students were enrolled at the University of Mahajanga.

In 2007, there were 68 academic and research staff at Université de Mahajanga. Of these, six were *professors*, 34 were *professeur titulaire*, five were *maitre conferences* and 23 were *assistants*. The Faculty of Science had the most academic and research staff. According to the university website, there were more male staff members (63%) than females (Université de Mahajanga, 2008).

NOTE THAT NO QUESTIONNAIRE RESPONSE WAS RECEIVED FOR THIS INSTITUTION, AND HENCE NOT ALL DATA IS AVAILABLE.

Contact Details: URL: <http://www.univ-mahajanga.mg/>, Physical Address: BP : 652, 401 Mahajanga, Madagascar, Telephone: +261-20-629 0834

²⁶ For an outline of the early history of tertiary institutions in Madagascar, see entry for University of Antananarivo, page 19.

²⁷ All data presented in this section is headcount data.

UNIVERSITY OF NORTH MADAGASCAR

THE HOME of this small university is, not unexpectedly, in the far north of Madagascar, in the town of Antsiranana that was established around the natural harbour into which the first European sailed at the start of the 16th century. An outline of the famous sugar-loaf island, 'Nosy Lonjo', that lies in the middle of Antsiranana Bay has found its way into the design of the logo of the University of Northern Madagascar.

Although the university has fewer than 1 500 students in three faculties – Arts and Humanities, Science, and Teacher Training – it employs 75 academic and research staff, most of them engaged in the sciences. The university has established partnerships with important national institutes such as the Institute of Fisheries and Marine Sciences and the National Institute of Nuclear Science and Technology. It also has close relationships with several French universities. Locally, the Faculty of Science works closely with Antsiranana industry in the following fields: shipyards, shoe manufacture, sugar and salt production, and fisheries.

The University of Northern Madagascar states that it is

committed to undertaking research that meets the immediate needs of society, to strengthening its international connections, and to more widely publicising the results of its various research projects.

FACTS AND FIGURES AT A GLANCE²⁸

University of North Madagascar also known as Université' de Antsiranana, has a total enrolment of 1,428 students, all of whom are contact learning students. All of the students are enrolled on full-time courses. Of the students enrolled in the university, 1,345 are Malagasy and 103 are citizens from SADC countries. There are no international students outside SADC countries at the university.

TABLE 1 UNIVERSITY OF NORTH MADAGASCAR: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006/2007)²⁹

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	919	60	123	24	7	0
Business, Management & Law	191	0	0	0	0	40
Humanities and Social Sciences	318	55	17	3	2	0
TOTALS	1,428	115	140	29	9	40

Source: University of North Madagascar questionnaire response

TABLE 2 UNIVERSITY OF NORTH MADAGASCAR: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2006/2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	62
Business, Management & Law	0
Humanities and Social Sciences	13
TOTALS	75

Source: University of North Madagascar questionnaire response

Contact Details: URL: www.univ-antsiranana.org, Physical Address: Not available on website, Telephone: (+261) (20) 82 29409 or 21137

²⁸ All data presented in this section is headcount data.

²⁹ Note that the student numbers provided do not tally correctly. Verification has been sought.

UNIVERSITY OF TOAMASINA

FIRST ESTABLISHED in 1977, this university became an autonomous institution in 1988.³⁰ It is situated in Madagascar's principal east-coast port city (with a population in excess of 200 000), some 180 kilometres northeast of the capital, Antananarivo. Just over 50 academics and researchers staff the university's two main faculties – Economics and Management; Humanities and Social Sciences. In the former faculty there are departments of economy, management and law; while in the latter, history, geography, philosophy and French are taught. The bulk of the students are from Madagascar, although a small percentage comes from the Comoros and Reunion.

The university also houses a Higher Institute of Business Management, a radio station, and a computer-based Virtual University that was begun in 1999. A small conservation and environmental management department, already catering to the needs of 50 postgraduate students, has been launched in recent years.

Intellectual vigour and a keen desire to learn seem to

enliven the University of Toamasina campus.

The professor of history, Solofo Randrianja, has authored several books on political history, and his latest publication, *Madagascar Ethnies et Ethnicité*, brings together multidisciplinary research on the historical, linguistic, anthropological and religious dimensions of ethnicity on the island.

One student³¹ talks vividly about the lack of books and other materials at the university. 'Consequently, some (students) are obliged to find documentation out of the campus, subscribing to other libraries in town, using the internet, and buying books at the market. Despite this situation, the president of the university is still optimistic ... and encourages the students to keep on studying.'

Ex-students and local people are assisting with repairs to university buildings and furniture, and overseas partners from Canada and France are supplying much-needed computers and new books and journals for the university library. The motto of the university is, appropriately, 'knowledge and spirit'.

FACTS AND FIGURES AT A GLANCE³²

According to the University of Toamasina, there were 7,302 students enrolled at the Institution in 2008, all being contact students. The vast majority of students receive full-time tuition, with only 2.2% of students attending on a part-time basis. It was reported that 7,235 students are Malagasy and 67 are citizens from countries which fall outside the SADC region.

TABLE 1 UNIVERSITY OF TOAMASINA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)³³

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	0	0	0	0	0
Business, Management & Law	3,842	2,777	1,065	0	0
Humanities and Social Sciences	3,274	2,884	211	71	0
Health Sciences	0	0	0	0	0
Other (Environmental Management)	165	125	23	17	0
TOTALS	7,281	5,786	1,299	88	0

Source: University of Toamasina questionnaire response

TABLE 2 UNIVERSITY OF TOAMASINA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	0
Business, Management & Law	21
Humanities and Social Sciences	31
Health Sciences	0
Other (Environmental Management)	1
TOTALS	53

Source: University of Toamasina questionnaire response

Contact Details URL: www.refer.mg/edu/minesup/toamasin/toamasin.htm, Physical Address: BP 591 - 501 Toamasina – Madagascar, Telephone: (+261 20) 53 324 54 or 322 44

³⁰ For an outline of the early history of tertiary institutions in Madagascar, see entry for University of Antananarivo, page 19.

³¹ Ledhada's Weblog

³² All data presented in this section is headcount data.

³³ Note: that the data does not correspond with the total number of students enrolled at the university.

UNIVERSITY OF TOLIARA

ESTABLISHED IN 1970 as Madagascar's first institution of tertiary learning outside the capital, the University of Toliara achieved 'university centre' status in 1977 and full autonomy in 1988.³⁴ The university is situated in Toliara, a coastal city in the southwest of the island. Although catering for fewer than 2 000 students, nearly five percent are pursuing postgraduate studies at masters and doctoral level. Of the total number of students, just over six percent have travelled from countries outside the SADC region to attend one of the three faculties that have been developed: Arts and Humanities, Law and Management, and Natural Sciences.

The last faculty in particular is enhanced by the presence at the university of the Madagascar National Oceanographic Data Centre. The French originally started it in 1962. Thirty years later the centre was given a mandate by the Malagasy government to develop the aquaculture and fisheries sector in Madagascar. Today, around 25 teachers and visiting lecturers provide training in a variety of courses dictated by the needs of Madagascar's fishing industry, namely: marine

engineers, biologists at masters and doctoral level, and qualified technicians. The centre also undertakes applied research, and offers a consulting service, in the fields of oceanography and environmental coastal management.

Some of the research achievements of the Madagascar National Oceanographic Data Centre are: a project for the protection of coastal reefs in south-western Madagascar; a marine biodiversity assessment in the same coastal area; a socio-economic investigation of traditional fishing practices; and bio-ecological surveys to facilitate the development of a sustainable marine park in the Masoala area far away on Madagascar's northeast coast.

FACTS AND FIGURES AT A GLANCE³⁵

The University of Toliara focuses on Humanities and Social Sciences. It was reported that, in 2008, there were 1,838 students attending the university, all on a full-time basis. The vast majority of students were Malagasy citizens, with 108 students (6.2%) coming from international countries based outside the SADC region.

TABLE 1 UNIVERSITY OF TOLIARA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Humanities and Social Sciences	1,838	1,752	0	68	18
TOTALS	1,838	1,752	0	68	18

Source: University of Toliara questionnaire response

TABLE 2 UNIVERSITY OF TOLIARA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

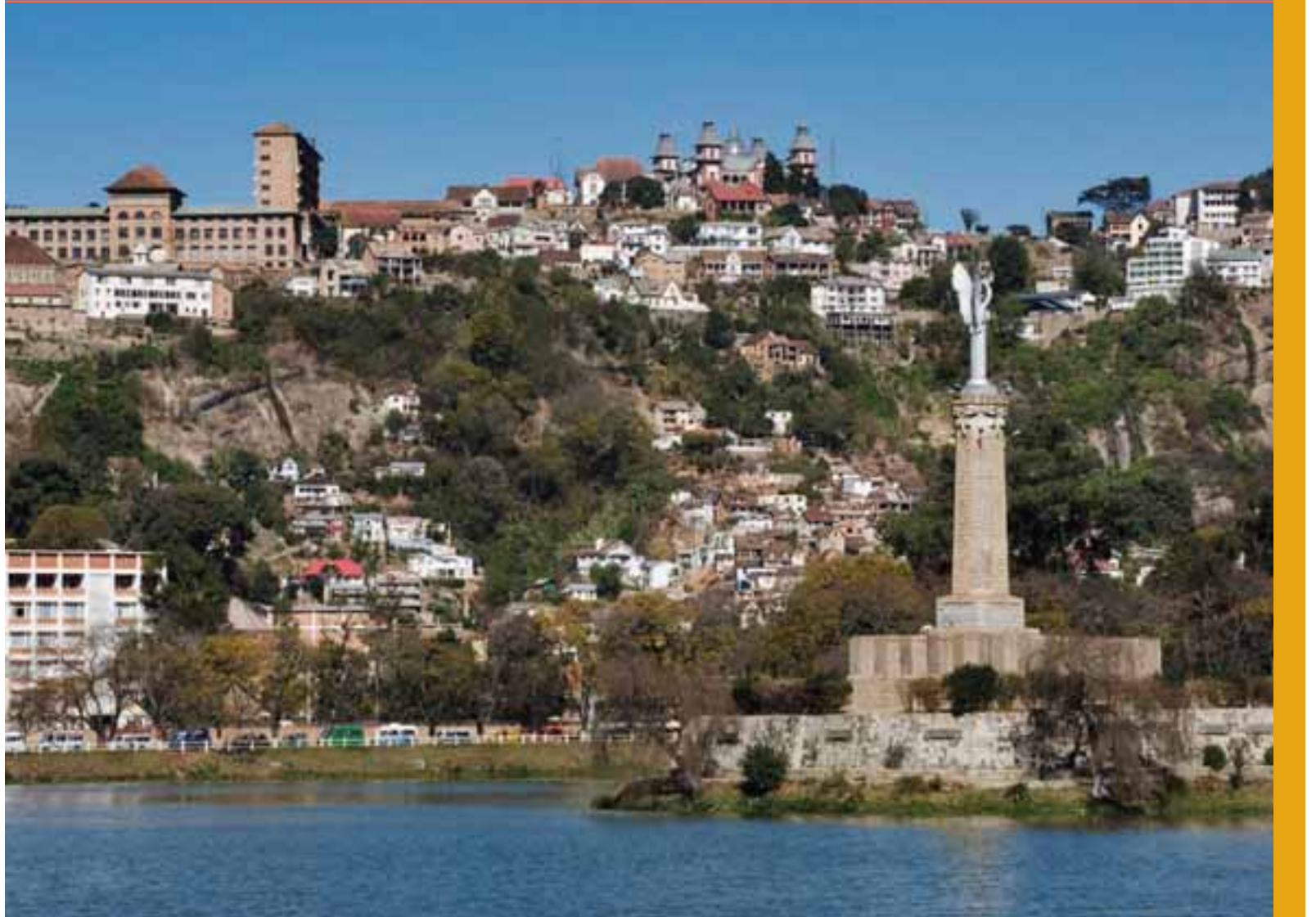
MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Humanities and Social Sciences	35
TOTALS	35

Source: University of Toliara questionnaire response

Contact Details: URL: www.refer.mg/edu/minesup/toliara/toliara.htm, Physical Address: 601 Toliara, Madagascar, Telephone: (+261 20) 94 417 73

³⁴ For an outline of the early history of tertiary institutions in Madagascar, see entry for University of Antananarivo, page 19.

³⁵ All data presented in this section is headcount data.



THE FAMILIAR Southern African story of early hunter-gatherer communities being disrupted by the introduction of iron-age Bantu from the north pertains equally to Malawi. The first major Bantu polity was the Maravi Empire, founded in the late 15th century by communities of ironworkers. The Amaravi (or Chewa as they were eventually called) attacked the stone-age people by using a system of pursuit and destruction that they later used in hunting unwanted predatory animals. Later, the Maravi Empire itself succumbed to two powerful groups that infiltrated the region. The first were the Angoni who during the Difaqane in the early 19th century had arrived from South Africa's eastern seaboard where they had been dispersed by an expanding Zulu empire. The second were the Yao who came from northern Mozambique. There they had established partnerships with seafaring Arab traders. Two significant results of this contact were a tribal decision in 1870 to follow Islam, and the Yao use of firearms against both the Chewa and the Angoni.

The first real contact with Europeans was with David Livingstone as he travelled up the western shores of Lake Malawi. Livingstone wrung his hands in despair when he saw the extent to which the Yao enslaved the other tribes and marched them off to the coast for sale to the Arab traders. Following upon the heels of the missionaries, came traders, hunters and planters, and in 1891 the British Central Africa Protectorate, later renamed Nyasaland, was established.

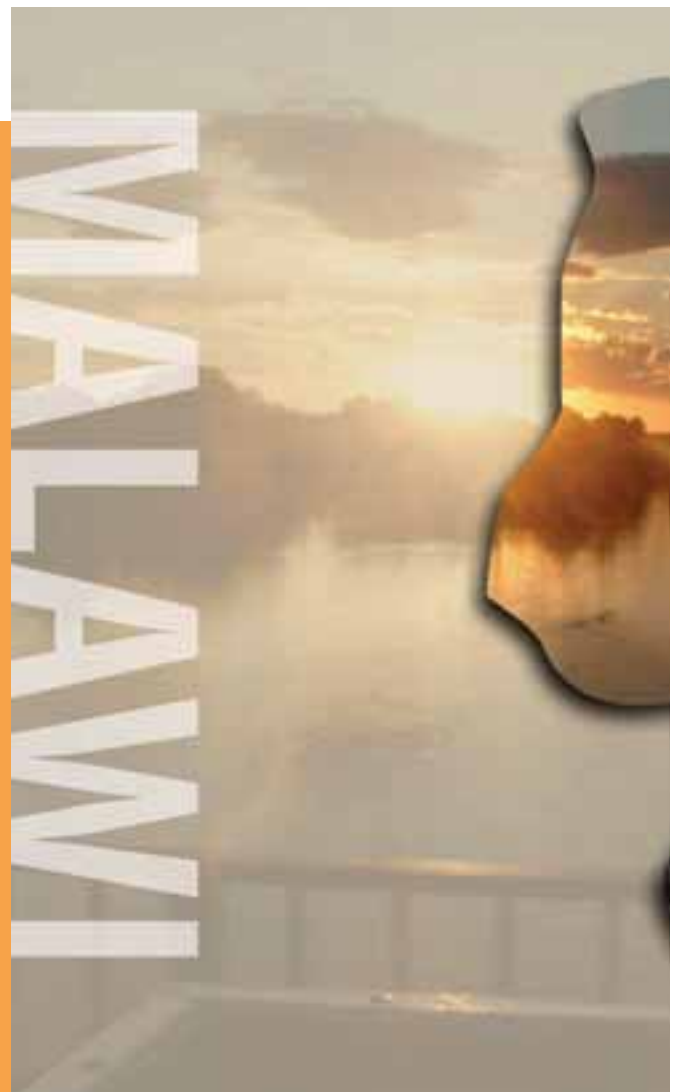
After troubled involvement with the ill-fated Central African Federation that amalgamated Nyasaland with Southern and Northern Rhodesia,³⁶ Nyasaland was granted independence as Malawi in 1964. The first president was Dr Hastings Banda, who had returned to Nyasaland in 1958 from an extended stay abroad to play a leading role in the push for independence. By 1970, however, Dr Banda had made himself 'president for life', and during his autocratic reign a series of laws made it illegal for women to wear pants of any kind or skirts showing any part of the knee; and men were not allowed to grow their hair below the collar. Overseas mail was opened; telephone calls were monitored; and international magazines to be sold in bookstores were edited, literally, with a pair of scissors.

While Malawi languished as the tenth poorest country in the world, Banda was literally rolling in wealth – but increasing unrest and international pressure finally forced his hand. A referendum in 1993 decided overwhelmingly in favour of a multi-party democracy. Elections took place the following year and the United Democratic Front came to power.

The country's economic woes were far from over, however. With an economy heavily dependent on agriculture, and agriculture practiced largely by subsistence farmers or by large estates producing crops like tobacco and cotton and tea, Malawi was dependent on substantial aid from international funding agencies. In 2000, many of these agencies stopped disbursements because of rampant corruption. Gradually, though, the country seems to be turning the corner.

In 2005, some aid packages were reinstated; and by 2007 agriculture's contribution had dropped to 38 percent of a GDP of US \$3,5-billion, with industry and services having become more significant players. Best of all, particularly for those involved in the country's numerous anti-poverty programmes, the number of Malawians living below the poverty line – the landless estate workers, smallholders with less than one hectare of land, women, and the urban poor – has been reduced from 60 percent in the rural areas and 65 percent in the towns and cities in 1993³⁷ to 53 percent today.

In spite of endemic under-funding, the universities are playing their part in national development.



KEY COUNTRY CONTEXT STATISTICS

Population:	12.758 million (mid-year 2006)
GDP:	US\$175 (2006) per capita
Human Development Index (HDI):	0.437
Unemployment levels:	Data not available
Key economic sectors:	Agriculture
Principal Exports:	Tobacco, Sugar, Coffee, Cotton, Rice, Pulses, Clothing and Textiles
HIV and Aids prevalence:	11.9% (2007 Estimate)
Gross Primary Enrolment Ratio:	119 (2006)
Gross Secondary Enrolment Ratio:	29 (2006)
Gross Tertiary Enrolment Ratio:	1 (1991)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)

³⁶ For more detail on the Federation see the entry for Zambia on page 76.

³⁷ *Situation Analysis of Poverty in Malawi*, published in 1993



National day: 6 July

POLICY CONTEXT

The Policy and Investment Framework (PIF) approach outlines government policy on education, the programmes that deserve the most attention, and, through the linked Mid-Term Expenditure Framework (MTEF), budgets for these programmes within the available financial resource package. (Ministry of Education Sports and Culture, 2001). *The Vision 2020: National Long Term Perspective Study* has identified the main challenges facing Malawi's education system. These are: improving access, quality and equity in primary, secondary, and tertiary education; strengthening the science, technical, vocational and commercial components of the school curriculum; improving special education; improving the performance of supporting educational institutions; and developing an effective and efficiently managed national education system. In view of this, Government will strengthen key aspects of the national educational system by focusing its attention on a number of strategies. (Ministry of Education Sports and Culture, 2001).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
No relevant legislation was found	

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
No information available	

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	No data
% Education budget allocated to higher education	No data
Loan/Grant scheme in place	4.0%

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR MALAWI
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	Not available
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 424 1996-2001: 655 2002-2007: 922

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN MALAWI	
UNIVERSITIES IN MALAWI	WEBSITE
University of Malawi	www.unima.mw
University of Mzuzu	www.mzuni.ac.mw

NATIONAL LEVEL OVERVIEW

Malawi's system of education comprises eight years of primary, four years of secondary, and an average of four years of tertiary education (technical, vocational, teacher training and university education). Most children start formal education at primary school at the age of six, although learners up to 16 years old are accepted in standard one (Ministry of Education Sports and Culture, 2001). Technical and vocational training is offered in seven colleges by the Ministry of Education, and three aided grants (MoE response to draft country report).

Malawi has thirteen HE institutions, of which two are publicly funded.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	2
Publicly funded polytechnics or specialised colleges	7
Privately funded, accredited universities or colleges	4
TOTAL	13

Source: Malawi MoE questionnaire response

UNIVERSITY OF MALAWI

ONLY AFTER Malawi had gained its independence from Great Britain in 1964 was the idea of a national university mooted. The result was the founding of the University of Malawi only a few months after independence, although teaching did not start for another year. The first campus comprised disused Asian secondary school buildings in Blantyre, and only 90 students had been enrolled for the first academic year.

Thereafter began the task of drawing into the university fold the several specialised tertiary institutions and colleges that were operating around the country. An Institute of Public Administration (for the training of civil servants), the Soche Hill College of Education (for the training of teachers) and a polytechnic (for technical training in a number of fields) were the first to be incorporated as constituent colleges of the University of Malawi. The Bunda College of Agriculture near the new capital city of Lilongwe soon followed.

In 1973, new university facilities were built at Zomba, some 70 kilometres northeast of Blantyre, where some of the

constituent colleges were consolidated into the Chancellor College Campus of the university. Two other constituent colleges were added later: the Kamazu College of Nursing in 1979 and the College of Medicine when it was established in Blantyre in 1991. The vision of the University of Malawi is to provide 'relevant, world-class education, research and services for the sustainable development of Malawi and the world'.

A powerful tool for the development of this largely rural country with its long lake shoreline is Bunda College, originally offering a single course in aquaculture and wildlife, but now providing a wide range of agricultural courses, from numerous undergraduate BSc degrees to doctorates in animal science, biotechnology, rural development, agricultural and resource economics – as well as aquaculture and fisheries science.

FACTS AND FIGURES AT A GLANCE³⁸

The University of Malawi is a contact institution. In 2007, it had 6,257 students, all of them studying full-time. Most of the students (6,226) are Malawian citizens with 26 students being from SADC countries and five students from other international, non-SADC countries.

TABLE 1 UNIVERSITY OF MALAWI: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	2,199	2,140	0	59	0
Business, Management & Law	955	870	0	85	0
Humanities and Social Sciences	1,148	1,104	0	44	0
Health Sciences	846	771	0	75	0
Other (Education)	1,109	1,030	0	79	0
TOTALS	6,257	5,915	0	342	0

Source: University of Malawi questionnaire response

TABLE 2 UNIVERSITY OF MALAWI: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	319
Business, Management & Law	67
Humanities and Social Sciences	97
Health Sciences	131
Other (Education)	62
TOTALS	676

Source: University of Malawi questionnaire response

Contact Details: URL: <http://www.unima.mw>, Postal Address: P. O. Box 278, Zomba, Malawi, Telephone: (+265) 1 526 622, (+265) 1 524 282, (+265) 1 524 060, (+265) 1 526 456

³⁸ All data presented in this section is headcount data.

UNIVERSITY OF MZUZU

THIS YOUNG university is developing into an important tertiary education force in northern Malawi. It was established in 1997, as a response to the growing demand for higher education teaching and research to support sustainable development in one of Africa's poorer countries. It opened its doors in 1999 to 65 full-time undergraduate students who were taught by five lecturers. Six years later, the equivalent figures were 600 students and more than 50 full-time lecturers. The current number of academic and research staff is 120 (19 of them females), with 63 in technology and the sciences, 48 in the humanities and social sciences, and nine in health.

To begin with, the university was comprised of the following faculties: education, information science and communications, environmental sciences, health sciences, tourism and hospitality management. New additions (beginning in 2009) will be a Faculty of Law and Commerce, and others dealing with the general sciences and another with veterinary science. The university already has 23 masters

and nine doctoral students.

Several short-term training programmes are worthy of mention. The first relates to secondary school teacher improvement; the second to training in renewable energy technologies; and the third, in collaboration with Indiana State University in America, to training in geography information systems. This training will prove invaluable when attempting to more fully understand the country's environmental challenges of high population densities, deforestation, soil erosion and lack of safe water. With regard to renewable energy technologies, the university has already set up a test and training centre. In addition, more than 200 secondary school teachers from northern Malawi schools have passed through the intensive three-month updating course in mathematics and science.

One area of concern for the university authorities is the low level of research output. Now research workshops are planned for academic staff, and the Directorate of Research is being consolidated.

FACTS AND FIGURES AT A GLANCE³⁹

All students at the University of Mzuzu are full-time, contact students. In 2008, the university had a total enrolment of 1,612 students, of whom 1,615 are Malawian nationals, with five students from SADC countries and five from outside of the SADC region.

TABLE 1 UNIVERSITY OF MZUZU: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	282	260	11	11	0	Secondary School Teacher Improvement Programme (SSTIP): 223 Short-term training in Renewable Energy Technologies (RET): 30 Short-term training in Geography Information Systems (GIS): 144
Humanities and Social Sciences	533	491	21	12	9	0
Health Sciences	102	102	0	0	0	0
TOTALS	906	853	32	23	9	0

Source: University of Mzuzu questionnaire response

TABLE 2 UNIVERSITY OF MZUZU: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	63
Humanities and Social Sciences	48
Health Sciences	9
TOTALS	120

Source: University of Mzuzu questionnaire response

Contact Details: URL: www.mzuni.ac.mw, Physical Address: Not available as the link to the website was not working at the time of writing this report, Telephone:

³⁹ All data presented in this section is headcount data.

MAURITIUS POPPED up in the middle of the Indian Ocean about nine million years ago. Together with Reunion, Rodrigues and a number of smaller islands, it's part of an archipelago formed as a result of undersea volcanic eruptions. Its highest point is not much over 800 metres, and its hardly 2000 square kilometres in extent – yet these days it's one of SADC's most successful countries.

Originally uninhabited, Mauritius was first visited by Indian sailors about a thousand years ago. Then in the 16th century came the Europeans: first the Portuguese, then the Dutch who in 1638 established the first settlement. Then the French took charge in 1721, and after a slow start the island developed a successful economy based on sugar. By the beginning of the 19th century the British had grown tired of the attacks on their merchant fleet by island-based French pirates. So in 1810 they captured what the French had called *Ile de France*, renamed it Mauritius, and ruled the island for the next 150 years.

Around 65 percent of the population of Mauritius are either Creole or of French descent, with most of the remainder coming from India. Small European and Chinese communities make up the balance. Although the official language is English, Creole has become the lingua franca, and French is still widely used as well. The current population stands at just under 1,3-million, making Mauritius one of the most densely populated countries in the world.

Even in the 1970s the rapidly increasing population – a phenomenon caused in no small measure by the eradication of malaria in the previous decade – was thought to be insoluble. Writing in a British newspaper in 1972, author V S Naipaul referred to Mauritius as *The Overcrowded Barracoon*, making obvious reference to the island's slaving past when it used captive Madagascans and Africans to provide the labour for the sugar cane estates. Would this tiny slave enclosure finally sink back into the ocean under its own inexorably increasing weight? 'Tranquillity recedes,' Naipaul wrote. 'The barracoon is overcrowded; the escape routes are closed. The people are disaffected and have no sense of danger.'

Yet these pessimistic forecasts have not been fulfilled. Certainly, in the years following the island's independence from Britain in 1968 there were several years of hesitation, but in the end the people of Mauritius have proved more than capable of taking charge of their own destiny. High levels of emigration and sustained birth control campaigns have helped to stabilise the population. Even more important to this end was the attention paid to the economy and to education.

On the economic front, Mauritius set about reducing its dependency on sugar by pursuing an agricultural diversification programme and by the development of tax-free industrial zones that encouraged foreign investment in manufacturing, especially from the East. Mauritius is now set to become a duty free island within the next five years; corporate tax has recently been reduced to encourage non-resident companies to trade or invest. Tourism has also been nurtured, and Mauritius is set to become the first country in the world to have blanket wireless Internet coverage. All these measures have transformed the island from a low-income agriculturally based economy at independence to a middle-income diversified economy based in a politically stable democratic structure.

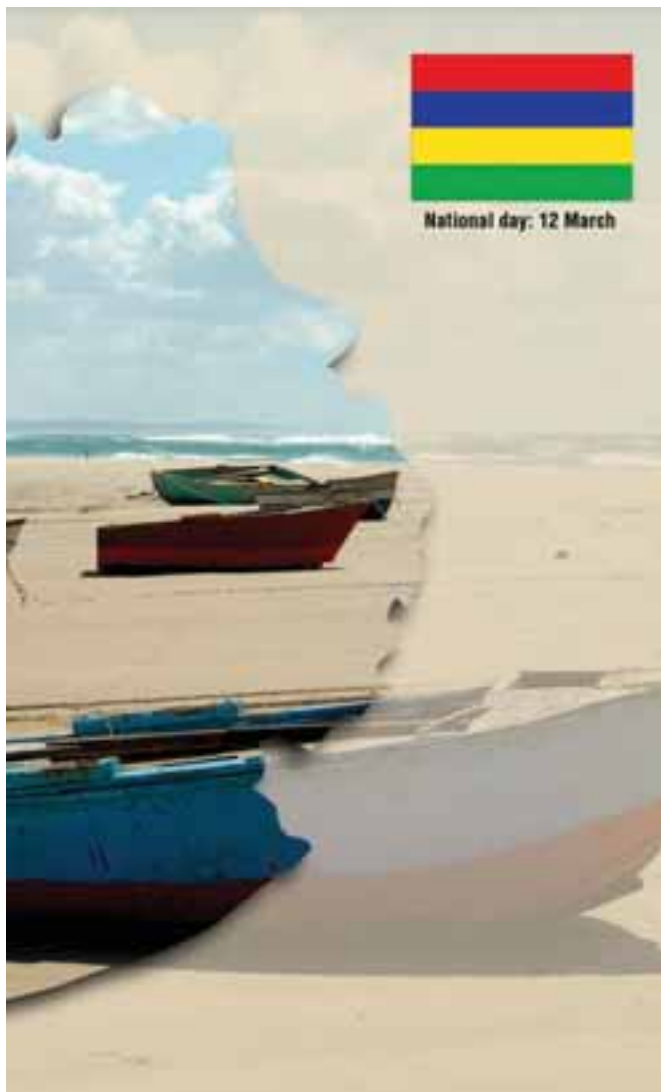
Impressive, post-independence progress has been made on the educational front. Primary education was made free, universal and compulsory; and as early as 1976 secondary schooling was also made free, as were certain elements of post-secondary education in 1988. Plans are now being developed to turn Mauritius into an international centre of excellence in the tertiary education sector.



KEY COUNTRY CONTEXT STATISTICS

Population:	1.253 million (2006)
GDP:	US\$5,273 (per capita, 2006)
Human Development Index (HDI):	0.804 (2007/08)
Unemployment levels:	8.8% (2007)
Key economic sectors:	Agriculture, Tourism, Manufacturing and Financial Services
Principal Exports:	Clothing and Textiles, Sugar, Molasses and cut Flowers
HIV and Aids prevalence:	1.7% (2007)
Gross Primary Enrolment Ratio:	102% (2006)
Gross Secondary Enrolment Ratio:	81% (2002)
Gross Tertiary Enrolment Ratio:	17% (2006)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)



NATIONAL LEVEL OVERVIEW

Primary education in Mauritius runs over six years from Standard I to VI. Children exit this level when they successfully complete the Certificate of Primary Education (CPE) in their final year. Secondary education is effectively divided into two. Lower Secondary runs from Form I to Form V over five years and pupils exit this level when they complete the Cambridge School Certificate (SC). This effectively equates with 'O Levels'. In the Upper Secondary level, students spend two years completing Form VI. They exit this level by completing the Cambridge Higher School Certificate (HSC) which is effectively an 'A Level' accreditation (ILO, 2005).

There are two publicly funded universities: University of Mauritius and University of Technology

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	2
Publicly funded polytechnics or specialised colleges	7
Privately funded, accredited universities or colleges	30
TOTAL	39

Source: Mauritius MoE questionnaire response

POLICY CONTEXT

The government of Mauritius aims to develop the country into a centre for higher education. Education reform is currently under way at the pre-primary, primary, and secondary levels, and the government has now turned its attention to the higher education sector. A national priority is to increase enrolment in higher education from the current gross tertiary enrolment rate of 17% to about 30%. As a result, the tertiary education sector is to be transformed and expanded. This priority dovetails with the government's national strategy to develop the country into a regional knowledge hub.

The overall goal of the National Strategic Plan for Education and Training (NSPET) 2008-2020 is to make Mauritius a knowledge hub to serve the region. The strategy is to create an enabling environment for Mauritius to emerge as a regional knowledge hub and a centre for higher learning and excellence (SARUA 2008 – MRCI Report).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
Tertiary Education Commission (TEC) Act 1988	Has been amended to implement the MoE's overarching regulatory framework that makes provision for the setting up of private universities and branches/centres/campuses of overseas institutions, and for the development of a robust framework for assuring quality in all tertiary education.

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
Tertiary Education Commission (TEC)	The TEC is the Ministry's executive arm to promote, plan, and co-ordinate post-secondary education in Mauritius. It has the responsibility of allocating government funds to public tertiary institutions and implementing a regulatory framework in the sector.
Industrial and Vocational Training Board (IVTB)	The IVTB was launched in 1989 initially to regulate, facilitate and provide training. However, in 2001 the government changed the organisation's focus to become an enhanced provider of training. The IVTB now operates twelve Training Centres, offering courses in over 50 different fields at different levels, including at tertiary level, under the aegis of the Ministry of Education and Human Resources.
Mauritius College of the Air (MCA)	Mauritius College of the Air (MCA).
Mauritius Examinations Syndicate (MES)	The Mauritius Examinations Syndicate is committed to organise and conduct examinations at all levels consistent with national policies and goals and in line with emerging international trends.
Mauritius Qualifications Authority (MQA)	The aim of the MQA is to enhance good practice and expertise, thereby safeguarding public interest in quality education and training. It grants approval for training institutions, training institution managers, programme officers, training institution trainers, and courses.

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	3.3%
% Education budget allocated to higher education	13%
Loan/Grant scheme in place	No

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR MAURITIUS
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.29% (1997)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995:96 1996-2001:212 2002-2007: 313

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN MAURITIUS	
UNIVERSITIES IN MAURITIUS	WEBSITE
University of Mauritius	www.uom.ac.mu
University of Technology	www.utm.ac.mu



UNIVERSITY OF MAURITIUS

TERTIARY EDUCATION in Mauritius can be said to have started with the establishment of the island's College of Agriculture in 1924. It was around this nucleus that the University of Mauritius was constructed. The university opened in 1965 with three schools: Agriculture, Administration, and Industrial Technology. Since the 1960s it has expanded to comprise five faculties: Agriculture, Engineering, Law and Management, Science, and Social Studies and Humanities. It also has a Centre for Medical Research and Studies, a Centre for Distance Education, a Centre for Information Technology and Systems, and a Consultancy Centre where the university's expertise can be matched to client needs in the general economy. The university has grown at about 10 percent per annum over the past decade. Today, with 256 academic and research staff, the University of Mauritius dominates the tertiary education sector on the island. Its vision is 'to be a leading international university, bridging knowledge across continents through

excellence and intellectual creativity'.

Student fees account for 27 percent of the university's income, while a further 69 percent comes from government. The remaining four percent is earned through consultancy work and other income.

This is where the Consultancy Centre comes in. Its purpose is to maximise the revenue-earning potential of the university's expertise in research and training, and to consolidate existing links with local partners in the public and private sectors, as well as foreign partners, and to seek out new potentialities. The Consultancy Centre plays an important regional role by providing services to various African countries – for example in South Africa, Kenya, Zimbabwe, and also Mauritius – thus fulfilling the institution's secondary role of using teaching and research expertise as tools for sustainable development in the SADC region.

FACTS AND FIGURES AT A GLANCE⁴⁰

In 2007, the University of Mauritius had 8,220 contact students, of whom 5,632 were studying full-time and 2,588 part-time. The majority of students (8,170) were nationals, while there were also four SADC country citizens and 46 students from countries outside the SADC region.

TABLE 1 UNIVERSITY OF MAURITIUS: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	3,277	2,640	0	496	14	0
Business, Management & Law	3,055	2,582	0	456	17	0
Humanities and Social Sciences	1,366	1,148	0	119	46	53
Health Sciences	427	427	0	0	0	0
Other (Arts)	95	90	0	5	0	0
TOTALS	8,220	6,887	0	1,076	77	53

Source: University of Mauritius questionnaire response

TABLE 2 UNIVERSITY OF MAURITIUS: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	118
Business, Management & Law	44
Humanities and Social Sciences	59
Health Sciences	13
Other (Agricultural)	16
Other (Specialised Centres, Virtual Centre for Innovative Learning Technologies, Centre for Applied Social Research)	16
TOTALS	256

Source: University of Mauritius questionnaire response

Contact Details: URL: www.uom.ac.mu, Physical Address: Reduit, Mauritius, Telephone: (+230) 454 1041

⁴⁰ All data presented in this section is headcount data.

UNIVERSITY OF TECHNOLOGY

THE GOVERNMENT of Mauritius approved the establishment of this university in January 2000. Three specialist schools were planned: the School of Business Informatics and Software Engineering; the School of Public Sector Policy and Management; and the School of Sustainable Development Science. The university became operational in September 2001.

The Mauritius University of Technology is determined to become one of the leading tertiary education institutions in the region, and on both sides of the Indian Ocean. At the moment there are 42 academic and research staff, 40 percent of them female, who in 2006/07 produced 35 research publications in internationally and locally accredited journals – but expansion is on the way. The mooted new campus at Moka on the island's central plateau will provide better facilities and enable the university to increase its numbers of staff and students, as well as the number of programmes offered by the various schools.

Some specific objectives that are being pursued at the

university will render the education and training services on offer more versatile and accessible. The first is to develop an admissions policy that will allow students with differing entry qualifications access. The second is to design programmes that can be entered and exited at different levels. The third is to offer part-time and distance learning options as well as full-time study.

In addition, the university seeks to promote the concepts of entrepreneurship and lifelong learning in all students, while helping them to take maximum benefit from a physical environment that is designed to be conducive to their development.

On the financial side, the institution runs for the most part on student fees, with only 10 percent coming from the state. In an attempt to increase revenue, the Mauritius University of Technology has designed a strategic plan to seek out additional sources of income.

FACTS AND FIGURES AT A GLANCE⁴¹

The University of Technology, Mauritius, had a student enrolment of 1,500 in 2007, all of whom were part-time students. All students were contact students, with the majority (1,485) being Mauritian nationals, while 15 were from countries outside the SADC region.

TABLE 1 UNIVERSITY OF TECHNOLOGY, MAURITIUS: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	286	224	0	53	9	0
Business, Management & Law	1,214	957	0	226	16	15
TOTALS	1,500	1,166	0	279	25	15

Source: University of Technology, Mauritius, questionnaire response

TABLE 2 UNIVERSITY OF TECHNOLOGY, MAURITIUS: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	21
Business, Management & Law	21
TOTALS	42

Source: University of Technology, Mauritius, questionnaire response

Contact Details: URL: www.utm.ac.mu, Physical Address: La Tour Koenig Pointe-aux-Sables Mauritius, Telephone: (+230) 234 76 24

⁴¹ All data presented in this section is headcount data.



BY THE fourth century AD, Bantu-speaking farmers and ironworkers had migrated from the north through the Zambezi valley. En route, they ousted or assimilated the original hunter-gatherers. Eventually, they found their way onto the inland plateau of present-day Mozambique, also settling along the coastal areas on either side of the river mouth. Several centuries later Arab seafarers appeared, also from the north, and established trading settlements along the coast, which meant that political control of the coast lay for centuries in the hands of resident Muslim sultans. This placed Mozambique at the southern end of an extensive trading system that connected Africa's entire east coast with Arabia and India.

The Portuguese appeared in the 16th century. Until the middle of the 18th century their hold on the territory was tenuous, and epic battles with local kingdoms were fought, not always successfully. Meanwhile, the east coast slave trade, controlled primarily by the Arab traders and their local partners,⁴² had burgeoned into a fundamental element of the Mozambican economy.

Having established control over the territory in 1752, the Portuguese showed little inclination to do anything with it. They established the *prazo* system of land grants to settlers, to cheapen the cost of possession. When that system failed, the power of the *prazeros* being finally broken by local power in the late 19th century, they left the administration of large sections of Mozambique in the hands of private companies. By 1940, the whole country was back under Portuguese control, being administered directly from Lisbon. In 1951, Mozambique became an overseas province of Portugal – but within ten years the struggle for independence began with the formation by local people of the Front for the Liberation of Mozambique (Frelimo). Eduardo Mondlane was elected the first president, but by 1969 he had been assassinated.

Fighting between Frelimo and the colonial power erupted in September 1964, and Portugal dispatched more than 70 000 troops to restore order. These attempts were overtaken by events in Lisbon where a *coup d'état* in 1974 finally forced Portugal out of Africa. Within a year they had vacated Mozambique (and Angola) and independence was declared in June 1975.

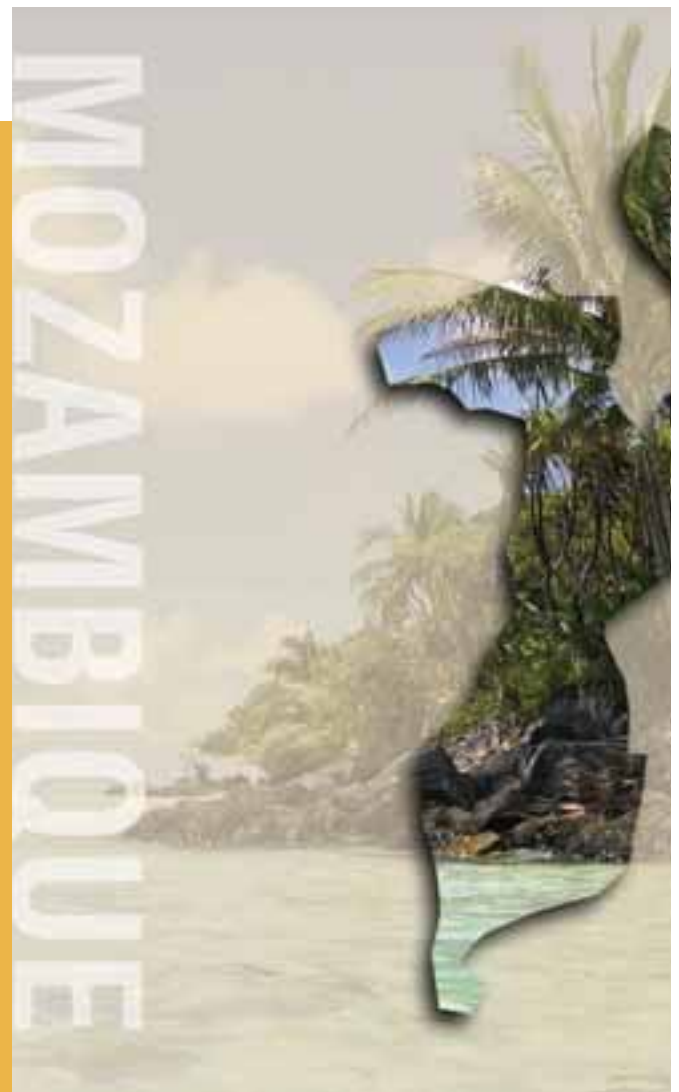
But independence did not bring peace. Civil war, fuelled by apartheid South Africa's support of Frelimo's adversary, Renamo, dragged on until 1992 when an accord was finally signed between the two groups. By then a multi-party constitution had been introduced, but it seemed an arbitrary measure in a country that had been smashed by nearly 30 years of war, her people reduced to (or retained as) some of the poorest on earth.

Nevertheless, the espousal of democracy (in favour of the one-party socialist state established by Frelimo in 1975) encouraged foreign investment, not least from South Africa in its post-1994 democratic manifestation; and, in spite of widespread suspicions of corruption, economic recovery in Mozambique proceeds apace. There can be little doubt that this has been underwritten by an explosion in educational activity.

An undeniably shameful colonial legacy in Mozambique was a national illiteracy rate of over 90 percent at independence. In an effort to improve the situation, the new Frelimo government opened the delivery of education to all-comers. However, by the end of the civil war, school enrolments had slumped again. So the new democratic government once again put policies into place that were designed to promote education as a pivotal factor in economic recovery. Vast improvements have taken place, but national illiteracy still languishes at 60 percent.

This is the background against which the country's four public universities should be viewed.

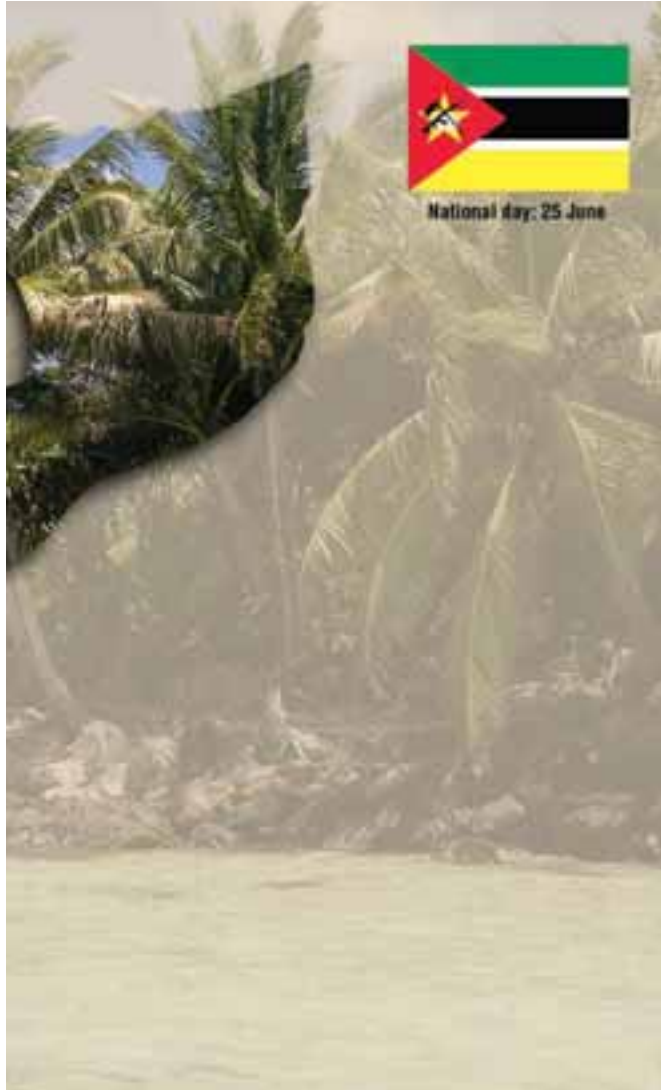
⁴² See the Malawi entry on page 25 for a brief description of the slaving activities of the Yao.



KEY COUNTRY CONTEXT STATISTICS

Population:	19.886 million (2006)
GDP:	US\$364 (2006) per capita
Human Development Index (HDI):	0.384 (2005)
Unemployment levels:	21% (1997 Estimate)
Key economic sectors:	Mining, Agriculture, Industry and Tourism
Principal Exports:	Aluminium, Prawns, Electricity, Cashew Nuts, Sugar, Citrus, Cotton, Timber
HIV and Aids prevalence:	12.45% (2007 Estimate)
Gross Primary Enrolment Ratio:	105% (2006)
Gross Secondary Enrolment Ratio:	16% (2006)
Gross Tertiary Enrolment Ratio:	Not Available

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2007; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)



POLICY CONTEXT

In 1990, the government signed the World Declaration on Education for All and in 1992 the Ministry of Education began devising a plan for the long-term development of Basic Education. It affirmed its intention to strive towards the Education for All (EFA) goals. After much consultation and discussion, the National Education Policy and Strategies for Implementation was passed in 1995, setting up education as a key component to promote economic growth. In 1998, the Education Sector Strategic Plan 1999-2003 (ESSP) was launched, followed by ESSP II in 2004. A National Strategic Plan for Higher Education was released in 2006 (MRCI Report).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
1993 Law of Higher Education (Law no 1/93)	Created the National Council for Higher Education (CNES) which had an advisory role and was made up of the rectors of both public and private higher education institutions. Until 1999 this council, which was chaired by the Minister of Education, managed higher education in Mozambique.
The New Law of Higher Education in Mozambique (Law no. 5/2003)	This law is the result of the MESCT's efforts to improve higher education in Mozambique. The law identifies gaps in previous legislation and outlines a series of priorities.

(MRCI Report)

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
Ministry of Education and Culture	Governance of the higher education sub-system.

NATIONAL LEVEL OVERVIEW

There are both formal and informal education sectors in Mozambique. Formal education is divided into these categories: Pre-school education; Primary education; Secondary education; Technical and professional education; Higher education or tertiary education; and Adult education or adult literacy education. The Ministry of Education and Culture governs the higher education subsystem.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	3
Publicly funded HE institutions and colleges	3
Privately funded HE institutions	12
TOTAL	18

Source: Mozambique MoE questionnaire response

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	2.4%
% Education budget allocated to higher education	64-70%
Loan/Grant scheme in place	No (only small-scale provincial scholarship fund)

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR MOZAMBIQUE
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.58% (2005)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 134 1996-2001: 213 2002-2007: 366

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN MOZAMBIQUE			
UNIVERSITIES IN MOZAMBIQUE	WEBSITE	UNIVERSITIES IN MOZAMBIQUE	WEBSITE
Institute of International Relations	http://www.isri.ac.mz	University of Lurio	http://www.unilurio.ac.ma
University of Eduardo Mondlane	http://www.uem.mz	University of Pedagogica	http://www.up.ac.mz

INSTITUTE OF INTERNATIONAL RELATIONS

THIS HIGHER education institution was established in Maputo in 1986, at the height of the Mozambican civil war. Its mission was generally to raise the level of international affairs expertise in Mozambique, and more specifically to train diplomats for service abroad. In its two decades of operation, the Institute of International Relations has graduated hundreds of students, while continuing demand from both the public and private sectors in the country is, according to the institute's website, 'illustrative of the quality of courses offered ... and also its continuing adaptation to the demands of today's world'.

The institute's 84 academic and research staff work in six departments – Economics; International Relations; Languages; Law; Pedagogy; and Social Sciences – as well as a Centre for Strategic Studies. Only 13 percent of the academic and research staff are female, while only 35 of them (42 percent) have postgraduate degrees, eight of which are doctoral degrees.

On the financial side, only one percent of the institute's

funding is derived from fees, while nothing at all comes from the private sector or from international donors. The institute itself says that the main challenge to financial sustainability is a shortage of funds; the institute has accordingly developed a strategic plan that explores additional income sources.

Late in 2007, the institute was visited by a delegation from the Department of Political Sciences at UNISA (the University of South Africa). The purpose of the visit was to explore areas of possible co-operation between the two institutions. The UNISA delegation noted that there was 'a strong commitment on the part of institute staff members to produce quality teaching and research'. On the other hand, the Rector of Mozambique's Institute of International Relations said that the availability of resources was of lesser importance than appropriate systems in ensuring the success of co-operative agreements between higher education institutions.

FACTS AND FIGURES AT A GLANCE⁴³

All of the students who attend the ISRI are contact students, in other words they complete the majority of their studies while physically based at the institution, in the same location as the teaching staff. The university noted that, of the 717 students who attend the institution, six are from international countries based outside the SADC region.

TABLE 1 INSTITUTE OF INTERNATIONAL RELATIONS: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Humanities and Social Sciences	717	717	0	0	0	0
TOTALS	717	717	0	0	0	0

Source: Institute of International Relations questionnaire response

TABLE 2 INSTITUTE OF INTERNATIONAL RELATIONS: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Humanities and Social Sciences	84
TOTALS	84

Source: Institute of International Relations questionnaire response

Contact Details: URL: <http://www.isri.ac.mz>, Postal Address: Avenida Ahmed Sékou Touré, 3^o andar, Flats 34/35, Telephone: +258-1 49 4493/492832

⁴³ All data presented in this section is headcount data.

UNIVERSITY OF EDUARDO MONDLANE

MOZAMBIQUE'S FIRST university – the General Studies University – was founded in 1962, and acquired full university status six years later as the University of Lourenco Marques. A year after independence in 1975, the name was changed again, this time to Eduardo Mondlane University to honour Frelimo's assassinated first president. For several decades (1962 – 1986) it was Mozambique's only university, and it remains the country's most comprehensive.

Teaching and research is undertaken in 13 schools and faculties. There are faculties of Agriculture and Forestry; Veterinary Science; Arts and Social Sciences; Engineering; Law; Science; and Economics. The special schools cover the following specialities: Medicine, Architecture; Education; Hospitality and Tourism; Communication and Arts; and Marine and Coastal Sciences. Over eleven hundred academics and researchers staff these faculties and schools. Of these, 189 have doctorates – a remarkable fact, since at independence not a single Mozambican in the country possessed this degree.

International linkages – and credibility – continue to increase. Two examples must suffice.

The School of Marine and Coastal Services has been built around a UNESCO Chair of marine sciences and oceanography that was established in 1999. The idea was to build teaching and research capacity in the marine sciences in a country with a 2 500-kilometre coastline, and to encourage a multidisciplinary approach to the management of marine resources in Mozambique and the region. Students learn not only how the ocean functions as a natural system, but also how to utilise and sustain its resources for economic development and social welfare.

Working with a United Nations agency with regional offices in Johannesburg, the university's Faculty of Economics now offers courses in the economics of HIV and Aids. The courses are intended for teachers and lecturers from other education institutions, and are supported by a Mozambican government committed to the goals of universal access to prevention, treatment and impact mitigation.

FACTS AND FIGURES AT A GLANCE⁴⁴

All students at the University of Eduardo Mondlane are full-time, contact students, and there are no distance or part-time students. The majority (14,141) are national citizens and the remainder (58) are international students from outside of the SADC region.

TABLE 1 UNIVERSITY OF EDUARDO MONDLANE: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	5,702	5,616	0	86	0	0
Business, Management & Law	3,964	3,939	0	25	0	0
Humanities and Social Sciences	3,332	3,190	0	139	3	0
Health Sciences	1,201	1,201	0	0	0	0
TOTALS	14,199	13,946	0	250	3	0

Source: University of Eduardo Mondlane questionnaire response

TABLE 2 UNIVERSITY OF EDUARDO MONDLANE: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	424
Business, Management & Law	173
Humanities and Social Sciences	258
Health Sciences	257
TOTALS	1,112

Source: University of Eduardo Mondlane questionnaire response

Contact Details: URL: <http://www.uem.mz>, Postal Address: Praça 25 de Junho, 257, C.P 257, Maputo, Mozambique, Telephone: +258 (21) 430239

⁴⁴ All data presented in this section is headcount data.

UNIVERSITY OF LURIO

HERE'S A new addition to Mozambique's higher education portfolio. Established in 2006, the University of Lurio is destined to turn into a major university servicing the country's three most northerly provinces: Nampula, Cabo Delgado and Niassa, situated along the south-eastern shores of Lake Malawi. The first student intake at its headquarters in Nampula occurred in 2007. Construction of a third campus in Niassa will be completed by 2010, and it will offer courses related to agriculture and the environment. The second satellite is situated in the town of Pemba, provincial capital of Cabo Delgado, which opened in temporary accommodation in August 2008.

At the moment, only one faculty is fully operative: the Faculty of Health Sciences in Nampula. Just over 250 students are in training and all are engaged in studying for postgraduate degrees and diplomas in one of the university's current departments of general medicine, dental medicine or pharmacy. A total of 43 academic and research staff are employed, 46,5 percent of which are women. This level of

staffing provides a teaching/research staff to student ratio of 1:17; and ultimately the university aims to devote 25% of its institutional focus to research, although the university does not yet have a coherent research strategy in place.

The expansion of the University of Lurio away from its health sciences core is forging ahead. At the Pemba satellite campus, a Faculty of Engineering and Natural Sciences is being established. At the moment, the university is sharing accommodation with an Environmental Research Centre. However, the local municipal council has already identified a 12-hectare site for the construction of a permanent campus.

At the official opening of the Pemba satellite, the national Minister of Education and Culture said that the University of Lurio 'has positively surprised us because without much uproar it is producing results'.

FACTS AND FIGURES AT A GLANCE⁴⁵

All of the 254 students enrolled at the university are full-time students. The vast majority of students are Mozambican, with only 1.5% of students coming from countries outside the SADC region.

TABLE 1 UNIVERSITY OF LÚRIO: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Health Sciences	254	0	254	0	0	0
TOTALS	254	0	254	0	0	0

Source: University of Lúrio questionnaire response

TABLE 2 UNIVERSITY OF LÚRIO: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Health Sciences	43
TOTALS	43

Source: University of Lúrio Lúrio questionnaire response

Contact Details: URL: <http://www.unilurio.ac.mz>, Postal Address: Av Eduardo Mondlane, nr. 39 - Nampula, Telephone: (+258) 26 218365

⁴⁵ All data presented in this section is headcount data.

UNIVERSITY OF PEDAGOGICA

HERE IS an institution that focused, to begin with, exclusively on the training of schoolteachers. It originally developed inside the Faculty of Education at Eduardo Mondlane University, finally emerging as an independent university – the Pedagogic Higher Institute – in 1986. One effect of the liberalising of Mozambique’s socialist regime in 1990 was an increase in the demand for higher education – and the process also opened the door to private education. The result was a situation that favoured people living and working in the cities who were able to afford private education. The response of University of Pedagogica was to steadily expand, especially in the rural areas, and academically to diversify away from teacher training alone. Today, the university offers degree courses in science, engineering and technology, as well as business and law, but the main focus remains on teacher training and the educational sciences.

With more than 30 000 students on its books in 2007, University of Pedagogica is Mozambique’s largest higher education institution; and with satellite campuses in Beira,

Nampula, Quelimane, Gaza and Niassa, it provides regional accessibility to higher education for Mozambique’s millions of rural and village dwellers, many of whom are severely marginalised. This approach draws the university into the country’s regional development programmes, which include definite attempts to stem the process of urbanisation and the allied ‘brain drain’ process that shifts the educated elite away from the disadvantaged regions and into the cities.

At the moment, teaching is seen to be the overwhelming institutional focus, with only 2,5 percent of the total devoted to research. This situation is changing. So seriously does University of Pedagogica (which is 99 percent state-subsidised) take the potential for research that five new centres are in the process of being created to facilitate research activity in all the academic areas in which the university is currently active.

FACTS AND FIGURES AT A GLANCE⁴⁶

In 2007, University of Pedagogica had 31,066 contact students and 506 distance students. Most of these, 31,034, are full-time with a reported 538 part-time students. The questionnaire response also noted that three students were from SADC countries and four from other international countries (excluding the SADC region).

TABLE 1 UNIVERSITY OF PEDAGOGICA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	6,000	6,000	0	0	0	0
Business, Management & Law	10,018	10,018	0	0	0	0
Other (Sports and Physical Education)	457	457	0	0	0	0
Other (Education Sciences)	15,097	15,097	0	0	0	0
TOTALS	31,572	31,572	0	0	0	0

Source: University of Pedagogica questionnaire response

TABLE 2 UNIVERSITY OF PEDAGOGICA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
All fields of study	829
TOTALS	829

Source: University of Pedagogica questionnaire response

Contact Details: URL: <http://www.up.ac.mz>, Postal Address: Rua Comandante Augusto Cardoso, nr. 135, CP 3276, Maputo, Mozambique, Telephone: 00 258 21 320 861

⁴⁶ All data presented in this section is headcount data.

THIS LARGE and beautiful country, which contains the world's oldest desert, the Namib, is also one of the world's most sparsely populated. In fact, it is second only to Mongolia, with a population density of less than three persons per square kilometre. In spite of this scarcity of human settlement over large tracts, Namibia is home to an extraordinary ethnic diversity.

About 2 000 years ago, the original stone-age inhabitants, the San or Bushmen, were joined by other nomadic Khoisan groupings. The first to arrive were the Nama – who entered the southern parts of the country with large herds of sheep and goats. Nine hundred years later, the Damara appeared, settling in the grasslands of the central plateau. Perhaps as early as the 15th or 16th centuries, the Bantu groupings known as the Ovambo and Kavango were already settled in northern Namibia. Certainly in the 17th century another Bantu people, the Herero, appeared from the north and migrated south where they contested Damaraland in a series of bloody wars against the Damara. Further south, the situation was complicated by the appearance in the 1860s of a new group of people known as the Rehoboth Basters, the descendents of white frontiersmen moving north from Cape Town and Khoi (Hottentot) women. They founded the short-lived Free Republic of Rehoboth in south central Namibia.

Although Europeans had periodically explored the cold and fog-ridden coastline of Namibia, it was only in the final decade of the 19th century that Germany seriously staked a claim. In the classic colonial pattern, the administrators had been preceded by German military adventures in the region, which in turn had been preceded by missionaries of the German Rhenish Mission Society. The first governor of German South West Africa, a Major Theodor Leutwein, tried without success to apply the principle of 'colonialism without bloodshed'. Indeed, the final defeat of the Hereros, for example, could only be described as deliberate genocide.

The German occupation of the territory did not last long. After the First World War, the country was removed from its control and placed under South African administration in terms of a League of Nations mandate. However, South Africa refused to surrender the territory – even when requested to do so by the United Nations in the late 1940s. Indeed, South Africa treated South West Africa as its fifth province, providing white minority representation in South Africa's parliament, and even working out a plan for dividing the heterogeneous territory into racial segments along classic apartheid or separate development lines.

South Africa's ambitions were interrupted, and finally thwarted, by black Africa's general push for independence. The South West Africa People's Organisation (SWAPO) and its military wing, the People's Liberation Army of Namibia (PLAN) became active in the 1960s. South African troops were sent to the north of the country. The disappearance of Portugal from Angola exacerbated the situation. SWAPO bases were immediately set up in southern Angola; and the stage was set for a long and bitter conflict between the two sides, as well as between South Africa and Angola and the Cuban forces that had been sent to Angola in an attempt to stabilise the situation there. Only in the late 1980s was a complicated solution to serious regional instability agreed upon. The South African military returned home, and Namibia became a fully independent country in February 1990.

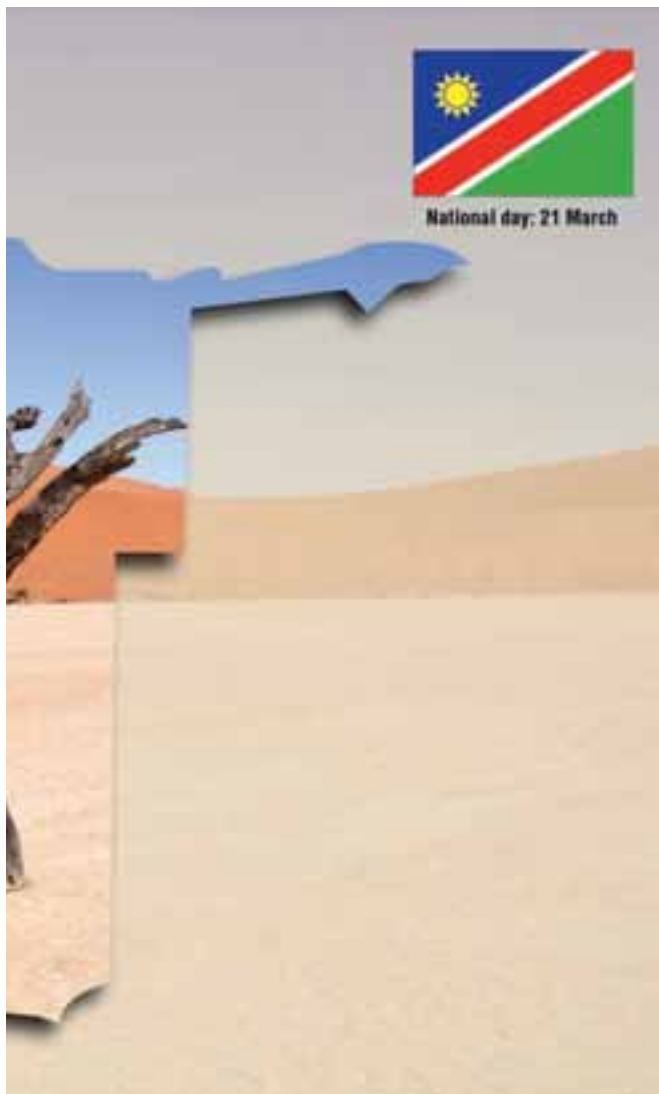
Significantly, one of the first acts of the new regime was to establish a Commission on Higher Education, the result of which was the establishment of the University of Namibia two years later. Although various centres for tertiary education and training had existed prior to independence, this was Namibia's first full-blown university.



KEY COUNTRY CONTEXT STATISTICS

Population:	1,991 million (2006)
GDP:	US\$3,242 (2006) per capita
Human Development Index (HDI):	0.650
Unemployment levels:	5.2% (2007 est.)
Key economic sectors:	Mining and Agriculture, Industry and Tourism
Principal Exports:	Granite Slabs, Tiles, Natural Health Products
HIV and Aids prevalence:	15.32% (2007 est.)
Gross Primary Enrolment Ratio:	107 (2006)
Gross Secondary Enrolment Ratio:	57 (2006)
Gross Tertiary Enrolment Ratio:	6 (2006)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)



POLICY CONTEXT

The Ministry of Education has developed a 15 year strategic plan (2005/6 – 2020), namely the Education and Training Sector Improvement Programme (ETSIP), which is a comprehensive reformation of the education and training sector. As part of its ETSIP, the Namibian MoE has outlined the following strategic objectives:

- Strengthen institutional capacity of tertiary education;
- Enhance relevance and responsiveness of tertiary education;
- Improve the quality and effectiveness of tertiary education and training system;
- Improve equitable access to higher education and lifelong learning; and
- Mobilise financial resources and use them efficiently (Republic of Namibia Ministry of Education).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
The Higher Education Act, establishing the National Council for Higher Education (NCHE)	Provides mechanisms for making tertiary institutions more directly responsive to national needs.
The Teacher's Education Colleges Act	Allows colleges a greater degree of professional and managerial autonomy.
The Research, Science, and Technology Act	Provides mechanisms for stimulating and supporting research activities in all institutions and also for linking research to development.

Source: Republic of Namibia Ministry of Education

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
National Council for Higher Education	The objectives for the council are to advise the Minister of Education on policies both on the Minister's demand and on its own accord in questions regarding: <ul style="list-style-type: none"> • A co-ordinated system of tertiary education; • Access with equity to tertiary education; • Quality assurance in tertiary education; and • Allocation of funds to public tertiary education.
Advisory Council on Teacher Education and Training (ACTET)	The function of ACTET is to advise the MoE on policies, directions and standards for teacher education, as well as the governance and funding of colleges of education.

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	7.9%
% Education budget allocated to higher education	15% (2005-2006)
Loan/Grant scheme in place	Yes

Source: SARUA (2008) – "Towards a Common Future: Higher Education in the SADC Region"

NATIONAL LEVEL OVERVIEW

The Namibian general education sector follows a 7-3-2 system comprising primary, junior secondary and senior secondary education, respectively. For a few children, primary education is preceded by two to three years of pre-primary education. However, early childhood development (ECD) and pre-primary programmes do not form an integral part of public education provision.

It is compulsory to attend ten years of schooling (World Bank Ed Stats, No date-c). Namibia's constitution makes provision for free, compulsory Basic Education from Grade 1 to Grade 10 or 16 years of age, whichever comes first (Clegg & Van Graan, 2006).

There is one state university, the University of Namibia.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	1
Publicly funded HE institutions and colleges	2
Privately funded HE institutions	2
TOTAL	5

Source: Namibia MoE questionnaire response

SCIENCE AND TECHNOLOGY

KEY INDICATORS	INDICATORS FOR NAMIBIA
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	Not available
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 197 1996-2001: 275 2002-2007: 423

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN NAMIBIA

UNIVERSITIES IN NAMIBIA	WEBSITE
University of Namibia	www.unam.na

UNIVERSITY OF NAMIBIA

THE UNIVERSITY began in August 1992. Namibia's President, Dr Sam Nujoma (who was also the founding Chancellor of the university) stated his vision for the institution, describing it as 'a centre of higher learning served by dedicated men and women of quality, and producing graduates to uplift the standards of living of the Namibian people.'

Seven faculties deliver the university's diverse academic programmes: Agriculture and Natural Resources, Economics and Management Science, Education, Humanities and Social Sciences, Law, Medical and Health Sciences, and the Faculty of Science. To reach into the far corners of a big country, the university (with its main campus in Windhoek) has developed three satellite-campuses and eight regional centres. The main satellite is at Oshakati in the heavily populated north. Close to the northern campus is the Ogongo Agricultural Campus (which houses the university's Department of Crop Science); while the Neudamm Agricultural Campus, some 40 kilometres from Windhoek, serves the central highland region.

All these facilities are staffed by 340 academic and research staff, 42 percent of which are female, and 28 percent of whom have doctoral degrees.

Since about half the Namibian population depends for its livelihood on subsistence agriculture, the university focus on agricultural studies is appropriate. Namibia is also the only country in the world specifically to address conservation and natural resource issues in its Constitution. Here, too, the university's emphasis on issues relating to the protection and management of natural resources indicates an institution at least partially in tune with the national development agenda.

Regional and international collaboration is also high on the University of Namibia's priorities. Relationships with several South African universities exist, as with other SADC higher education institutions in Zambia, Tanzania, Kenya and Malawi. Linkages have also been established with universities in the USA, Canada, Israel, Germany, Finland and Norway.

FACTS AND FIGURES AT A GLANCE⁴⁷

The University of Namibia is predominantly a contact institution, with 33% of the total number of students receiving distance-based tuition. Many of the students who attend the university are studying on a full-time basis. There are 5,824 full-time students compared to 435 students who are studying part-time. Although the vast majority of the students enrolled at the University are Namibian nationals, the university does cater for a number of foreign students. A total of 909 students from other countries attend the institution, 700 of whom are from countries within the SADC region and 209 from other countries.

⁴⁷ All data presented in this section is headcount data.

TABLE 1 UNIVERSITY OF NAMIBIA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	903	869	0	32	1	1
Business, Management & Law	2,382	1,864	37	88	0	393
Humanities and Social Sciences	1,928	1,527	39	60	11	291
Health Sciences	775	63	21	25	8	658
Agriculture and Natural Resources	205	201	0	2	2	0
UNAM Foundation Programme	66	0	0	0	0	66
Centre for External Studies	2,119	881	93	0	0	1,145
TOTALS	8,378	5,405	190	207	22	2,554

Source: University of Namibia questionnaire response

TABLE 2 UNIVERSITY OF NAMIBIA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	116
Business, Management & Law	42
Humanities and Social Sciences	117
Health Sciences	38
Other (Centre for External Studies and Library)	27
TOTALS	340

Source: University of Namibia questionnaire response



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AS WITH most Southern African countries, present-day South Africa was for tens of thousands of years the exclusive home of the stone-age Khoisan and their forebears. Indeed, it is now firmly established that places like the Makapan's Valley in Limpopo Province and Sterkfontein in Gauteng are among the earliest 'cradles of humankind'. Hominid remains date back several million years in the former site, while the latter has yielded rich evidence of the *Australopithecus genus*, an important linkage in the slow evolution of *Homo sapiens*.

The domain of the early hunter-gatherers was finally challenged by powerful Bantu groupings migrating at around the time of Christ from an increasingly overcrowded West Africa. A thousand years later, iron-age tribes had penetrated the fertile eastern parts of South Africa, and by the 18th century they had come into fateful contact with white settlers expanding eastwards from the Cape Colony. There followed a century of frontier wars. Finally, the Bantu polities were defeated and dispossessed, a process that was lent urgency by the demand for plentiful labour after the first major discoveries of the country's enormous mineral resources.

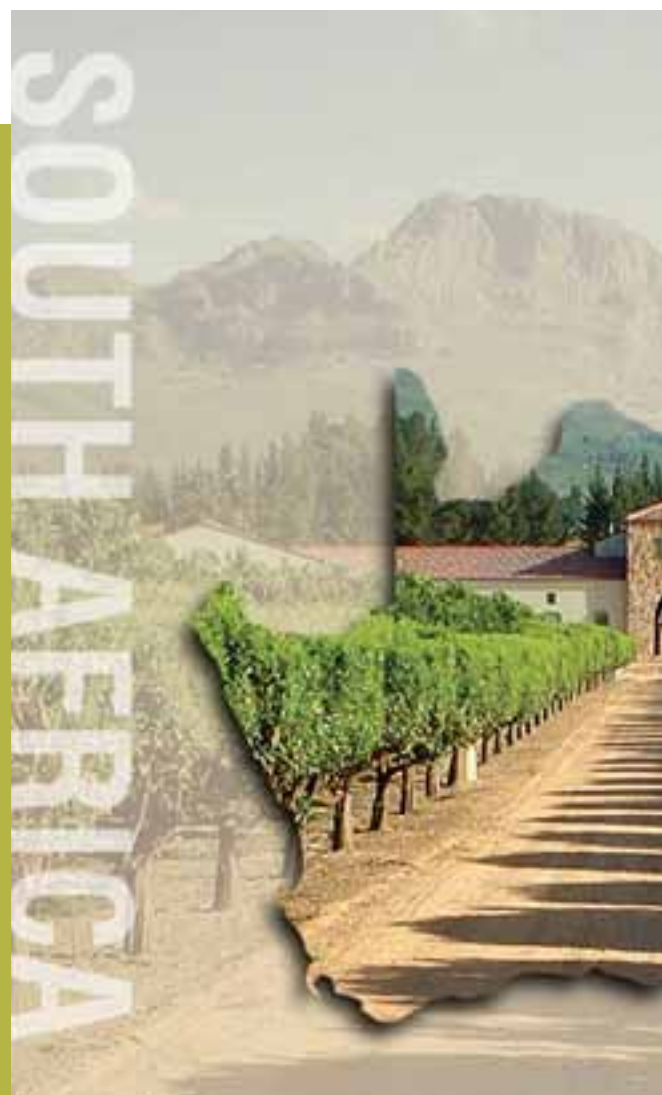
The mining of diamonds and gold dragged an unimportant colonial backwater into socio-economic prominence. Black mineworkers and foreign adventurers poured onto the gold-rich Witwatersrand. Cities sprang up overnight. The Boers, who had trekked away from British liberalism in the 1830s and created their own states to the north (which contained the huge mineral deposits), were confronted once again by British interests. The bitterly contested Anglo-Boer War (1899 – 1902) ensued, the most lasting result of which was the destruction of the Boer rural economies and the urbanisation of tens of thousands of dispossessed Afrikaners.

Economically, the stage was set for the rise of apartheid. By the 1960s, a framework of laws had been put in place that aimed to protect white interests and restrict the economic and political advancement of black people. World opinion turned against South Africa. In a grudging response to this criticism, and in an attempt to appease growing discontent at home, the so-called homeland system of separate development was inaugurated. It was not a success. The 'independent' countries became rural slums, rife with poverty, under-development and disease.

The Soweto uprisings in 1976 marked a watershed. Repression and violence increased – and these things grew to be endemic from the early 1980s as the country's townships became increasingly ungovernable. Dramatic announcements early in 1990 signalled the end of apartheid and the beginning of serious negotiations. These led inevitably, but not always peacefully, to the dawn of full democracy in 1994. After several centuries of conflict, South Africa seemed destined to come of age as a free and powerful African nation.

How were universities positioned in this turbulent context? Not surprisingly, they have emerged as manifestations of economic and political trends. Although Cape Town had a form of tertiary education through most of the 19th century, it was the advent of mining and minerals that increased demand and simultaneously provided the wherewithal for more rapid university growth. By the 1960s, publicly funded institutions were divided fairly evenly between English and Afrikaans. In the 1970s and early 1980s, universities were established in the homelands, but these tended to be geographically remote and under-resourced, a situation that persisted until the post-1994 era. The so-called 'size and shape' debate attempted to rationalise all universities and technikons on a regional nonracial basis, and to tie these universities, many of them created by merging several old institutions, closer to the developmental needs of the provinces in which they operated.

The result was the consolidation of a plethora of education institutions into the 23 universities and universities of technology that exist today.



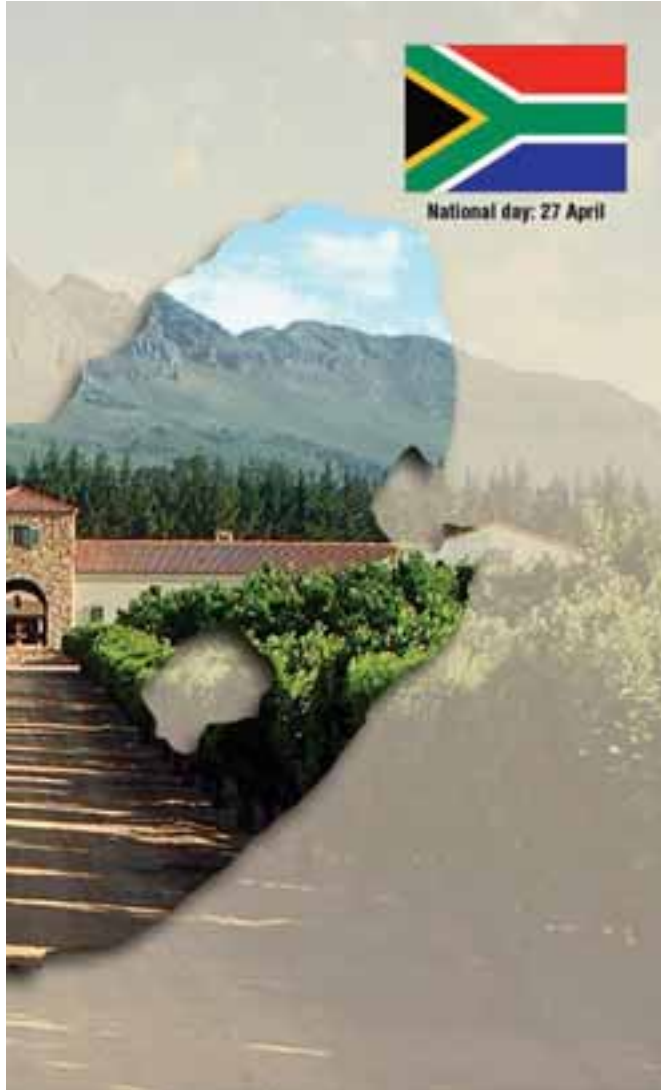
KEY COUNTRY CONTEXT STATISTICS

Population:	47.391 million (2006)
GDP:	US\$5,358 (2006) per capita
Human Development Index (HDI):	121 (2007/08)
Unemployment levels:	24.3% (2007)
Key economic sectors:	Services and Tourism; Mining; Manufacturing; Agriculture, Forestry and Fishing; and Utilities
Principal Exports:	Metals, Gold, Diamonds, Machinery and Transport Equipment
HIV and Aids prevalence:	18.09% (2007)
Gross Primary Enrolment Ratio:	107% (2002)
Gross Secondary Enrolment Ratio:	90% (2002)
Gross Tertiary Enrolment Ratio:	15% (2006)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2007; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)



National day: 27 April



POLICY CONTEXT

Transformation since 1994 has been characterised by a new system of higher education, with increased participation by all sectors of society, greater institutional responsiveness to policy imperatives, and new co-operative relations and partnerships between higher education and the broader society. South Africa has reviewed and updated many education policies since 1994, (see www.education.gov.za for a complete listing).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
The Higher Education Act 101 of 1997	This Act has been amended on several occasions since 1997, but essentially provides for regulation of higher education including the establishment of a Council on Higher Education.
Higher Education Qualifications Framework (HEQF)	Establishes common parameters and criteria for the design of qualifications and facilitates articulation across the system through ensuring comparability of qualifications.

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
The Council on Higher Education (CHE)	Established in terms of the Higher Education Act, No 101 of 1997, the CHE is an independent statutory body in operation since May 1998. The CHE has responsibility for advising the Minister of Education on higher education matters, and also plays a key role in quality assurance in higher education. The Higher Education Quality Committee (HEQC) is a permanent sub-committee of the CHE, also provided for in the Higher Education Act of 1997. The HEQC has a mandate to promote quality assurance, audit institutional quality assurance mechanisms, and accredit programmes of higher education (Council on Higher Education, 2007b).
South Africa Qualifications Authority (SAQA)	SAQA was constituted through the SAQA Act of 1995. SAQA is a body made up of 29 members appointed by the Ministers of Education and Labour. SAQA is responsible for the development and implementation of the NQF (SAQA, 2007).

NATIONAL LEVEL OVERVIEW

Formal education in South Africa is categorised according to three levels – General Education and Training (GET), Further Education and Training (FET), and Higher Education (HE). Education qualifications in South Africa are framed within the National Qualifications Framework (NQF) and the Higher Education Qualifications Framework (HEQF).

South Africa has 23 public universities.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	17
Publicly funded universities of technology	6
Privately funded, accredited higher education providers	80
TOTAL	103

Source: Council on Higher Education, 2007a; Department of Education, 2008

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	5.7% (1999-2004)
% Education budget allocated to higher education	14.5% (2008)
Loan/Grant scheme in place	Yes

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY

KEY INDICATORS	INDICATORS FOR SOUTH AFRICA
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.29% (1997)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995:96 1996-2001:212 2002-2007: 313

Source: SARUA (2008) – CREST report

LIST OF SOUTH AFRICAN PUBLIC UNIVERSITIES

UNIVERSITIES OF TECHNOLOGY	WEBSITE
Cape Peninsula University of Technology	www.cput.ac.za
Central University of Technology	www.cut.ac.za
Durban University of Technology	www.dut.ac.za
Mangosuthu University of Technology	www.mut.ac.za
Tshwane University of Technology	www.tut.ac.za
Vaal University of Technology	www.vut.ac.za
COMPREHENSIVE UNIVERSITIES	
Nelson Mandela Metropolitan University	www.nmmu.ac.za
University of Johannesburg	www.uj.ac.mu
University of South Africa (UNISA)	www.unisa.ac.za
University of Venda	www.univen.ac.za
University of Zululand	www.uzulu.ac.za
Walter Sisulu University	www.wsu.ac.za
UNIVERSITIES	
North-West University	www.nwu.ac.za
Rhodes University	www.ru.ac.za
University of Cape Town	www.uct.ac.za
University of Fort Hare	www.ufh.ac.za
University of the Free State	www.ufs.ac.za
University of KwaZulu-Natal	www.ukzn.ac.za
University of Limpopo	www.ul.ac.za
University of Pretoria	www.up.ac.za
University of Stellenbosch	www.sun.ac.za
University of the Western Cape	www.uwc.ac.za
University of the Witwatersrand	www.wits.ac.za



CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

THE HISTORY of one half of this institution begins in 1920 when the foundation stone of the Cape Technical College building was laid in Longmarket Street in central Cape Town. The establishment of the college followed a decade of community representations that urged the consolidation of the many technical courses that were being offered in various venues around the city. In 1962, another college, the Peninsula Technical College, was established, and five years later it was physically relocated to Bellville and reserved, under the apartheid order of things, for the exclusive use of 'coloured' students.

These two institutions operated side-by-side in greater Cape Town for several decades, one serving the coloured community, the other the white community. In the late 1970s, they were both upgraded to technikons. Hardly 10 years later, as the apartheid system gradually collapsed, the coloured Peninsula Technikon opened its doors to all South Africans, while the Cape Technikon had the restriction on its quota for black students lifted. Further changes in the higher

education environment occurred in 1993 when technikons were empowered to offer undergraduate and postgraduate degrees as full universities.

After 1994, the sector underwent major changes brought about by the size and shape debate and the merging of institutions into more rational geographic entities. In the Western Cape, this resulted in the merging, in January 2005, of the two greater Cape Town technikons into the Cape Peninsula University of Technology.

Today, nearly 30 000 students are studying at the university's six faculties: Applied Sciences; Business; Education and Social Sciences; Engineering; Health and Wellness Sciences; and Informatics and Design. The Fundani Centre for Higher Education Development enriches the teaching and learning process at the university; and a special HIV/Aids unit urges the incorporation of the epidemic into all curricula, while at the same time doing research and community outreach.

FACTS AND FIGURES AT A GLANCE⁴⁸

The Cape Peninsula University of Technology had 28,882 contact students and 70 distance students enrolled in 2007. Full-time students numbered 22,872 and part-time 6,080. Of the student body, 27,103 were South African citizens and 1,267 from other SADC countries, while 582 students were enrolled from non-SADC countries (actual data, 2007).

TABLE 1 CAPE PENINSULA UNIVERSITY OF TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	11,062	10,816	22	191	33	0
Business, Management & Law	9,211	8,977	1	216	17	0
Humanities and Social Sciences	6,489	5,789	528	145	27	0
Health Sciences	2,190	2,109	0	69	12	0
TOTALS	28,952	27,691	551	621	89	0

Source: Cape Peninsula University of Technology questionnaire response

TABLE 2 CAPE PENINSULA UNIVERSITY OF TECHNOLOGY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	290
Business, Management & Law	147
Humanities and Social Sciences	166
Health Sciences	54
TOTALS	657

Source: Cape Peninsula University of Technology questionnaire response

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⁴⁸ All data presented in this section is headcount data.

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

THE MAIN campus of this technological university is situated in Bloemfontein, capital city of Free State province in the centre of South Africa. Other campuses have been established at Welkom in the heart of the Free State goldfields, and at Kimberley in facilities managed by the Northern Cape Higher Education Institute. The Central University of Technology (CUT) employs over 800 academic and research staff spread across three faculties. The first and most important is the Faculty of Engineering, Information and Communication Technology; the second is the Faculty of Health and Environmental Sciences; and the third is the Faculty of Management Sciences. The three faculties together produce approximately 1 500 graduates each year. However, the university, to emphasise the career-orientation of its technology training, prefers to refer to its human product as 'practitioners'.

Important in such an institution is a research activity that brings the various sciences to the service of industry and job creation. Accordingly, research programmes being undertaken

by the university's Centre for Rapid Prototyping and Manufacturing and its Centre for Environmental, Community and Industrial Development include new product design and development; automated materials handling and radio frequency identification; hydro-informatics; applied food science and biotechnology; and information and communication technology. The university also houses a School for Entrepreneurship and Business Development, a Centre for the Built Environment, and a sleep laboratory.

An important part of the university's modus operandi is vigorous interaction with business and local communities. The Science Park, where university-based technological expertise and skills are made available, gives effect to this side of the institution's activities. In addition, since 2006, the university has been running central South Africa's first Fabrication Laboratory (the FabLab), which serves as an incubator where local inventors and micro-businesses can conceptualise, design, fabricate and test almost any potential product they can dream up.

FACTS AND FIGURES AT A GLANCE⁴⁹

The Central University of Technology offers contact and distance learning. In 2007, it had 10,278 contact students and 200 distance students. There were 8,474 full-time and 2,004 part-time students. Of the student body, 9,902 were South African citizens, while 532 were from other SADC countries and 44 were international students from countries other than the SADC.

TABLE 1 CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE: SUMMARY OF ENROLMENT NUMBERS (ACTUAL AND ESTIMATE DATA, 2007)⁵⁰

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	3,948	3,288	0	60	14	0
Business, Management & Law	3,226	2,218 ⁵¹	196	30	16	766
Humanities and Social Sciences	2,260	726	383	76	23	0
Health Sciences	1,044	690	0	41	11	26
TOTALS	10,478	8,458	579	207	64	792

Source: Central University of Technology, Free State questionnaire response

TABLE 2 CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)⁵²

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	298
Business, Management & Law	200
Humanities and Social Sciences	94
Health Sciences	224
TOTALS	816

Source: Central University of Technology, Free State questionnaire response



Contact Details: URL: <http://www.cut.ac.za>, Postal Address: Private Bag X20539, Bloemfontein, 9300, Telephone: +27 (0) 51 507 3911

⁴⁹ All data presented in this section is headcount data.

⁵⁰ Note that the breakdown of the number of students per level of study does not add up to the total number of students by field of study. This has been verified with the institution and is a result of how figures are recorded.

⁵¹ Number corrected, original number of undergraduate students exceeded total enrolment for Business, Management and Law.

⁵² Note that the total number of academic and research staff reported by field of study and gender contradicts the total number of academic and research staff reported according to citizenship.

DURBAN UNIVERSITY OF TECHNOLOGY

THE DURBAN University of Technology was established in 2002, the result of a merger between two much older institutions: the M L Sultan College, which to begin with had operated exclusively for the substantial Indian population in and around Durban; and the equally racially defined Natal Technical College for whites. Both have their roots in the early years of the 20th century.

KwaZulu-Natal's Indian population had begun arriving in the 1860s to work on the sugar plantations. In 1927, those with no educational qualifications were threatened with repatriation. This threat stimulated adult classes in literacy, as well as a range of commercial subjects, held in a mission school and a Hindu institute, but it was not until after the war, and thanks to substantial financial support from the public, that M L Sultan College came into being. It would be another decade, however, before the city council, now preoccupied with the strictures of the first Group Areas Act of 1950, allocated suitable land for a permanent campus.

The Natal Technical College was founded in 1907 and

immediately began providing tuition to more than 350 part-time students. The strictures of apartheid as it was codified through legislation weighed heavily on this institution as well. In 1955 the college was taken over by national education authorities; and in 1967 it became an exclusively white institution.

All that has now changed. The merged Durban University of Technology combines the best of both earlier institutions. It operates on five different campuses in Durban, and two in Pietermaritzburg, offering tuition through its six faculties of Accounting and Informatics; Applied Sciences; Arts and Design; Engineering and the Built Environment; Health Sciences; and Management Sciences. In 2007, the university employed 566 academic staff, 46 percent of them female and 12 percent holding masters and doctoral degrees.

FACTS AND FIGURES AT A GLANCE⁵³

The Durban University of Technology offers contact learning only. In 2007, there were 22,702 contact students, 19,007 of whom were full-time and 3,695 part-time. Of these, 22,381 were South African citizens, 243 from other SADC countries, and 78 from non-SADC countries (actual data, 2007). The table below summarises student enrolment per faculty in 2007.

TABLE 1 DURBAN UNIVERSITY OF TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	8,464	8,338	0	96	30	0
Business, Management & Law	4,041	4,039	0	2	0	0
Humanities and Social Sciences	2,466	2,430	0	23	13	0
Health Sciences	7,731	7,515	21	183	12	0
TOTALS	22,702	22,322	21	304	55	0

Source: Durban University of Technology questionnaire response

TABLE 2 DURBAN UNIVERSITY OF TECHNOLOGY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	230
Business, Management & Law	132
Humanities and Social Sciences	110
Health Sciences	72
Other (Academic support)	22
TOTALS	566

Source: Durban University of Technology questionnaire response

Contact Details: URL: <http://www.dut.ac.za>, Postal Address: No postal address provided, Telephone: +27 (0)31 373 2000/0860 103 194

⁵³ All data presented in this section is headcount data.

MANGOSUTHU UNIVERSITY OF TECHNOLOGY

THIS UNIVERSITY has its origins in the semi-independent homeland of KwaZulu. The then chief minister, Mangosuthu Buthelezi, wanted to establish a higher education institution close to Durban to provide young people from disadvantaged backgrounds with the opportunity to further their educations beyond secondary school level. In 1979, supported by an Anglo American Chairman's Fund grant, the institution came into being as a technikon with an initial enrolment of 15 students. Today, 30 years later, more than 10 000 students are studying at the university, which is based close to Umlazi township some 25 km south of the centre of Durban.

Academic activity is divided between three faculties: Engineering; Natural Sciences; and Management Sciences. Academic and research personnel number 143, of whom 28 percent are female. A characteristic of the Mangosuthu University of Technology approach to education is the close co-operation between the university and industry to ensure that curricula remain market related. Indeed, in most programmes, theoretical studies are supplemented with

in-service training to ensure that graduates are equipped not only with essential knowledge but also with relevant practical experience. The university has also established a language centre to improve students' competencies in English and communication, both verbal and written.

Research is receiving special attention through a dedicated research directorate that has been established to enhance research by supporting staff capacity building, by increasing national and international collaboration, and by encouraging service links with the needs of industry. The overall aim is to become a leader in a small number of research areas.

Community outreach is also a priority. Since its inception in the early 1990s, the university's Department of Community Outreach has done important work in bridging the gap between formal and non-formal education – particularly for disadvantaged groups. The department trains youth workers in a variety of fields, including community research techniques.

FACTS AND FIGURES AT A GLANCE⁵⁴

In 2006, there were 10,096 contact students and of these, 5,012 were female and 5,084 male registered at Mangosuthu University of Technology. The university has no distance students. No details were available of the breakdown between full-time and part-time students. Of the student body, 9,978 were South African citizens, 115 from other SADC countries and three from non-SADC countries (HEMIS data, 2006).

TABLE 1 MANGOSUTHU UNIVERSITY OF TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (HEMIS DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	5,642	5,642	0	0	0	0
Business, Management & Law	3,107	3,107	0	0	0	0
Humanities and Social Sciences	1,075	1,075	0	0	0	0
Health Sciences	273	273	0	0	0	0
TOTALS	10,096	10,096	0	0	0	0

Source: HEMIS data, 2006

In 2006, the University employed 143 academic and research staff, 40 of whom were female and 103 male. Of the 48 management and administrative staff, 20 were female and 28 male (HEMIS data, 2006).

Contact Details: URL: <http://www.mut.ac.za>, Postal Address: PO Box 12363, Jacobs, 4026, Telephone: +27 (0)31 907 7111

⁵⁴ All data presented in this section is headcount data.

TSHWANE UNIVERSITY OF TECHNOLOGY

THE SIZE of this institution is immediately impressive. It was established in January 2004 through the merger of three former technikons: Technikon Northern Gauteng, Technikon North-West and Technikon Pretoria. Accordingly, the Tshwane University of Technology has campuses in the most northerly four of South Africa's nine provinces. In Limpopo province, the campus is situated in the provincial capital Polokwane. In Mpumalanga, there's a campus in Nelspruit and another in eMalahleni (previously Witbank); and in North-West province a campus serves the sprawling peri-urban area called Ga-Rankuwa. Two campuses provide technical education to the northern parts of the densely populated Gauteng province, both in the Tshwane Metro, one in Soshanguve and the other, the main campus, in Pretoria.

According to the university, its annual student enrolments across all these campuses approach 60 000. Most are South Africans from the four provinces in question; but 'large numbers' are also drawn from neighbouring SADC countries such as Botswana, Zimbabwe, Swaziland, and even Namibia. This

accords well with the university's avowed intention of making a significant contribution to creating sustainable economic growth, and hence general socio-economic development, in the entire Southern African region.

Seven faculties – Engineering and the Built Environment; Science; Humanities; Management Sciences; Information and Communication Technology; Arts; and Economics and Finance – provide ample choice for students interested in career-focused tertiary education. From architecture to polymer technology, from animal sciences to sport and rehabilitation, from applied languages to technology education, from hospitality management to tourism, from computer engineering to ICT management, and from economics to public sector financing – the choice is almost overwhelming in its breadth.

More than 60 percent of the hundreds of programmes on offer from the university's 70 departments can be pursued to postgraduate level. All education offered at the Tshwane University of Technology has an entrepreneurial focus, which opens up business creation as well as job opportunities.

FACTS AND FIGURES AT A GLANCE⁵⁵

There were 46,333 contact students and 5,113 distance students enrolled at the Tshwane University of Technology in 2006. Of the student body, 49,401 were South African citizens and 1,495 from other SADC countries, while 550 were enrolled from non-SADC countries (HEMIS data, 2006).

TABLE 1 TSHWANE UNIVERSITY OF TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006)⁵⁶

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	18,036	17,504	1	404	72	146
Business, Management & Law	16,275	16,112	0	150	13	0
Humanities and Social Sciences	15,403	12,984	1,291	1,095	33	1
Health Sciences	1,732	1,568	0	47	11	15
TOTALS	51,446	48,168	1,292	1,696	129	162

Source: HEMIS data

In 2006, there were 855 academic and research staff employed at the university, of which 344 were female and 511 male. Of the 239 management and administrative staff, 105 were female and 134 male (actual data, HEMIS, 2006).

Contact Details: URL: <http://www.tut.ac.za>, Postal Address: Private Bag X680, Pretoria, 0001, South Africa, Telephone: +27 (0) 12 382 4414/4922

⁵⁵ All data presented in this section is headcount data.

⁵⁶ Note that totals do not always tally exactly, mostly due to discrepancies when working with headcount versus FTE data.

VAAL UNIVERSITY OF TECHNOLOGY

THE FORERUNNER to the Vaal University of Technology was named the Vaal Triangle College for Advanced Technical Education. Situated in Vanderbijlpark in South Africa's industrial heartland, it opened its doors to 189 students (to be taught by 15 members of staff) in 1966. Growth was rapid. In 1975, new buildings – including a library, gymnasium, laboratories and lecture halls – enabled growth to continue, so that by 1978 student enrolments reached 3 000 and the staff complement 137. The following year, the Advanced Technical Education Amendment Act brought a name change – the Vaal Triangle Technikon – and the opportunity for the new category of higher education institutions to offer and award Bachelors and Masters degree courses, as well as doctorates.

By 1987, as new facilities continued to be added to the core institution, student numbers reached 6 000, and nearly 15 000 twelve years later. Finally, in 2004, the Vaal University of Technology came into being – and incorporated the old Vista University campus in Sebokeng township which was

promptly renamed 'Educity'.

Today, the university offers a wide variety of courses on the main Vanderbijlpark campus, and on the satellite campuses at Kempton Park, Sebokeng, Secunda and Uppington (an isolated but important Northern Cape town almost 600 km away). The 325 academic and research staff are spread across the university's four faculties: Applied and Computer Science; Engineering and Technology; Humanities; and Management Sciences.

Significant developments at the university during the past decade include the following. In 1999, a high-voltage laboratory was opened, making it a leader in the field of electrical engineering, and in particular in power cable research. More recently, in 2006, the university became a founder member of the South African Technology Network that links the country's six universities of technology into a powerful co-operative bloc.

FACTS AND FIGURES AT A GLANCE⁵⁷

The Vaal University of Technology (VUT) is a contact institution. There were 16,146 contact students enrolled in 2007. Of the student body, 15,022 were full-time students and 1,124 part-time. Of these, 14,834 were South African citizens while 871 were from other SADC countries and 441 from non-SADC countries (actual data, 2007).

TABLE 1 VAAL UNIVERSITY OF TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	8,346	8,231	8	84	21	2
Business, Management & Law	6,743	5,233	0	77	5	1,428
Humanities and Social Sciences	1,057	1,031	5	18	3	0
TOTALS	16,146	14,495	13	179	29	1,430

Source: Vaal University of Technology questionnaire response

FOR PERMANENT AND CONTRACT STAFF:

Of the academic and research staff employed in 2007, 807 were South African citizens, 13 were citizens of SADC countries, and 20 were residents from non-SADC countries (actual data, 2007). The university employed 1335 South African citizens, 21 SADC country residents and 9 were residents from non-SADC countries as management and administrative staff (actual data, 2007). No breakdown was provided of the distribution of staff according to faculty and gender.

Contact Details: URL: <http://www.vut.ac.za>, Postal Address: Several campuses, each with own postal address – see website for details, Telephone: +27 (0) 16 950 9500

⁵⁷ All data presented in this section is headcount data.

NELSON MANDELA METROPOLITAN UNIVERSITY

THIS MAJOR Eastern Cape university, with its headquarters in Port Elizabeth, is the result of the merging of three separate higher education institutions from the past: the University of Port Elizabeth that opened its doors in 1964, the Port Elizabeth campus of Vista University dating from 1982, and the Port Elizabeth Technikon which has its roots in South Africa's oldest art school that was founded in the city in 1882. The merger between these three institutions took place in 2005.

According to the Nelson Mandela Metropolitan University itself, the new institution 'brings together the best traditions of technikon and university education, and draws on more than a century of quality higher education, in a new kind of university that offers a wide range of academic, professional and technological programmes'.

These are delivered through six campuses spread across the extensive Nelson Mandela Metropolitan area of which Port Elizabeth is core city. A seventh campus is in George, a sizeable town situated more than 300 km down west along the coast. The university has seven faculties: Arts; Business

and Economic Sciences; Education; Engineering, the Built Environment and Information Technology; Health Sciences; Law; and Science.

The effect of mixing university and technikon syllabi is particularly noticeable in the broad mix of qualifications offered by the Faculty of Engineering, the Built Environment and Information Technology. Undergraduate and postgraduate degrees in all the engineering specialities (for example, electrical, civil and mechanical) co-exist with degree and diploma qualifications in production, quality assurance, quantity surveying, construction management, and many more.

The university has a large academic and non-academic staff of around 2 500. On the financial side, government subsidies make up only 50 percent of university income. A further 24 percent is derived from student fees. The remaining quarter comes from donations, income from contracts and the sale of goods and services (including rental from residences).

FACTS AND FIGURES AT A GLANCE⁵⁸

In 2006, there were 19,832 contact students and 4,413 distance students enrolled. Full-time students numbered 16,221 and part-time students 8,033. Of the students, 22,321 were South African citizens and 1,095 from other SADC countries, while 829 students were enrolled from non-SADC countries (actual data, 2006).

TABLE 1 NELSON MANDELA METROPOLITAN UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006)⁵⁹

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	6,406	5,251	109	311	115	620
Business, Management & Law	7,224	6,415	166	396	32	215
Humanities and Social Sciences	9,242	7,843	532	498	124	245
Health Sciences	1,370	922	172	195	38	58
TOTALS	24,245	20,431	979	1,400	308	1,138

Source: Nelson Mandela Metropolitan University questionnaire response

TABLE 2 NELSON MANDELA METROPOLITAN UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	186
Business, Management & Law	100
Humanities and Social Sciences	150
Health Sciences	52
Other (George campus)	22
TOTALS	510

Source: Nelson Mandela Metropolitan University questionnaire response

Contact Details URL: <http://www.nmmu.ac.za>. Postal Address: PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031. Telephone: +27 (0)41 504 1111

⁵⁸ All data presented in this section is headcount data.

⁵⁹ Note that there are some small inconsistencies in totals of student numbers when broken down by gender and by level of study. This is due to the manner in which statistics are recorded.

UNIVERSITY OF JOHANNESBURG

ONE ORIGINAL component of the merged University of Johannesburg was the Rand Afrikaans University (RAU) that was established at Auckland Park in central Johannesburg in 1967. In 2004, along with the first wave of mergers introduced to rationalise the South African higher education sector, the Soweto and East Rand campuses of Vista University were incorporated into RAU. A year later, RAU merged with Technikon Witwatersrand, founded in 1925, to make the University of Johannesburg one of the largest residential universities in the country.

The university is one of six in South Africa categorised as a 'comprehensive institution', which means that it sits midway between a traditional university offering formative degrees and a university of technology that is more focused on vocational and technical programmes. As a comprehensive institution, the University of Johannesburg has the best of both worlds. As its vision states: the intention is to be a premier African city university offering a mix of vocational and academic programmes. In fact, eight of the university's nine

faculties offer courses from both sides of the divide. Only the Faculty of Art, Design and Architecture offers non-degree courses only.

The other eight faculties are: Economic and Financial Sciences; Education; Engineering and the Built Environment; Health Sciences; Humanities; Law; Management; and Science. The work of the faculties is executed through the university's five campuses: two in Auckland Park, one in Doornfontein (the original Technikon Witwatersrand campus), and one each in Soweto and on the East Rand.

The University of Johannesburg's vision also speaks about 'research and innovation and ... putting intellectual capital to work'. One practical example of this is the recent establishment of the Soweto Centre for Small and Medium Business Enterprise Development. This centre will ultimately form part of the Johannesburg School of Leadership that is planned for the Soweto campus.

FACTS AND FIGURES AT A GLANCE⁶⁰

An estimated 41,607 contact students and six distance students were enrolled at the University of Johannesburg in 2007. Full-time students numbered 32,947 and part-time 8,666. Just over 40,000 of the students were South African citizens, 1,084 were from other SADC countries, and 527 were from non-SADC countries (estimated data, 2007). The data source for this is HEMIS data and excludes non-formal qualifications.

The distribution of students per field of study, gender and level of study is tabulated below.

TABLE 1 UNIVERSITY OF JOHANNESBURG: SUMMARY OF ENROLMENT NUMBERS (ESTIMATED DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	11,163	10,512	162	310	143	36
Business, Management & Law	16,066	14,413	1,037	452	120	44
Humanities and Social Sciences	11,935	9,250	1,720	626	234	105
Health Sciences	2,449	1,394	851	168	32	4
TOTALS	41,613	35,569	3,770	1,556	529	189

Source: University of Johannesburg questionnaire response

TABLE 2 UNIVERSITY OF JOHANNESBURG: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	656
Business, Management & Law	840
Humanities and Social Sciences	800
Health Sciences	330
Other (Academic dev/support)	166
TOTALS	2,792

Source: University of Johannesburg questionnaire response

Contact Details: URL: <http://www.uj.ac.za>, Postal Address: PO Box 524 Auckland Park, 2006, Telephone: +27 (0)11 559 2911

⁶⁰ All data presented in this section is headcount data.

UNIVERSITY OF SOUTH AFRICA

THE FIRST higher education examining body in the South African region was the University of the Cape of Good Hope. Six years after Union in 1910, the institution (which set examinations but offered no tuition) changed its name to University of South Africa (UNISA); and two years later, in 1918, it moved from Cape Town to Pretoria. Once installed in the administrative capital, it continued to be the national examining body. It also incorporated a number of university colleges in their formative years before they became autonomous universities. However, the idea of teaching at UNISA would soon take root. Was there not a possibility of devising a system of postal tuition for people living far from the main urban centres where the universities had tended to develop? UNISA answered this question by establishing a Division of External Studies in 1946, a course of action that rendered the university an international pioneer in distance education.

In 1972, UNISA moved into huge modern buildings on Pretoria's Muckleneuk Ridge; and after 1994 major internal

changes prepared the institution for life in a democracy. These changes culminated in the merging of UNISA with another large distance learning institution, Technikon Southern Africa (initially the distance learning arm of Technikon Witwatersrand) and the incorporation of Vista University's Distance Education Campus to form easily the largest and academically most versatile distance learning campus in Africa. Nearly a quarter of a million students study courses, both degree and vocational, that are provided through UNISA's five colleges.

These are: the College of Economic and Management Sciences; the College of Human Sciences; the College of Law; the College of Science, Engineering and Technology; and the College of Agriculture and Environmental Sciences. The university also houses scores of centres and institutes. A recent addition is the Centre for African Renaissance Studies that specialises in unlocking the continent's intellectual wealth.

FACTS AND FIGURES AT A GLANCE⁶¹

UNISA is a distance learning institution. In 2006, it had 770 contact students but the majority, 226,769, were distant students. Of these, 208,720 were South African citizens, while 13,375 were from other SADC countries and 4,676 from non-SADC countries (Actual data, 2006). No figures were available to discriminate between full-time and part-time students.

TABLE 1 UNIVERSITY OF SOUTH AFRICA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006)⁶²

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	24,109	21,177	0	107	43	2,783
Business, Management & Law	95,604	89,489	977	1,689	94	3,356
Humanities and Social Sciences	105,849	90,898	2,746	3,337	749	8,119
Health Sciences	1,976	1,551	0	327	62	36
TOTALS	227,538	203,115	3,723	5,460	948	14,294

Source: University of South Africa questionnaire response

TABLE 2 UNIVERSITY OF SOUTH AFRICA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	192
Business, Management & Law	612
Humanities and Social Sciences	547
Health Sciences	31
Other (Agricultural resources)	11
TOTALS	1,393

Source: University of South Africa questionnaire response

Contact Details: URL: <http://www.unisa.ac.za>, Postal Address: PO Box 392, UNISA, 0003, Telephone: +27 (0)11 670 9000 or 0861 670 411

⁶¹ All data presented in this section is headcount data.

⁶² Note that in some instances total numbers of students do not tally accurately and could not be verified.

UNIVERSITY OF VENDA FOR SCIENCE AND TECHNOLOGY

THIS UNIVERSITY was established in the wake of the acceptance of 'independence' as a so-called homeland state. It is situated in Thohoyandou in the far north of South Africa. At first, after opening in 1982, the University of Venda was staffed by South Africans. Increasingly, however, academics were recruited from other African countries, and from other parts of the world. The result was a cosmopolitan feel, and 'a fertile environment for new ideas and a capacity for change'.

The university had originally been set up to offer the full range of courses in humanities, social sciences and natural and applied sciences. After the advent of democracy in 1994, and persuaded by the sustained 'size and shape' debate that led to the rationalisation of South African higher education, the university shifted its focus more pointedly to science and technology. The institution accordingly altered its name to the University of Venda for Science and Technology.

The shift has meant an increase in students and staff engaged in the sciences and in their application in health, agriculture and rural development. Five of the university's

eight schools are devoted to the new focus, namely: the School of Mathematics and Natural Sciences; the School of Environmental Sciences; the School of Agriculture, Rural Development and Forestry; the School of Health Sciences; and a School of Postgraduate and Integrated Studies. In 2008, around four percent of all students were engaged in postgraduate study.

Nor has this new focus been ignored by the corporate sector. Just two examples of corporate interest have been a new computer laboratory funded by PetroSA (this reduced the ratio of students to on-campus computers from 1:146 to 1:88); and an injection of over R1-million by Nissan South Africa into a university-run resource centre that enhances the accessibility to science and mathematics in local high schools.

FACTS AND FIGURES AT A GLANCE⁶³

The University of Venda had 10,968 full-time contact students in 2008 (actual data). There were no distance students enrolled and no part-time learning was on offer.

TABLE 1 UNIVERSITY OF VENDA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)⁶⁴

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	3,660	3,378	3	82	26	113
Business, Management & Law	4,004	3,859	0	106	0	37
Humanities and Social Sciences	2,560	2,247	60	68	15	170
Health Sciences	744	640	80	0	10	14
TOTALS	10,968	10,124	143	256	51	334

Source: University of Venda questionnaire response

TABLE 2 UNIVERSITY OF VENDA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	90
Business, Management & Law	52
Humanities and Social Sciences	80
Health Sciences	23
TOTALS	245

Source: University of Venda questionnaire response

Contact Details: URL: <http://www.univen.ac.za>, Postal Address: Private Bag X5050, Thohoyandou, Limpopo Province, 0950, Telephone: +27 (0)15 962 8000

⁶³ All data presented in this section is headcount data.

⁶⁴ Note that some student number totals do not tally consistently.

UNIVERSITY OF ZULULAND

THE UNIVERSITY of Zululand started off in 1960 with only 41 students, 75 percent male and 25 percent female. As a constituent college affiliated to the University of South Africa, it initially catered mainly for the Zulu and Swazi groups. In 1970 the university, situated north of the Tugela River and 162 km from Durban, achieved full university status and has grown steadily since then.

In 1986 the university opened its doors to all racial groups, in spite of the separate development policy. More recently, the institution has experienced an increased intake of students from SADC countries (Namibia, Zimbabwe, Botswana, Lesotho and Swaziland) as well as from other African countries such as Kenya, Nigeria, Uganda and Ghana. In 2002 this rural-based institution was declared a comprehensive institution offering both traditional degrees and career-focused programmes geared towards the acquisition of skills and knowledge relevant to the jobs market. Current enrolments are in excess of 9 000, with 59 percent female and 41 percent male students in 2007.

The university offers facilities for a wide range of programmes within the faculties of Arts, Commerce, Administration and Law, Education, and Science and Agriculture. The Faculty of Arts consists of 21 departments. The Faculty of Commerce, Administration and Law houses the Institute of Local Government and Traditional Affairs that offers training and development programmes for civil servants. The Faculties of Science and Agriculture and Commerce offer special foundation programmes. The Faculty of Education consists of seven departments that participate in the training of school educators.

The University of Zululand continues to perceive its primary objective as the provision of quality education, research (which receives 30 percent of institutional focus) and community engagement. As a comprehensive university the focus is on interactive education with the ultimate objective of producing not only job seekers but also job creators.

FACTS AND FIGURES AT A GLANCE⁶⁵

The University of Zululand is a contact university only, with 9,317 students enrolled in 2007. In 2007 the student population was 59% female and 41% male.

TABLE 1 UNIVERSITY OF ZULULAND: SUMMARY OF ENROLMENT NUMBERS (ESTIMATE DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	1,539	1,368	69	70	32	0
Business, Management & Law	1,322	1,305	15	0	2	0
Humanities and Social Sciences (including Health Sciences)	3,314	2,946	132	137	99	0
Education	3,142	2,265	365	115	18	379
TOTALS	9,317	7,884	581	322	151	379

Source: University of Zululand questionnaire response

TABLE 2 UNIVERSITY OF ZULULAND: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	130
Business, Management & Law	39
Humanities and Social Sciences	69
Health Sciences	12
Education	58
TOTALS	308

Source: University of Zululand questionnaire response

Contact Details: URL: <http://www.uzulu.ac.za>, Postal Address: Private Bag X1001, KwaDlangezwa, 3886, Telephone: +27 (0)35 902 6030/6040

⁶⁵ All data presented in this section is headcount data.

RHODES UNIVERSITY

THE ESTABLISHMENT of Rhodes University was, to begin with, very much a community effort. Higher education began in the Eastern Cape in the college departments of four secondary schools, St Andrew's in Grahamstown being one. By the beginning of the 20th century, however, only St Andrews and one other were still preparing candidates for the degree examinations of the University of the Cape of Good Hope.

By 1902, local support for their own institution was bolstered by preference shares being made over to Rhodes University College, which was then founded in 1904. Many vicissitudes and twists were endured through the world wars and Great Depression of the first half of the new century, but Rhodes College survived and was inaugurated as a fully independent university in 1951. Several decades of steady growth followed, supported by a protracted building programme based on plans drawn by Sir Herbert Baker in the second decade of the 20th century.

In spite of this sustained growth, Rhodes remains small –

fewer than 6 000 students – by comparison with many of the mainstream institutions, but the university believes that this reality feeds into the excellence of its activities. Most students live in the 39 residences scattered around the main buildings, and classes are still small enough to make individual tuition in tutorial groups (a system adapted nearly a century ago from the Oxbridge model) feasible. This approach has paid off. Of the more than 1 000 postgraduate students on the campus in 2006, nearly a quarter were at the doctoral level, which in turn reinforces the claim that no less than 35 percent of institutional focus is vested in research.

And of the approximately 320 academic and research staff working in the university's six faculties: Commerce, Education, Humanities, Law, Pharmacy, and Science – more than 265 have Masters or Doctoral degrees.

FACTS AND FIGURES AT A GLANCE⁶⁹

Rhodes University had 5,814 contact students and 100 distance students enrolled in 2006. Full-time students numbered 5,077 and part-time 837. Of the student body, 4,490 were South African citizens and 1,151 from other SADC countries, while 273 students were enrolled from non-SADC countries (actual data, 2006).

TABLE 1 RHODES UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006)⁷⁰

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	985	594	1	158	106	0
Business, Management & Law	1,303	1,090	63	112	10	0
Humanities and Social Sciences	2,619	2,126	42	191	72	0
Health Sciences	373	345	0	14	14	0
Education	635	315	83	129	40	0
TOTALS	5,915	4,470	189	604	242	0

Source: Rhodes University questionnaire response

TABLE 2 RHODES UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	96
Business, Management & Law	42
Humanities and Social Sciences	126
Health Sciences	17
Other (Education)	16
Other (unknown)	26
TOTALS	323

Source: Rhodes University questionnaire response

Contact Details URL: <http://www.ru.ac.za>. Postal Address: PO Box 94 Grahamstown, 6140, South Africa. Telephone: +27 (0)46 603 8111

⁶⁹ All data presented in this section is headcount data.

⁷⁰ Student number totals presented in this table are sometimes slightly different due to discrepancies when working with headcount versus full-time equivalent (FTE) data.



WALTER SISULU UNIVERSITY

THIS NEW-STYLE 'comprehensive' institution was the result of a merger between the former University of Transkei and two technikons, the Border Technikon at Potsdam and the Eastern Cape Technikon in Butterworth. The new Walter Sisulu University, therefore, offers higher education tuition on four campuses – in Mthatha (erstwhile capital of Transkei), in Butterworth, as well as in East London in the Buffalo City Metropolitan area, and at Queenstown. The campuses are situated in the densely populated and generally under-developed far-eastern hinterland of South Africa's Eastern Cape province.

The University of the Transkei was established in the homeland of that name in 1976, initially as a branch of the University of Fort Hare at the request of the homeland government. The technikons were established in the late 1980s and early 1990s. The merged Walter Sisulu University came into being in July 2005.

The university's four faculties – Education; Health Sciences; Business, Management Sciences and Law; and

Science, Engineering and Technology – offer students 'a wealth of academic choices ... ranging from certificates and diplomas to degrees and postgraduate studies'. The faculties are staffed by nearly 700 academics, around 60 of whom hold doctorates and a further nearly 200 are qualified to Masters level. The estimated number of research publications in accredited journals in 2005 was just over 20, but in 2008 the university developed a clearly defined research policy, which should improve the situation.

Further assistance to establish the university on the academic map comes from the 'Netherlands Programme for the Institutional Strengthening of Post-secondary Education and Training Capacity' that links the Walter Sisulu University with two powerful Dutch universities. In addition, European Union funding has supported a 'Technical and Business Education Initiative' that implements strategies to ensure that higher education is fully accessible to previously disadvantaged South Africans.

FACTS AND FIGURES AT A GLANCE⁶⁶

Walter Sisulu University had 23,516 contact students and 604 distance students enrolled in 2007. Of the student body, 23,884 were South African citizens and 157 from other SADC countries, while 79 students were enrolled from non-SADC countries (actual data, 2007).

TABLE 1 WALTER SISULU UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	4,620	4,592	20	8	0	0
Business, Management & Law	11,822	11,809	13	0	0	0
Humanities and Social Sciences	6,528	5,943	501	71	13	0
Health Sciences	1,150	1,067	13	70	0	0
TOTALS	24,120	23,411	547	149	13	0

Source: Walter Sisulu University questionnaire response

TABLE 2 WALTER SISULU UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	235
Business, Management & Law	233
Humanities and Social Sciences	130
Health Sciences	85
TOTALS	683

Source: Walter Sisulu University questionnaire response

Contact Details: URL: <http://www.wsu.ac.za>, Postal Address: Private Bag X1, WSU, Mthatha 5117, Telephone: +27 (0)47 502 2844

⁶⁶ All data presented in this section is headcount data.



NORTH-WEST UNIVERSITY

IN JANUARY 2004, the University of North-West (previously the University of Bophuthatswana) merged with the Potchefstroom University for Christian Higher Education to form North-West University. It seemed an unlikely union – yet it's working. The new university's tagline is 'Innovation through diversity'. And in 2008, the university won the Price Waterhouse Cooper 'Best governed university' competition, the Pan-South African Language Board's 'University that has done the most for nation building and multi-lingualism', and the Department of Science and Technology's 'Most innovative university'.

The roots of the Potchefstroom institution are to be found in the Theological School of the Reformed Churches of South Africa, established in 1869 in the Cape Colony and transferred to Potchefstroom a few years after the Anglo-Boer War. In 1921, the Potchefstroom University College came into being, and 30 years later it gained the status of an independent university that provided a wide range of programmes surrounding the original focus on theology.

The university in Mafikeng (originally called the University of Bophuthatswana) had a similar beginning. In a spontaneous movement among the people of the region, R100 000 was raised by public subscription because they wanted their own university. They got it in the form of a Bantustan institution that emerged into the mainstream in 1994.

Not surprisingly, the merger was not without its difficulties. Skilful leadership finally won the day, and now North-West University delivers its academic services from Potchefstroom and Mafikeng campuses in North West Province, and the Vaal Triangle campus in Vanderbijlpark situated in Guateng.

To accommodate the geographical distribution of its campuses, the university has adopted a two-tier management model. This consists of an Institutional Office that ensures university-wide consistency in policy and procedure. In addition, the three campuses operate as co-ordinated business units; and both the institutional and campus components are represented on the institutional management team.

FACTS AND FIGURES AT A GLANCE⁶⁷

There were 27,890 contact students at the North West University in 2006, plus 10,819 distance students. There were 34,828 students that were South African citizens, 3,536 were from other SADC countries, and 345 from non-SADC countries (actual data, 2006).

TABLE 1 NORTH-WEST UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	8,533	7,097	317	604	246	268
Business, Management & Law	6,131	4,525	426	949	74	157
Humanities and Social Sciences	12,028	10,161	701	810	332	23
Education	12,016	6,926	4,605	346	138	2
TOTALS	38,708	28,709	6,049	2,709	790	450

Source: North-West University questionnaire response

TABLE 2 NORTH-WEST UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2006)⁶⁸

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	329
Business, Management & Law	109
Humanities and Social Sciences	342
Education	109
TOTALS	889

Source: North-West University questionnaire response

Contact Details: URL: <http://www.nwu.ac.za>, Postal Address: Private Bag X1290, Potchefstroom, 2520, Telephone: +27 (0)18 299-4900

⁶⁷ All data presented in this section is headcount data.

⁶⁸ Total numbers for academic and research staff do not tally when calculated by level of qualification, nationality and gender.

UNIVERSITY OF CAPE TOWN

THE GOAL of this university, South Africa's oldest, is to be Africa's leading research university. With more than 60 specialist research units, and more than 1 650 academic and research staff spread across its six faculties, the goal has in all likelihood already been attained.

The University of Cape Town has its roots in a high school for boys, the South African College that was established in the mother city in 1829. From the outset, the College had a small tertiary facility, and for 50 years not much changed. Then the discoveries of diamonds in the late 1860s and gold twenty years later transformed not only the economy of the South African region, but also the demand for skilled personnel. By the turn of the 19th century, the South African College had developed into a fully-fledged tertiary institution, with departments of mineralogy and geology and well-equipped science laboratories to service them. A medical school followed, as did the introduction of engineering courses and a department of education. Thanks to substantial funding from various mining magnates, the

University of Cape Town (UCT) was formally established in 1918; and ten years later the institution moved into new buildings erected on land on the first slopes of Devil's Peak that had been bequeathed to the nation by Cecil John Rhodes.

This site, coupled with the university's opposition to apartheid in higher education and its generally liberal attitudes, earned UCT the epithet 'Moscow on the hill'. As apartheid hardened through the decades following the 1950s, the university continued to admit small numbers of black students. By the 1980s these numbers began to rise so that by 2004 nearly 50 percent of the student body was black and an equal percentage was female.

UCT remains today one of the most respected teaching and research universities in South Africa.

FACTS AND FIGURES AT A GLANCE⁷¹

The University of Cape Town offers contact learning only. In 2006, there were 21,188 students, all of whom were full-time. The number of South African citizens numbered 16,498, while there were 2,299 students from SADC countries and 2,159 non-SADC country students. There are a further 232 students of unknown nationality (HEMIS, actual data, 2006). UCT does not currently differentiate between full-time and part-time students, except within a few very small named programmes.

TABLE 1 UNIVERSITY OF CAPE TOWN: SUMMARY OF ENROLMENT NUMBERS (ESTIMATE DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	6,108	4,193	332	996	488	100
Business, Management & Law	5,958	4,181	920	570	66	220
Humanities and Social Sciences	6,274	4,186	564	623	263	638
Health Sciences	2,848	1,757	171	717	185	18
TOTALS	21,188	14,317	1,987	2,906	1,002	976

Source: University of Cape Town questionnaire response

TABLE 2 UNIVERSITY OF CAPE TOWN: ACADEMIC AND RESEARCH STAFF (ESTIMATE DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	450
Business, Management & Law	331
Humanities and Social Sciences	404
Health Sciences	380
Other (Centre for Higher Education Development)	63
TOTALS	1,658

Source: University of Cape Town questionnaire response

Contact Details: URL: <http://www.uct.ac.za>, Postal Address: Private Bag X3, Rondebosch 7701, South Africa, Telephone: +27 (0) 21 650 9111

⁷¹ All data presented in this section is headcount data.

UNIVERSITY OF FORT HARE

THE UNIVERSITY began in 1916 as the South African Native College. It is the oldest black tertiary education institution in southern Africa. There is a certain irony in its position at Fort Hare, which was originally part of the Eastern Cape frontier defences against the Xhosa in the century-long Frontier Wars between black and white. The institution came into being as a result of the efforts of the early 20th century 'black elite', supported by many white liberals, particularly from local churches and missionary societies, and some African traditional leaders. Today, the University of Fort Hare has an academic and research staff of over 260 spread across its three campuses at Alice, Bisho and East London.

The institution's longevity was aptly recognised in 2005 when South Africa's then President, Thabo Mbeki, conferred upon Fort Hare the Supreme Order of Baobab (Gold Class) award. The baobab tree is known for its resilience, strength and fortitude in the face of drought, pestilence and the erosive passage of time – apt symbolism for an institution that has endured many storms while at the same time

training legions of men and women in a wide variety of fields.

Fort Hare's main campus lies in the fertile Tyhume River valley, adjacent to the Eastern Cape town of Alice, and squarely in the region once known as the 'independent' homeland of Ciskei.

The Bisho campus, just outside King William's Town and sited close to the seat of present-day provincial government, has developed a reputation in public-service-related courses. The East London campus has a well-established academic base in the university's four faculties: Humanities and Social Sciences; Management and Commerce; Education; and Law. This campus also houses an Institute of Social and Economic Research and a Leadership Institute financed by a locally based private-sector company.

FACTS AND FIGURES AT A GLANCE⁷²

The University of Fort Hare had 8,526 students in 2006, 7,446 of which were contact students and 1,080 distance students. No details were available for the number of full-time and part-time students. Of the total, 7,425 were South African citizens and 1,012 were from other SADC countries, while 89 students were enrolled from non-SADC countries (HEMIS data, 2006).

TABLE 1 UNIVERSITY OF FORT HARE: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	1,318	1,106	111	66	35	0
Business, Management & Law	1,347	1,256	91	0	0	0
Humanities and Social Sciences	5,796	5,009	398	327	55	7
Health Sciences	66	49	0	17	0	0
TOTALS	8,527	7,420	600	410	90	7

Source: HEMIS data

In 2006 the University employed 261 academic and research staff, of which 93 were female and 168 males (HEMIS data, 2006). No information was available on the distribution of academic and research staff per faculty.

Contact Details: URL: <http://www.ufh.ac.za>, Postal Address: Private Bag X1314, Telephone: +27 (0)40 602 2011

⁷² All data presented in this section is headcount data.

UNIVERSITY OF THE FREE STATE

IT HAD been Boers trekking away from British rule in the Cape Colony who, in the mid-19th century, had established the Orange Free State. As time passed, their capital town of Bloemfontein had attracted many English speakers and institutions as well. Grey College, an English School for boys, had been established in the 1850s, and it was Grey College that brought higher education to the Orange Free State for the first time. In 1904, a group of six matriculants registered for a full BA degree course, with lectures being administered in a two-roomed building in the school grounds. By 1910, student numbers at what was called the Grey University College had risen to 29, with 10 lecturers. In 1918, the first Afrikaans professor was appointed to the staff, but it was not until 20 years later that Afrikaans ousted English as the official teaching medium. The college achieved its status as an independent university in 1950 as the University of the Orange Free State.

During the sixties, seventies and eighties, the university experienced steady growth as a white Afrikaans university,

with a Faculty of Medicine being added in 1969 and a Faculty of Theology in 1980. By 1993, the university had reintroduced English in parallel with Afrikaans as increasing numbers of black students began to be admitted. In 2001, the name of the institution was shortened to University of the Free State, and two years later the QwaQwa campus in Phutaditjhaba, formerly administered by the University of the North (now Limpopo) over 500 km away, was placed under the control of the University of the Free State.

The university – described as ‘democratic and diverse’ – offers programmes through its six faculties: Economic and Management Sciences; Health Sciences; Humanities; Law; Theology; and Natural and Agricultural Sciences – and maintains high standards in terms of postgraduate studies and research. Nearly 600 accredited research publications, including 64 books, were published in 2007.

FACTS AND FIGURES AT A GLANCE⁷⁸

The University of the Free State had 22,886 contact students and 1,798 distance students enrolled in 2007. The number of full-time and part-time students was not available. Of the student body, 22,802 were South African citizens, 1,533 from other SADC countries, and 183 from non-SADC countries (actual data, 2007).

TABLE 1 UNIVERSITY OF THE FREE STATE: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)⁷⁹

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	4,655	2,769	5	832	239	453
Business, Management & Law	6,502	4,303	1,298	341	44	258
Humanities and Social Sciences	11,031	7,310	271	879	298	1,365
Health Sciences	2,496	1,588	262	351	38	248
TOTALS	24,684	15,970	1,836	2,403	619	2,324

Source: University of the Free State questionnaire response

TABLE 2 UNIVERSITY OF THE FREE STATE: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	410
Business, Management & Law	166
Humanities and Social Sciences	366
Health Sciences	121
Other (Agricultural resources)	20
TOTALS	1,083

Source: University of the Free State questionnaire response

Contact Details: URL: <http://www.ufs.ac.za>, Postal Address: PO Box 339, Bloemfontein, 9300, Telephone: +27 (0)51 4019111

⁷⁸ All data presented in this section has been provided by the University of Free State.

⁷⁹ There is some discrepancy in total numbers of students. This was queried with the UFS and is a result of how students are allocated to different CESM categories. It was not possible to correct these discrepancies.

UNIVERSITY OF KWAZULU-NATAL

THE 2004 merger that created this university brought together two major higher education institutions that had operated throughout the apartheid era on the Natal coast. According to its mission, the University of KwaZulu-Natal seeks academic excellence, innovative research, and a critical engagement with society. It also wishes to redress the imbalances of the past by achieving equitable demographic representation among students and staff.

The older of the two original universities, the University of Natal, was founded in Pietermaritzburg in 1910 as the Natal University College. After World War I, a campus was established in Durban. Further additions followed: a Faculty of Agriculture in Pietermaritzburg in 1946; and a Medical School (but for Africans, Indians and coloureds only) in Durban in 1947, which was for many years the only site in apartheid South Africa providing medical education for students who were not white. The Natal University College was granted independent university status in 1949.

The other institution, ultimately known as the University

of Durban-Westville, was essentially an apartheid institution, reserved for the use of Indian students only. It began as a University College on Salisbury Island in Durban Bay in the early 1960s. Student numbers grew rapidly and in 1971 full university status was granted, and the following year the new university moved into its modern Westville campus. As the seventies and eighties unfolded, the campus became a major site for anti-apartheid protest, and in 1984 the university defiantly opened its doors to students of all races.

The merged University of KwaZulu-Natal has as its tagline 'the premier university of African scholarship'. It's a reasonable claim. Across its six faculties: Engineering; Education; Humanities, Development and Social Sciences; Management Studies; Science and Agriculture; and Health Sciences – no fewer than 8 700 students enrolled for postgraduate studies (in 2007), and 1 162 of these were working towards their doctorates.

FACTS AND FIGURES AT A GLANCE⁷³

There were 32,363 contact students at UKZN in 2007 and 5,487 distance students. Of the total student body, full-time students numbered 28,273 and part-time 9,577. Of these, 35,516 were South African citizens, 1,386 from other SADC countries and 948 students from non-SADC countries (actual data, 2007).

TABLE 1 UNIVERSITY OF KWAZULU-NATAL: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	7,158	5,500	283	752	482	141
Business, Management & Law	10,896	7,415	2,154	774	147	406
Humanities and Social Sciences	14,634	9,462	1,087	1,303	445	2,337
Health Sciences	5,162	2,520	283	910	88	1,361
TOTALS	37,850	24,897	3,807	3,739	1,162	4,245

Source: University of KwaZulu-Natal questionnaire response

TABLE 2 UNIVERSITY OF KWAZULU-NATAL: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	395
Business, Management & Law	220
Humanities and Social Sciences	463
Health Sciences	348
Other (Academics outside faculties in research-like units)	46
TOTALS	1,472

Source: University of KwaZulu-Natal questionnaire response

Contact Details: URL: <http://www.ukzn.ac.za>, Postal Address: University of KwaZulu Natal, Durban, 4041, Telephone: +27 (0)31 260 1111

⁷³ All data presented in this section is headcount data.



UNIVERSITY OF LIMPOPO

FORMERLY KNOWN as the University of the North, this new configuration, established at the beginning of 2005, comprises two main campuses: one at Turfloop to the east of Polokwane in Limpopo province, the other at Ga-Rankuwa just north of Pretoria. The old Medical University of Southern Africa (Medunsa) on the latter campus has been incorporated as a full medical faculty into the new university.

Both campuses are situated in the middle of densely populated old 'homeland' areas. This brings the university face to face with the full range of developmental challenges confronting rural communities throughout the SADC region. The Turfloop campus in particular is a visual manifestation of the university's fundamental aim: to be a leading university that addresses the needs of African rural communities. From the top floors of many campus buildings, the crowded plains of Sovenga spread outwards to the horizon. 'We're in the middle of a huge human laboratory,' remarked one academic.

The origins of the new university are rooted in the apartheid past. The Turfloop campus is on a site chosen by

Dr Hendrik Verwoerd, erstwhile Prime Minister and father of separate development. A tertiary college was opened in 1959, and a decade later full university status was achieved. The development of the medical school for black students at Ga-Rankuwa was a response to the perceived black frustrations thought to have motivated the 1976 Soweto uprisings.

In spite of its origins and location, many centres of excellence thrive on both campuses. Two examples must suffice. The Diarrhoeal Pathogens Research Unit at Ga-Rankuwa has pioneered important work on the development of a vaccine for the deadly rotavirus, a Southern African scourge. The Materials Modelling Centre at Turfloop is a leader in the field of computational modelling techniques to develop metal alloys and polymers, not least relating to platinum, Limpopo province's economic backbone.

FACTS AND FIGURES AT A GLANCE⁷⁴

In 2007, the University of Limpopo had 17,469 contact students, of whom 14,348 were full-time and 3,121 part-time. Of these, 16,905 were South African nationals, 331 SADC nationals and 233 non-SADC country citizens (actual data, 2007).

TABLE 1 UNIVERSITY OF LIMPOPO: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)⁷⁵

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	3,546	2,971	273	248	54	0
Business, Management & Law	4,723	4,197	142	379	5	0
Humanities and Social Sciences	4,803	3,739	687	338	39	0
Health Sciences	4,397	3,488	89	697	57	0
TOTALS	17,469	14,395	1,191	1,662	155	0

Source: University of Limpopo questionnaire response

TABLE 2 UNIVERSITY OF LIMPOPO: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

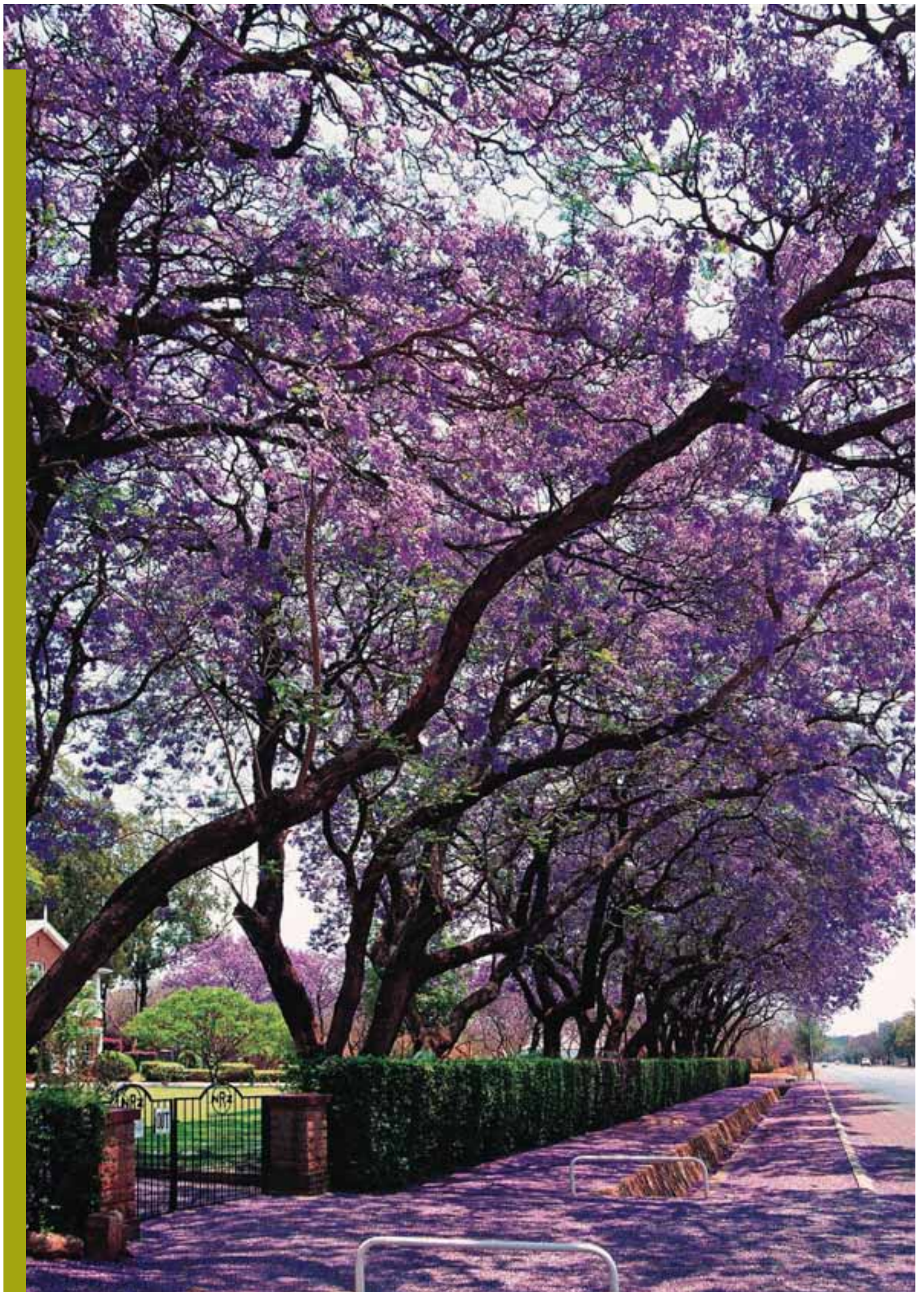
MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	572
Business, Management & Law	201
Humanities and Social Sciences	373
Health Sciences	838
TOTALS	1,984

Source: University of Limpopo questionnaire response

Contact Details: URL: <http://www.ul.ac.za>, Postal Address: PO Box X1106, Sovenga, 0727 or PO Box 197, Medunsa, 0204, Telephone: +27 (0)15 268 9111 or +27 (0)12 521 4222

⁷⁴ All data presented in this section is headcount data.

⁷⁵ Totals by level of study and by gender do not always correspond exactly.



UNIVERSITY OF PRETORIA

THE FIRST tertiary education opportunities available in Pretoria were provided by the Transvaal University College. This tiny institution – with 32 inaugural students – was established in 1908 in a four-bedroom residential property in the centre of town. The acronym of the college, TUC, gave rise (in Afrikaans) to Tuks or Tukkies, by which the University of Pretoria – now coping with more than 50 000 students – is still popularly known. In the early days, courses were presented predominantly in Dutch and covered such subjects as English language and literature, philosophy, Latin and Hebrew, as well as the natural sciences.

Today, the academic activity of this large institution (an Act of parliament changed its name to the University of Pretoria in 1930) is divided into the following faculties: Economic and Management Sciences; Education; Engineering, Built Environment and Information Technology; Health Sciences; Humanities; Law; Natural and Agricultural Sciences; Theology; Veterinary Science; and to this list must be added the university's postgraduate Gordon Institute of Business Science.

What was once a mainly white Afrikaner institution has now been transformed. Courses are offered in both Afrikaans and English on campuses that are multicultural and multiracial and that, according to the literature, offer quality education to South Africans from all walks of life.

The main campus is situated in the Pretoria suburb of Hatfield and accommodates six of the faculties listed above. The Faculty of Education is situated on the Groenkloof campus. The Mamelodi campus of the erstwhile Vista University (Mamelodi is one of greater Pretoria's largest townships) was incorporated into the university in 2004, bringing with it nearly 150 permanent and contractual staff members. The Prinshof campus is home to the extensive Faculty of Health Sciences, while Veterinary Science is housed at Onderstepoort, and the Gordon Institute of Business Science has been established at the Sandton campus in the northern suburbs of greater Johannesburg.

FACTS AND FIGURES AT A GLANCE⁷⁶

In 2007, the University of Pretoria had 38,635 contact students and 14,433 distance students. It had 34,445 full-time students and 4,190 part-time students (contact students only). Of the contact students, 36,047 were South African citizens, 1,515 from other SADC countries and 1,073 from non-SADC countries (actual data, 2007).

TABLE 1 UNIVERSITY OF PRETORIA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)⁷⁷

MAJOR FIELD OF STUDY	TOTAL NUMBER OF SUBSIDIZED STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	13,135	9,114	1,694	1,773	479	3,356
Business, Management & Law	11,053	8,743	795	1,204	242	6,218
Humanities and Social Sciences	5,992	4,196	416	941	404	1,390
Health Sciences	4,456	3,305	258	779	36	1,214
Veterinary Science	767	535	23	139	51	145
Education	17,665	11,337	5,828	307	181	196
Priority Courses	0	0	0	0	0	1,561
TOTALS	53,080	37,230	9,014	5,143	1,393	14,080

Source: University of Pretoria questionnaire response

TABLE 2 UNIVERSITY OF PRETORIA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	737
Business, Management & Law	295
Humanities and Social Sciences	245
Health Sciences	717
Veterinary Science/Education	255
TOTALS	2,249

Source: University of Pretoria questionnaire response

Contact Details: URL: <http://www.up.ac.za>, Postal Address: University of Pretoria, Pretoria 0002, Telephone: +27 (0)21 420 3111

⁷⁶ All data presented in this section is headcount data.

⁷⁷ Note that the sum of the number of students per level of study does not equal the total number of subsidized students (headcount) due to the student numbers enrolled for short courses included in the last column.

UNIVERSITY OF STELLENBOSCH

AT ONE time an important centre of Afrikaans learning, the University of Stellenbosch has now adopted a more flexible language policy. Other languages are explicitly admitted – in particular, English and Xhosa. Nevertheless, Afrikaans as an academic language remains of paramount importance, but within the circumstances pertaining to the cultural and linguistic diversity of post-apartheid South Africa.

The university's nearly 185 departments, units, centres and institutes are sorted into ten faculties: AgriSciences, Arts and Social Sciences, Economic and Management Sciences, Education, Engineering, Health Sciences (centred on the Tygerberg tertiary hospital), Law, Military Sciences, Science, and Theology. The university has further divided its main activities into ten strategically important 'focus areas'. These are: language and culture within a multicultural society; the knowledge economy; building a new community; a competitive economy; biotechnology; sustainable biodiversity and the environment; the production and provision of food; the struggle against disease and the promotion of good health;

technology for industry; and fundamental theory, mathematics and complexity.

The origins of this powerful university are rooted in the growth of organised education at the Cape from the late 17th century. By the last third of the 19th century, the Theological Seminary of the Dutch Reformed Church was already in existence, as was the so-called Arts Department, a professorial division of the publicly subscribed Stellenbosch Gymnasium.

In 1879, Stellenbosch town celebrated its 200th anniversary. To celebrate this milestone, it was decided to erect a building to permanently house the Arts Department. By 1886 the building was in use. In the years that followed, regular additions to the infrastructure and to academic activity were effected. A physics laboratory was installed; as was a library; and before long there existed separate chairs of philosophy, English literature, Greek and Latin, zoology, botany, history, and applied mathematics. The University of Stellenbosch finally came into being in 1918.

FACTS AND FIGURES AT A GLANCE⁸⁰

In 2007, the Stellenbosch University had 23,439 students, all of whom were contact students. Of these, 14,789 were undergraduates and 7,741 postgraduates and 909 were registered for 'Other Qualifications'. The university phased out distance education from 2006.

TABLE 1 UNIVERSITY OF STELLENBOSCH: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Arts & Social Sciences	4,891	3,170	281	940	145	355
Science	2,199	1,505	171	263	199	61
Education	1,204	561	402	153	56	32
AgriSciences	1,451	1,128	15	199	93	16
Law	761	392	231	106	25	7
Theology	373	100	42	146	75	10
Economic & Management Sciences	7,057	4,337	1,171	1,329	66	154
Engineering	1,900	1,475	11	315	83	16
Health Sciences	3,116	1,711	412	673	68	252
Military Science	487	410	52	19	0	6
TOTALS	23,439	14,789	2,788	4,143	810	909

Source: University of Stellenbosch (www.sun.ac.za/university/Statistieke/spreadsheets/table3.xls)

Contact Details: URL: <http://www.sun.ac.za>, Postal Address: Private Bag X1, 7602, Matieland, South Africa, Telephone: +27 (0)21 808 4515 411

⁸⁰ All data presented in this section is headcount data.

TABLE 2 UNIVERSITY OF STELLENBOSCH: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Arts & Social Sciences	155
Science	122
Education	41
Agrisciences	70
Law	29
Theology	13
Economic & Management Sciences	150
Engineering	73
Health Sciences	133
TOTALS	786

Source: Stellenbosch University, 2007d



UNIVERSITY OF THE WESTERN CAPE

THE UNIVERSITY of the Western Cape was one of the few universities unaffected by the rationalisation of higher education in post-apartheid South Africa. It was established in 1959 to serve the large 'coloured' population of the Cape Peninsula and beyond. In this sense it was an apartheid creation, and to begin with, according to the institution itself, students were offered 'limited training for lower to middle level positions in schools, the civil service and other institutions designed to serve a separated Coloured community'.

Academic programmes improved after 1975, when the institution gained university status and was able to design its own programmes and award its own degrees. The situation improved even further when in 1975, as a result of on-campus protests, the first black rector was installed. Intellectual debate flourished, one result of which was a 1982 mission statement that rejected apartheid, adopting instead a declaration of nonracialism and a commitment to 'the development of the Third World communities in South

Africa'. In 1983, the institution became autonomous on the same terms as established 'white' universities like nearby University of Cape Town and the University of Stellenbosch. The university opened its programmes to all races and began to operate under the banner of 'an intellectual home of the left', a stance that brought it into frequent collision with the authorities. After 1994, however, President Nelson Mandela praised the University of the Western Cape for having transformed itself from an apartheid ethnic institution to a proud national asset.

The university was established in the northern suburbs of greater Cape Town, in the municipality of Tygerberg, and it continues to operate there. Nearly 500 academic and research staff offer undergraduate and postgraduate teaching in the university's seven faculties: Arts; Community and Health Science; Dentistry; Economic and Management Science; Education; Law; and Natural Science.

FACTS AND FIGURES AT A GLANCE⁸¹

UWC had 14,788 contact students and 50 distance students in 2006. No breakdown was available for the number of full-time and part-time students. Of the student total, 13,522 were South African citizens, while 593 were from other SADC countries and 382 from non-SADC countries and the remainder are unknown. (HEMIS data, 2006).

TABLE 1 UNIVERSITY OF THE WESTERN CAPE: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	2,186	1,580	224	263	120	0
Business, Management & Law	2,103	1,832	240	29	3	0
Humanities and Social Sciences	8,176	6,736	581	685	175	0
Health Sciences	2,374	1,873	289	185	27	0
TOTALS	14,838	12,021	1,334	1,162	325	0

Source: HEMIS data.

In 2006, UWC had a total of 476 academic and research staff. No breakdown of staff numbers by major field of study was available.

Contact Details: URL: <http://www.uwc.ac.za>, Postal Address: Private Bag X17, Bellville, 7535, South Africa, Telephone: +27 (0)21 959 2911

⁸¹ All data presented in this section is headcount data.

UNIVERSITY OF WITWATERSRAND

THIS HIGHER education institution, popularly known as Wits, has achieved great things in its 87-year history as an autonomous university. By 1951, it had awarded its 10 000th qualification; 30 years later its 50 000th; and in the late 1980s the total had topped 75 000. University scholars, from Raymond Dart to Phillip Tobias, have greatly advanced the knowledge surrounding human origin and evolution. In 2007, Wits was ranked in the top one percent of institutions in the world in no fewer than seven defined fields of research (according to ISI rankings); and the university is home to 16 'A-rated' scientists (rated by the National Research Foundation) who are international leaders in their fields.

It all began with the discovery of South Africa's vast mineral wealth in the last 3rd of the 19th century. Actually this Johannesburg-based university began in Kimberley, where diamonds had been successfully mined since the early 1870s. The South African School of Mines was established there in 1896 and only transferred to a young Johannesburg in 1904. Name changes and subjects additional to mining and

minerals and engineering being offered to students characterised the second decade of the 20th century; and in 1922 it was granted full university status.

From the start, Wits operated as an open university with a policy of non-discrimination on racial or any other grounds. This resulted in frequent clashes with the authorities, not to mention the riot police who often charged onto the campuses to break up meetings protesting against the increasingly repressive apartheid regime.

Today, the university operates five faculties and over 40 schools. The faculties are: Commerce, Law and Management; Engineering and the Built Environment; Health Sciences; Humanities; and Science. They are staffed by 1 230 academics and researchers, of whom 47 percent are women, and at least 80 percent have postgraduate degrees.

FACTS AND FIGURES AT A GLANCE⁸²

Wits is a contact university only. In 2007, it had 25,101 students, of whom 20,596 were full-time and 4,505 part-time. Of the student body, 23,272 were South African citizens and 1,010 from other SADC countries, while 819 students were enrolled from non-SADC countries (actual data, 2007).

TABLE 1 UNIVERSITY OF THE WITWATERSRAND: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY					
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	HONOURS DEGREE	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	7,419	4,932	387	438	1,114	465	82
Business, Management & Law	7,203	4,949	388	145	1,527	95	99
Humanities and Social Sciences	6,431	4,583	125	523	792	275	133
Health Sciences	4,048	2,390	60	0	1,297	152	150
TOTALS	25,101	16,854	960	1,106	4,730	987	464

Source: University of the Witwatersrand questionnaire response

TABLE 2 UNIVERSITY OF THE WITWATERSRAND: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	434
Business, Management & Law	216
Humanities and Social Sciences	365
Health Sciences	194
Other (VC, DVCs, etc)	22
TOTALS	1,231

Source: University of the Witwatersrand questionnaire response

Contact Details: URL: <http://www.wits.ac.za>, Postal Address: Private Bag 3, WITS, 2050, South Africa, Telephone: +27 (0)11 717 1000

⁸² All data presented in this section is headcount data.

THE KINGDOM of Swaziland is a small landlocked country which covers just over 17 000 square kilometres. It is situated between the Republic of South Africa and Mozambique, and is often referred to as the 'Switzerland of Africa.' Swaziland comprises magnificent mountain scenery with unique ancient rock formations, which are a fascination for geologists, scholars and visitors. Many significant geological, archaeological and anthropological finds continue to be made.

The first steps towards the creation of the Swazi nation were taken during the mid-18th century when Ngwane III led his people inland to settle in what is now southern Swaziland. Archaeological digs in modern times have revealed that the region, prior to these arrivals, had been hunting grounds of the nomadic Khoisan for all the constituent eras of the Stone Age. When King Sobhuza I succeeded Ngwane III, he fought numerous territorial battles. The result of these endeavours was that that his successor, King Mswati II, inherited a realm twice the size of contemporary Swaziland.

White adventurers and fortune-hunters began arriving in Swaziland during the 1840s leading to the Boer and British representatives vying for administrative domination of the Kingdom, efforts that were in line with their determination to control all of Southern Africa.

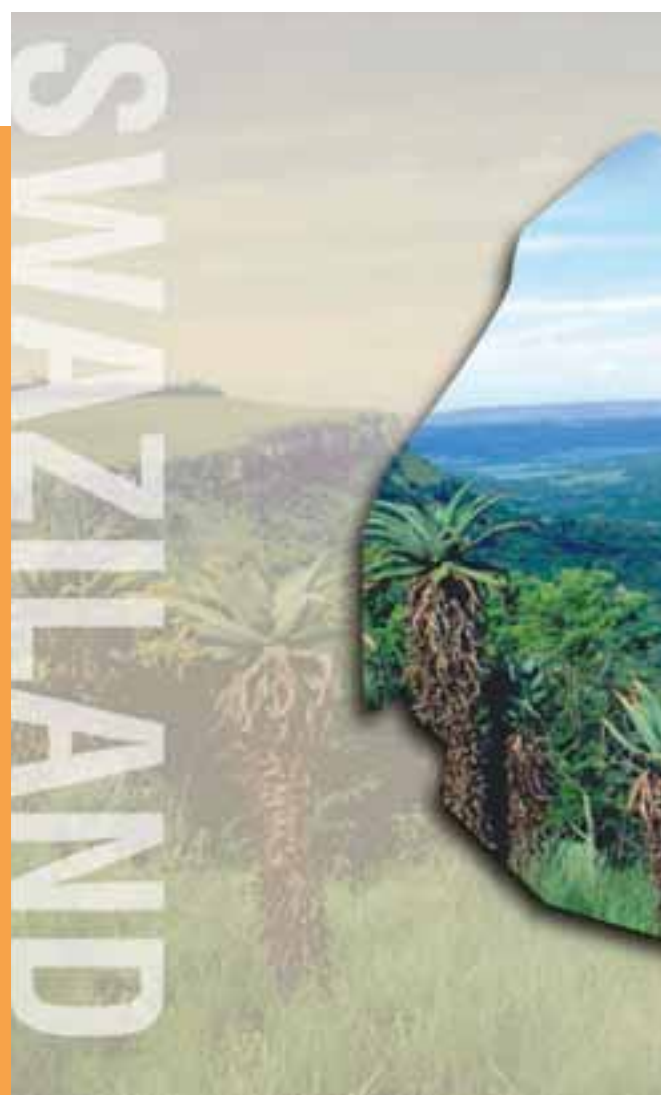
King Sobhuza II was born in 1899 while these powers were engaged in the Anglo-Boer War, at the conclusion of which Britain engaged its 66-year rule of Swaziland as a protectorate. Immediately upon his coming-of-age, the young monarch began his quest to recover land belonging to the Swazi nation and he ruled Swaziland until his death in 1982. He was succeeded in 1986 by his son and current monarch, King Mswati III.

Swaziland attained independence from Britain in September 1968, and inherited a Westminster-style constitution deemed by the Swazi nation as unsuitable for its traditional criteria and which was consequently suspended.

Education is regarded as the cornerstone of economic and social development in Swaziland; and the objective of the government is to provide education that is affordable, accessible and relevant. Schools fall under three categories, government, grant aided and private. The main levels of education are primary, secondary and tertiary. Literacy in Swaziland is about 75 percent. Primary education is widely available and almost all children enrol for school. In line with the Millennium Development Goals and the constitution of the country, the government is phasing-in free primary school education. Primary school level lasts for five years while the secondary level is for three years. The last two years of high school are for the International General Certificate Secondary Education (IGCSE) that has been recently adopted. Several institutes provide different levels of technical, commercial and vocational training; and there are three teacher-training colleges. Nurses are trained by a college and by the University of Swaziland.

Investment in education is a key component in the national budget. In 2008, E100-million⁸³ was set aside to educate the country's orphans and vulnerable children whose school-enrolled number, at the latest count, stood at 99 000. These children are among the people on whom HIV and AIDS is impacting, as their parents succumb to the pandemic. E34.9-million was allocated to stationery and textbooks for primary schools, and a further E207-million was allocated to the University of Swaziland to meet its mandate to create education opportunities for demand-driven teaching and research.

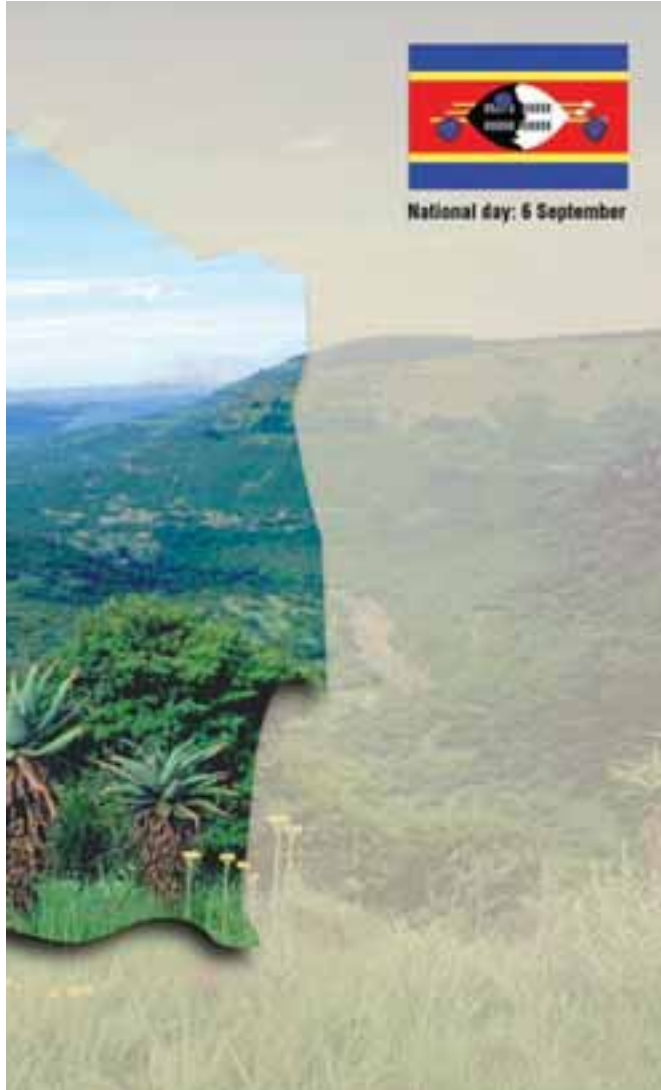
⁸³ E is the symbol for Swaziland's unit of currency, lilangeni, which has emalangeni as its plural form. Around E8.5 = US\$1 in May 2009.



KEY COUNTRY CONTEXT STATISTICS

Population:	1.146 million (2006)
GDP:	US\$2,300 (2006) per capita
Human Development Index (HDI):	0.547
Unemployment levels:	40% (2006 est.)
Key economic sectors:	Manufacturing, Tourism
Principal Exports:	Soft Drink Concentrate, Sugar, Wood Pulp, Refrigerators.
HIV and Aids prevalence:	26.09% (2007 estimate)
Gross Primary Enrolment Ratio:	98 (2006)
Gross Secondary Enrolment Ratio:	43 (2002)
Gross Tertiary Enrolment Ratio:	4 (2006)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)



POLICY CONTEXT

As a UNESCO member, Swaziland is a signatory to the Education for All (EFA) Declaration. Swaziland completed its draft EFA action plan in 2003 in consultation with stakeholders (Swaziland Government). The National Education Policy 1999 outlines some of the problems faced by the education system, and its priority areas (Government of Swaziland, 1999). There is no national HE policy.

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
No relevant legislation was found	

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
Education Board	The Education Board oversees the implementation of education policies and advises on the need to review outdated policies and targets.
Scholarship Selection Board	This board is responsible for screening tertiary education scholarship applications and making recommendations to the minister of education on who should be awarded scholarships.
University Council	The council is responsible for university operations and ensures the smooth operation of the University of Swaziland
University Senate	The senate is responsible for all academic affairs of the university and all affiliated tertiary institutions.
University Research Board	This board is responsible for commissioning research studies, advising on issues related to research and ensuring the progressive operation of the university research centre.

Source: Swaziland MoE questionnaire response

NATIONAL LEVEL OVERVIEW

Primary education in Swaziland lasts for seven years, leading to the Swaziland Primary Certificate. Primary school begins at age six. Secondary education lasts for five years and is divided into two cycles: a three-year cycle leading to the Junior Certificate and a two-year cycle preparing pupils to the General Certificate of Education 'O' Level which gives access to higher education (International Association of Universities [IAU] World Higher Education Database, 2003).

Swaziland's higher education sector consists of six institutions, including a publicly funded university, publicly funded polytechnics and specialised colleges, and privately funded accredited universities and colleges.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	1
Publicly funded polytechnics or specialised colleges	1
Publicly funded HE Colleges	4
TOTAL	6

Source: Swaziland MoE questionnaire response

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	5.5%
% Education budget allocated to higher education	22% (2007)
Loan/Grant scheme in place	Yes

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR SWAZILAND
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	Not available
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 71 1996-2001: 85 2002-2007: 93

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN SWAZILAND	
UNIVERSITIES IN SWAZILAND	WEBSITE
University of Swaziland	www.uniswa.sz

UNIVERSITY OF SWAZILAND

TERTIARY EDUCATION in Swaziland began with the establishment of the University of Basutoland, Bechuanaland and Swaziland in 1963 and continued via the University of Botswana and Swaziland between 1976 and 1982.⁸⁴ It was only after the splitting of the latter institution in the early 1980s that the University of Swaziland (UNISWA) was finally established. The Swaziland Agricultural College and University Centre, which came into being in 1966, had developed independently, and it now constitutes UNISWA's Faculty of Agriculture and is situated on the Luyengo campus of the university. Main recipient of the courses offered are officers working for the Ministry of Agriculture and Education.

There are two other campuses which, like Luyengo, are situated in the Mbabane/ Manzini corridor in the east-central area of the country. The main and oldest campus is at Kwaluseni, which was financed jointly by the United Kingdom, USA, Canada, the Anglo American Corporation, and the Swaziland government. This campus houses the faculties

of Commerce, Education, Humanities, and Science. The Mbabane campus houses the Faculty of Health Sciences, established in 1996. Certificate, diploma and degree programmes are offered in general and specialised nursing, community mental health science and environmental health services.

Since achieving full university status a quarter of a century ago, UNISWA has grown in accordance with its chief mandate, which is to assist in the national development effort, mainly through appropriate manpower production. The output of teachers, nurses and agricultural offers has risen steadily, while the double-subject-major degrees on offer in both the humanities and the sciences have been designed to provide teachers with more than one speciality – an important qualification where teacher shortages are endemic.

The electronic engineering programme offered recently by the Faculty of Science reflects the need to rapidly develop the science and technology knowledge base existing within the country.

FACTS AND FIGURES AT A GLANCE⁸⁵

University of Swaziland provides both contact and distance learning. The majority (98%) of students are national citizens, with 108 students from the SADC region and 17 students from other international, non-SADC countries.

TABLE 1 UNIVERSITY OF SWAZILAND: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	435	426	0	9	0
Business, Management & Law	2,568	2,568	0	0	0
Humanities and Social Sciences	1,027	1,024	0	3	0
Health Sciences	386	386	0	0	0
Agriculture	1,034	1,014	0	20	0
Education	335	185	134	16	0
TOTALS	5,785	5,603	134	48	0

Source: University of Swaziland questionnaire response

TABLE 2 UNIVERSITY OF SWAZILAND: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	46
Business, Management & Law	23
Humanities and Social Sciences	50
Health Sciences	27
Agriculture	50
Education	33
TOTALS	229

Source: University of Swaziland questionnaire response

Contact Details: URL: <http://www.uniswa.sz/>, Postal Address: **Kwaluseni Campus:** University of Swaziland Private Bag 4 Kwaluseni Swaziland

Luyengo Campus: University of Swaziland Faculty of Agriculture P. O. Luyengo Swaziland

Mbabane Campus: University of Swaziland Faculty of Health Sciences P. O. Box 369 Mbabane Swaziland

Telephone: **Kwaluseni Campus:** (+268)518-4011/518. **Luyengo Campus:** Tel :(+268) 527-4021/4. **Mbabane Campus:** Tel :(+268) 404-6241 / 404-0171

⁸⁴ For these early developments, first see the National University of Lesotho entry on page 16. The University of Botswana entry on page 7 continues the story

⁸⁵ All data presented in this section is headcount data.



THIS MEDIUM-SIZED East African country stretches from the Central African lakes in the west to the Indian Ocean in the east. This geographical positioning explains its ancient history as well as its early contact with external influences.

At Olduvai Gorge in northern Tanzania some of the oldest human settlements and pre-human remains, as well as the longest continuous stone-tool record, have been unearthed. The Olduvai finds go back more than two million years. On the coast, by the end of the first century AD, trading contacts existed with Arabia and possibly India as well. Well before that time, the indigenous population of scattered Khoisan communities were joined by Caucasoid peoples migrating southwards from Ethiopia, while the Bantu immigrants from West Africa began to arrive about 500 to 1 000 years later. They brought the iron-smelting technology with them and slowly absorbed the Khoisan and Caucasoid strains, while at the same time intermingling with Arab traders along the coast and, of course, on the island of Zanzibar. A result of these complex and extended interactions was the development of Swahili, essentially a Bantu language and now the lingua franca of Tanzania. The extent of its use is one of the reasons for Tanzania's relative post-independence social stability.

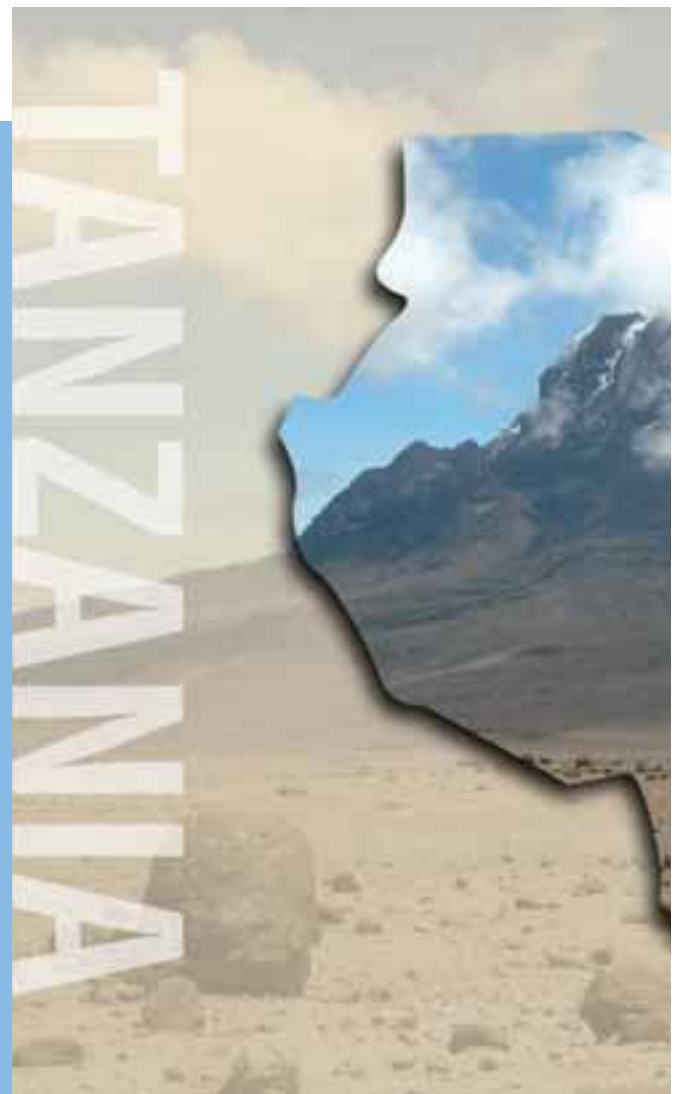
The first Europeans to arrive, early in the 16th century, were the Portuguese. They competed violently with the Arab traders, and by 1525 had subdued the entire coast. They stayed in control for 200 years, and then were gradually pushed out by Arabs from Oman.

Germany became the first colonial power to control the region. Its presence was short-lived, however, and after World War 1 the British took over what had become known as Tanganyika. Throughout this colonial period indigenous resistance had persisted, and by 1954 Julius Nyerere (a school teacher and one of only two Tanganyikans who had been educated to university level) launched the country's first political party. Britain was sympathetic to the urge for self-rule, and within seven years Nyerere had become president of an independent United Republic of Tanganyika. Meanwhile, a revolution had taken place in Zanzibar against the newly installed constitutional monarchy under a Sultan. Thousands died, and the monarchy was overturned. In April 1964 Tanganyika united with Zanzibar to form what ultimately became the United Republic of Tanzania.

Post-uhuru Tanzania became the home of Nyerere's great experiment with African socialism. The experiment did not succeed, largely due to inefficiency, unsatisfactory economic management and resistance from the rural peasantry who generally resented being moved into closer settlements known as ujamaa villages. By 1985 the country was on its knees, in debt, and facing huge urbanisation problems as people streamed out of the rural settlements that no longer offered any hope of a reasonable livelihood. At this time, it was not unusual for the wives of university professors to sell vegetables on the streets in an effort to keep body and soul together.

Tanzania's socialist government reluctantly agreed to accept loans from the International Monetary Fund – which were tied to 'structural adjustment' programmes. These included the deregulation of the financial and agricultural markets; and the country's essential social services were mauled. Education and health, however modest these systems may have been under the previous socialist model, were severely reduced by the cuts in spending demanded by the IMF.

Through the late 1980s and early 1990s, Tanzania's economy grew modestly, although at the same time poverty indicators increased. Today, although the nominal per capita GDP remains at \$428, the prospects for development look more promising, not least because the primary and secondary school systems have been improved: and so the country's higher education system is expanding accordingly.



KEY COUNTRY CONTEXT STATISTICS

Population:	38.524 million (2006)
GDP:	US\$332 (2006) per capita
Human Development Index (HDI):	0.467
Unemployment levels:	12.7% (2000/01)
Key economic sectors:	Mining, Agriculture, Manufacturing, Tourism
Principal Exports:	Coffee, Cotton, Manufactures, Cashew Nuts, Minerals
HIV and Aids prevalence:	6.24% (2007 estimate)
Gross Primary Enrolment Ratio:	110 (2006)
Gross Secondary Enrolment Ratio:	6 (1999)
Gross Tertiary Enrolment Ratio:	1 (2002)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)



POLICY CONTEXT

In Tanzania, education is treated as a strategic agent for mindset transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges facing the nation. This notion has been incorporated into Tanzania Vision 2025, which sets the overall strategic direction for development of the country. The Draft Education and Training Sector Development Programme (ESDP) 2008-2017 sets out a vision for the education sector. It defines objectives and principles to guide management and dialogue structures, outcome areas, monitoring and evaluation, financing and investment choices, teachers and teacher management, language learning and capacity development (SARUA 2008 – MRCI report).

At primary level Tanzania has implemented the second phase of the Primary Education Development Programme (PEDP) 2007-2011, which aims to support the country's intention to achieve universal basic education and improve primary school education. The *Secondary Education Development Programme (SEDP)* aims to improve access to and quality of secondary education so that it can accommodate the majority of learners from primary education who qualify (SARUA 2008 – MRCI report).

The Higher Education Policy (1998) has its major thrusts as follows: creation of a higher education council for accreditation purposes; dramatic expansion of enrolments; institutionalisation of cost sharing; correcting the gender imbalances in enrolments; improving female participation rates in science, mathematics and technology; encouraging the establishment of private institutions; improving the funding of higher education, being responsive to market demands in the enterprise training; increasing autonomy of institutions of higher learning; improving co-ordination and rationalisation of programmes and sizes; and promoting of co-operation among institutions of higher learning. This policy is currently under review through a process of consultation, and the revised policy is expected to be released in 2009.

NATIONAL LEVEL OVERVIEW

In the United Republic of Tanzania, primary education lasts for seven years from age 7 to 14 – culminating in the Primary School Leaving Certificate. This is mainly used for selecting pupils to advance to secondary school. Secondary education is divided into six forms. Lower secondary school incorporates Forms I to IV (from ages 14 to 18) and ends in a national examination. Pupils that pass graduate with a Certificate of Secondary Education (CSE) – or 'O' levels. Pupils who do not continue to the next level, upper secondary, may continue their studies at technical colleges in certificate and diploma-level training. Upper secondary school incorporates Forms V to VI (ages 18 to 20) and ends with a national examination, those passing achieve the Advanced Certificate of Secondary Education (ACSE), which secures access to higher education. Some secondary schools have a technical orientation (International Association of Universities [IAU] World Higher Education Database, 2006).

There are eight publicly funded universities in Tanzania.

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
No information available	

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
Tanzanian Education Authority (TEA)	This agency provides development grants and loans to institutions, assists institutions to purchase equipment, and conducts pre-entry programmes for girls.
Tanzanian Commission for Universities (TCU)	The commission provides quality control on programmes offered, accredits HEIs, and co-ordinates student admissions.
Higher Education Students Loan Board (HESLB)	The board issues loans to needy and eligible students, as well as recovering loans from debtors once their studies are complete.
National Council for Technical Education (NACTE)	Performs a similar function to TCU, but for HEIs that are not universities.

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	2.2%
% Education budget allocated to higher education	21.9% (2006/07)
Loan/Grant scheme in place	Yes

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY

KEY INDICATORS	INDICATORS FOR TANZANIA
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.35%
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 1132 1996-2001:1435 2002-2007: 2248

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN TANZANIA

UNIVERSITIES IN TANZANIA	WEBSITE
Ardhi University	http://www.aru.ac.tz
Muhimbili University of Health and Allied Sciences (MUHAS)	www.muhas.ac.tz
Mzumbe University	http://www.mzumbe.ac.tz
Open University of Tanzania	http://www.out.ac.tz
Sokoine University of Agriculture	www.suanet.ac.tz
State University of Zanzibar	http://www.suza.ac.tz/
University of Dar es Salaam	www.udsm.ac.tz
University of Dodoma	http://www.udom.ac.tz



ARDHI UNIVERSITY

THIS SPECIALIST university is one of Tanzania's new autonomous universities established to cope with increased demand for higher education and to deliberately align with the country's development goals. Its speciality is expressed by its two faculties: one dealing with Architecture and Planning, the other with Lands and Environmental Engineering.

The roots of Ardhi University, which is situated on Observation Hill in Dar es Salaam, can be traced back to pre-independence days when a Surveying Training School offering technician certificate courses in land surveying was established in the capital. In 1974, the name was changed to Ardhi Institute and its range of courses expanded to include 'building design' and 'building economics'. In the early 1980s, the 'public health engineering' course (later renamed 'environmental engineering') was introduced. In 1996 the Ardhi Institute became a constituent college of the University of Dar es Salaam, and ten years later was granted autonomy as Ardhi University. During the decade of association

with the University of Dar es Salaam, the Ardhi Institute grew dramatically: the number of academic programmes on offer increased from six to 39, while the number of students grew from 400 to 1 400.

Today, academic activities at the university are generated in six schools: Architecture and Design; Construction Economics and Management; Geospatial Sciences and Technology; Real Estates Studies; Urban and Regional Planning; and Environmental Sciences and Technology. The number of academic staff with doctoral degrees has increased from three in 1996 to 43 in 2008.

Research is not being neglected. In 1979, the Centre for Housing Studies was established as joint project between the governments of Tanzania and the Netherlands. The centre has now grown into the Institute of Human Settlement Studies, which is involved in enhancing knowledge and practical skills related to the 'regularisation of informal settlements' with which Dar es Salaam is plentifully endowed.

FACTS AND FIGURES AT A GLANCE⁸⁶

Ardhi University has enrolled 1,602 students in the 2007/2008 academic year, all of whom all full-time students. Of these, 1,569 are from Tanzania, 28 from other SADC countries, and five from international countries outside the SADC Region. Given the specialized focus of the institution, all students are enrolled in the Science, Engineering, and Technology Field of Study, broken down as follows:

TABLE 1 ARDHI UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007/2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	1,602	1,487	21	87	7
TOTALS	1,602	1,487	21	87	7

Source: Ardhi University questionnaire response

TABLE 2 ARDHI UNIVERSITY : ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	174
TOTALS	174

Source: Ardhi University questionnaire response

Contact Details: URL: <http://www.aru.ac.tz/>, Postal Address: P. O. Box 35176 Dar Es Salaam Tanzania, Telephone: (+255-22) – 2771272 (+255-22) – 2775004, (+255-22) - 2772291/2

⁸⁶ All data presented in this section is headcount data.



MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES

MUHIMBILI UNIVERSITY of Health and Allied Sciences (MUHAS) has its roots in the Dar es Salaam School of Medicine that was established in 1963. Between 1968 and 2007, the institution went through various structural and functional changes. In 1991, the then faculty of medicine at the University of Dar es Salaam was upgraded to a constituent college, and in January 2007, the college transformed into a fully-fledged university (MUHAS).

MUHAS has five schools, two institutes and seven directorates. Enrolment stands at 2 211 students who in 2008/09 were involved in ten diploma, 13 undergraduate and 48 postgraduate programmes. The schools are those of Medicine, Pharmacy, Dentistry, Nursing, Public Health and Social Sciences. There are two institutes: one for Allied Health Sciences and the other for Traditional Medicine. The directorates are Undergraduate Education, Postgraduate Studies, Research and Publication, Continuing Education and Professional Development, Information and Communication Technology, Library Services and the Directorate of Planning and Development.

Currently the university is located in downtown Dar es Salaam adjacent to the Muhimbili National Hospital. Recently, MUHAS has acquired 1 539 hectares of prime land 25 kilometres from the city centre to establish a second campus attached to a new university teaching hospital. Construction is expected to start early in 2010.

MUHAS is the only public university in Tanzania offering degree programmes in medicine, pharmacy, dentistry, nursing, environmental health sciences and public health, and contributes 70 percent of university-educated human resources for the country's health services.

In the implementation of its core functions of teaching, research and service to the public, the university has maintained and developed local and international links involving student and faculty exchange, faculty development, continuing education and professional development, as well as joint research activities. MUHAS has 25 major links and 72 research projects and programmes.

FACTS AND FIGURES AT A GLANCE⁸⁷

Muhimbili University of Health and Allied Sciences enrolled 2,212 students in the 2008/2009 academic year, all of whom were full-time students. Given the specialised focus of the institution, all students were enrolled in the Health Sciences field of study, broken down as follows:

TABLE 1 MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007/2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Health Sciences	2,212	2,044	0	168	9
TOTALS	2,212	2,044	0	168	9

Source: Muhimbili University of Health and Allied Sciences questionnaire response

TABLE 2 MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008/2009)⁸⁷

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Health Sciences	244
TOTALS	244

Source: Muhimbili University of Health and Allied Sciences questionnaire response

Contact Details: URL: www.muhas.ac.tz, Postal Address: P.O. Box 65001, Dar es Salaam, Telephone: (+255-022) 2150465

⁸⁷ All data presented in this section is headcount data.

MZUMBE UNIVERSITY

MZUMBE UNIVERSITY was the fourth public University to be established in Tanzania, after the University of Dar es Salaam, the Sekoine University of Agriculture, and the Open University of Tanzania. It's origins lie in the Institute of Development Management (IDM) which had existed since 1972 as one of the larger institutions of higher education in the country. In 2001, the institute was transformed into Mzumbe University.

The main campus is situated some 22 km southwest of the Morogoro town centre and about four kilometres off the Tanzania-Zambia highway. Morogoro is a large town about 200 km from Dar es Salaam. A satellite campus has been set up in Dar es Salaam and exclusively offers Masters programmes in business administration and public administration. Another satellite, around 700 km further along the Tanzania-Zambia highway, has been established at Mbeya where LLB and various law diploma programmes are offered.

The main campus offers all undergraduate and postgraduate programmes from the faculty headquarters there. The five

specialised faculties deal with: Commerce; Science and Technology; Social Sciences; Law; and Public Administration and Management. One of the university's institutes, the Institute of Development Studies, offers an MSc in development policy. The total of academic and research staff at all three campuses of Mzumbe University is 207, seventy percent of whom have masters or doctoral degrees – but only 11 publications from Mzumbe appeared in accredited journals, and nine research-based books were published.

The university has a total count of 400 computers spread across three laboratories, two of which are for student use and one for staff; and all three campuses are connected to the Internet via satellite dishes. The Netherlands and Norwegian governments have for the past 30 years (including support for the IDM) supplemented institutional spending on computer infrastructure.

There are plans in the pipeline to run distance-learning programmes, and to introduce a Mzumbe University MBA.

FACTS AND FIGURES AT A GLANCE⁸⁸

Out of a total student body of 3,474 contact students, the majority are enrolled at Mzumbe University as full-time students (3,323), while the remainder are part-time. Of the total, 3,470 students are national citizens and four are from outside of the SADC region.

TABLE 1 MZUMBE UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006/2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	157	147	0	0	0	10
Business, Management & Law	3,123	2,381	0	596	7	139
Humanities and Social Sciences	194	180	0	10	4	0
TOTALS	3,474	2,708	0	606	11	149

Source: Mzumbe University questionnaire response

TABLE 2 MZUMBE UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	20
Business, Management & Law	150
Humanities and Social Sciences	37
TOTALS	207

Source: Mzumbe University questionnaire response

Contact Details: URL: <http://www.mzumbe.ac.tz>, Postal Address: P.O. Box 1 Mzumbe, Tanzania, Telephone: (+255 023) 260 4380-4

⁸⁸ All data presented in this section is headcount data.

OPEN UNIVERSITY OF TANZANIA

PROVIDING AFFORDABLE quality education through various distance-learning media is the main focus of this university. Established in 1992, the institution became operational a year later. Following re-accreditation in 2006, the current Open University of Tanzania Charter came into effect in 2007.

Realising that important markets for its educational programmes are to be found in neighbouring African countries as well as in Tanzania itself, the university, which has its headquarters in Dar es Salaam, has established a total of 27 regional centres throughout the country (including Zanzibar), but significantly in towns close to Tanzania's international borders.

Strategic regional centres exist in Arusha and Moshi in northern Tanzania to serve students in Kenya; in Mwanza and Kageya on the southern shores of Lake Victoria to serve students in Uganda; in Bukoba on the western shores of the lake to cater for students from Uganda, Burundi and Rwanda; in Mbeya in the southwest to cater for students from Zambia; and in Mtwara on the southeastern coast to attract students

from northern Mozambique and the Indian Ocean islands. Currently, the majority of students still come from Tanzania, with a few hundred coming from Kenya, Uganda, Rwanda, Burundi and Congo.

Courses are offered through the following faculties: Arts and Social Sciences; Education; Science, Technology and Environmental Studies; Law; Business Management; and through two institutes, one of Continuing Education and another devoted to Educational Technology. Approximately 22 000 undergraduate students are currently enrolled, with 4 164 postgraduate students, the majority of whom are engaged in Masters programmes.

The delivery of programmes is via a variety of means: print media, telecasting, postal communication, and increasingly, thanks to funding and technical support from Sweden, via e-learning and other computer-based technologies. Each regional centre provides facilities for seminars, face-to-face contact programmes, mini-libraries, PC labs and student support.

FACTS AND FIGURES AT A GLANCE⁸⁹

Due to the nature of the Open University system, all 5,176 students admitted per annum are distance students, (actual data, 2006). These students are spread as follows:

TABLE 1 OPEN UNIVERSITY OF TANZANIA: SUMMARY OF ANNUAL ENROLMENT NUMBERS (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	416	415	0	1	0
Business, Management & Law	1,497	1,106	34	357	0
Humanities and Social Sciences	2,068	1,946	66	53	3
Other (Institute of Continuing Education)	1,195	1,195	0	0	0
TOTALS	5,176	4,662	100	411	3

Source: Open University of Tanzania questionnaire response

TABLE 2 OPEN UNIVERSITY OF TANZANIA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	55
Business, Management & Law	42
Humanities and Social Sciences	109
TOTALS	206

Source: Open University of Tanzania questionnaire response

Contact Details: URL: www.out.ac.tz, Address: Off Kawawa Road, Kinondoni Municipality, P.O. Box 23409, Dar es Salaam, Telephone: (+255) 222 668 992

⁸⁹ All data presented in this section is headcount data.



SOKOINE UNIVERSITY OF AGRICULTURE

RESEARCH IS high on the agenda of Tanzania's Sokoine University of Agriculture – not surprising since the motto of the university is 'Management of natural resources for sustainable development and poverty alleviation'. The institution's stated mission in this regard is to look in particular at land-use issues, crop and livestock production, fisheries, natural resources, as well as mechanised agricultural technology; and then to integrate the results of the research both into training programmes and into the country's agricultural extension services.

To achieve these goals, the university has well over 200 academics and research staff trained to doctoral level (out of a total academic staff in 2008 of 333) in all fields of agriculture, forestry and veterinary medicine. These specialists operate at the interface of the nearly 50 signed agreements on research collaboration with research institutions both in Tanzania and in countries like Kenya, Uganda, Denmark and Norway.

Sokoine University of Agriculture is based outside

Morogoro (200 km west of Dar es Salaam) on the first slopes of the Aluguru Mountains that lie to the east of the Tanzania/Zambia highway. There are three satellite campuses: one in Morogoro itself, another up north in Arusha, and the third in Lushoto (around 300 km north of Dar es Salaam). There is also a constituent college in Moshi that is attached to the university.

Created as an independent institution out of the agricultural faculty at the University of Dar es Salaam in 1984, the university now has four faculties of its own. The faculties are: Agriculture; Forestry and Nature Conservation; Veterinary Medicine; and Science; and each offers undergraduate and postgraduate programmes to doctoral level. Two institutes – of Continuing Education and of Development Studies – complement the work of the faculties. The university also houses the National Agricultural Library, as well as a Centre for Sustainable Rural Development and the Pest Management Centre.

FACTS AND FIGURES AT A GLANCE⁹⁰

In 2007-2008, the university had a student population of 2,856, of whom two were part-time students. Of these students, ten were students from SADC countries other than Tanzania, while ten were international students from countries outside of the SADC region. Given the specialised focus of the institution, all students are enrolled in an Agriculture field of study, broken down as follows:

TABLE 1 SOKOINE UNIVERSITY OF AGRICULTURE: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007/2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Agriculture	2,856	2,217	0	584	55
TOTALS	2,856	2,217	0	584	55

Source: Sokoine University of Agriculture questionnaire response

TABLE 2 SOKOINE UNIVERSITY OF AGRICULTURE: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007/2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Agriculture	333
TOTALS	333

Source: Sokoine University of Agriculture questionnaire response

Contact Details: URL: www.suanet.ac.tz, Postal Address: P.O.Box 3000 Chuo Kikuu, Morogoro, Tanzania, Telephone: (+255 023) 260 3511-4

⁹⁰ All data presented in this section is headcount data.

STATE UNIVERSITY OF ZANZIBAR

THE VISION of this university, which was established in 1999 and became operational in September 2001, is to create a centre of excellence catering to the academic needs of Zanzibar in particular and Tanzania in general, and also to assist with the development of the East African region. The university is housed in the heart of Zanzibar's historic Stone Town. One of the university buildings used formerly to be the home of the Civil Service Training Institute of the Zanzibar Government. The university's library dates back to 1979 and serves 750 students and staff, as well as some outside users. Currently, the university provides its academic programmes through the Institute of Kiswahili and Foreign Languages; the Institute of Continuing Education; and the School of Education, Arts and Sciences.

Through the first-mentioned institute, students have for a number of years been taught Kiswahili, Arabic, English, Spanish, Portuguese, French and German at certificate and diploma levels. More recently, Kiswahili is being taught to degree level, and the teaching of English has been moved to

the School of Education, Arts and Sciences. This school provides courses leading to BA Ed degrees, BSc Ed degrees, and a Bachelor of Computer science qualification. The university states that these degrees 'will provide teachers and computer specialists that are badly needed for the development of Zanzibar and Tanzania'.

The Institute of Continuing Education offers training opportunities to a wide audience-including the general public, professionals and non-professionals and business people-to improve their knowledge and working skills, for example via a special computer networking course for professionals. The institute also conducts courses for school learners wishing to sit for the country's National Certificate Examinations.

Two further institutes are planned for the State University of Zanzibar: the Institute of Marine and Environmental Studies, entirely appropriate for an island institution; and an Institute of Policy Studies and Research.

Contact Details: URL: www.suza.ac.tz, Postal Address: P O Box 146, Zanzibar, Tanzania, Telephone: 255-24-223 4063, Fax: 255-24-223 3337
Email: registrar@suza.ac.tz



UNIVERSITY OF DAR ES SALAAM

THIS UNIVERSITY, Tanzania's oldest, began life in 1961 as an affiliate college of the University of London. It had only one faculty – Law – with 14 students. In 1963 it was merged with Makerere University College in Kampala (Uganda) and Nairobi University College in Kenya to form the University of East Africa. Then in 1970, the University of East Africa was unbundled and the University of Dar es Salaam became independent and autonomous.

Since inception (in 1961) the institution has shown steady growth, both in student numbers and academic programmes. Today, the university has five campuses in and around the city of Dar es Salaam and operates academically through ten faculties, some of which are exclusive to specific campuses. For example, the College of Engineering and Technology campus houses the faculties of Mechanical and Chemical Engineering, Electrical and Computer Systems Engineering, as well as Civil Engineering and the Built Environment. The Faculty of Humanities and Social Sciences

is active in the Mkwawa University College of Education campus and also in the Dar es Salaam University College of Education.

The main campus, situated on a rolling hillside 13 km to the west of downtown Dar es Salaam, is home to the basic faculties of Education, Arts and Social Science, and Science, which are also active on the other campuses. In addition, four specialist faculties – Informatics and Virtual Education; Law; Commerce and Management; and Aquatic Science and Technology – have been established there. The Institute of Journalism and Mass Communication provides the university with its fifth campus.

Academic and research staff on all campuses total over 1 300, with 80 percent holding doctoral degrees, but with less than a quarter of them women. Research output in 2006/07 amounted to 353 publications in accredited journals (more than 80 percent in international journals) and the publication of 22 books.

FACTS AND FIGURES AT A GLANCE⁹¹

The University of Dar es Salaam has a total of 18,100 students, the majority of whom are full-time students. There are no distance students and only 115 students study part-time. The majority (17,916) are national citizens and the remainder (184) are international students from outside of the SADC region.

TABLE 1 UNIVERSITY OF DAR ES SALAAM: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006/2007)⁹²

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	3,307	3,037	48	788	4	0
Business, Management & Law	3,432	2,834	6	1,102	6	598
Humanities and Social Sciences	4,556	4,556	6	615	5	0
Health Sciences	1,779	1,779	12	113	3	0
Other (Architecture, Land Use, Planning, and Management)	1,261	1,261	0	0	0	0
Other (Occasional College of Education)	3,765	3,765	10	286	3	0
TOTALS	18,100	17,232	82	2,904	21	0

Source: University of Dar es Salaam questionnaire response

TABLE 2 UNIVERSITY OF DAR ES SALAAM: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2006/2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	317
Business, Management & Law	92
Humanities and Social Sciences	374
Health Sciences	217
Other (Architecture, Land Use, Planning, and Management)	156
Other (Occasional College of Education)	167
TOTALS	1,323

Source: University of Dar es Salaam questionnaire response

Contact Details: URL: www.udsm.ac.tz, Postal Address: P.O.BOX 35091, Dar Es Salaam, Tanzania, Telephone: (+255 022) 2410500/9

⁹¹ All data presented in this section is headcount data.

⁹² Note that all data has been supplied by the University of Dar es Salaam, even though there are discrepancies.



UNIVERSITY OF DODOMA

TO HELP to cope with the insatiable demand for higher education in a country where primary and secondary schooling has been significantly improved, a large new university is planned for Tanzania. In line with the country's National Development Vision 2025, the University of Dodoma, when fully operational, will be able to enrol 40 000 students in a variety of academic disciplines. This is more than double the present size of the University of Dar es Salaam. However, the university at Dodoma is currently a work in progress.

Building is ongoing on a giant campus of approximately 6 000 hectares near Dodoma, a regional centre about 400 km due west of Dar es Salaam. Teaching began in 2007 when just over 1 000 students enrolled for programmes offered in the schools of Humanities, and Social Sciences, as well as the colleges of Education, and Informatics and Virtual Education. Schools of Life Sciences, and Health and Allied Sciences were launched in 2008.

In June 2007, the government approved 97 academic

staff positions, which were rapidly filled. Females constitute just over 30 percent of the appointments made. The majority of the lecturers are assistant lecturers and tutorial assistants. The latter positions are held by people with undergraduate qualifications only, but they are expected to embark upon a masters programme as soon as possible. Once a Masters has been achieved, they are automatically appointed as assistant lecturers and are officially allowed to teach, while at the same time they are also expected to study further at doctoral level to enhance their qualifications and advance their careers.

In this way, Odoma's teaching staff will grow along with the university's physical infrastructure. It also means that at the moment more than 70% of academic staff is under-qualified, and the university is trying to find assistance to support its staff development agenda.

FACTS AND FIGURES AT A GLANCE⁹³

Of about 1,100 students enrolled at UDOM in 2007/2008, more than half are from the School of Social Sciences (University of Dodoma, 2008b). Students have enrolled during 2007/2008 in programmes in the School of Humanities, School of Social Sciences, College of Education, and College of Informatics and Virtual Education.

In June 2007, the government approved a total of 97 positions for academic staff. Although the total number of academic staff seems to be optimal in relation to the total student enrolment for the academic year 2007/08, the percentage distribution across the academic ranks and disciplines is skewed. Female staff members constitute about 31 percent of the total. Of these staff, 18 are in the School of Humanities (University of Dodoma, 2008c) and 37 in the School of Social Sciences (University of Dodoma, 2008b).

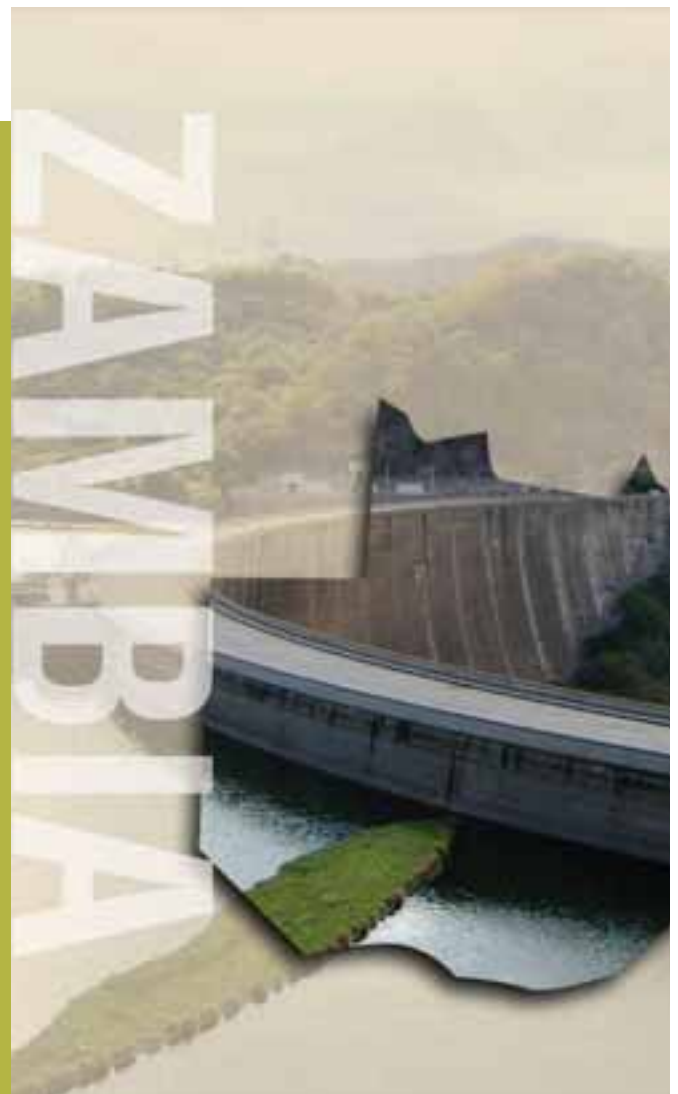
ACCORDING TO archaeological evidence, early human communities roamed the Zambian countryside between one and two million years ago, while early iron-age peoples arrived from further north at roughly the time of Christ. The ancestors of the modern Tongas appeared a thousand years later, but other Bantu tribes currently living in Zambia only arrived in the 17th and 18th centuries.

The Portuguese were the first Europeans on the scene when they set up trading posts on the Zambezi River early in the 1700s. More than 100 years later, the British explorer David Livingstone penetrated the area, moving along the river until he reached the Victoria Falls in 1855, and then exploring the whole Zambian region. In the 1890s, arch imperialist Cecil Rhodes and the notorious British South Africa Company (BSAC) began to promote trade and mining in the area south of the river. They established Rhodesia in 1895-but they had also cast acquisitive eyes to the north. The terms Southern Rhodesia and Northern Rhodesia came to be used around the turn of the 19th century, and both territories were administered by the BSAC until the 1920s. Southern Rhodesia then became a self-governing British colony, while the country to the north became a British protectorate, but with the mineral rights still held by the BSAC, thus ensuring enormous profits when copper mining, along with the principal town, Kitwe, developed in the north.

In common with most regions in colonial Africa, the post war period saw the rapid rise of African nationalism in Northern Rhodesia. In spite of this, in 1953 Britain amalgamated Northern Rhodesia and Nyasaland (now Malawi) with Southern Rhodesia to form the Central African Federation. Although the Federation quieted the fears of the scattering of white settlers, it did nothing to satisfy African aspirations. By 1963, the Federation had been dissolved and the three colonies set on a path towards self-government. In Southern Rhodesia, this led to a unilateral declaration of independence by a white minority government. The path to majority rule and full independence in Northern Rhodesia and Nyasaland proved to be smoother.

Zambia came into being in 1964, with President Kenneth Kaunda in charge. He nationalised the copper industry, and indeed the whole economy, and established a one-party dictatorship that lasted until 1991. When copper prices fell, the national economy floundered, a situation exacerbated by Zambia's participation in trade sanctions against white-ruled Rhodesia. Public dissatisfaction increased until Kaunda was obliged to legalise opposition parties. The result was that in the 1991 elections, Frederick Chiluba and his Movement for Multiparty Democracy swept to power. However, the party hardly lived up to its name, earning notoriety with the detention of political opponents. While the economy languished, the 1990s saw high levels of political manoeuvring and intrigue, culminating in an attempted coup d'état in 1997. Chiluba hung on, relinquishing power only when his attempts to alter the constitution to allow for a third term as president provoked vigorous protests from the Zambian public, and from within his own party.

The Zambian economy has never really recovered from the copper crisis of the 1970s. Recent developments, however, including a reversal of nationalisation policies and an endorsement of free market principles, have seen big investments into the copper industry once again. Nevertheless, nearly 70 percent of Zambians live below the national poverty line, and social indicators, in particular life expectancy and maternal mortality, are negative. According to some commentators, the country's slow economic growth (in spite of high hopes for nickel becoming the country's top metal export) cannot support the rapid population growth being experienced, or the strain that the HIV/Aids epidemic continues to place on government resources.



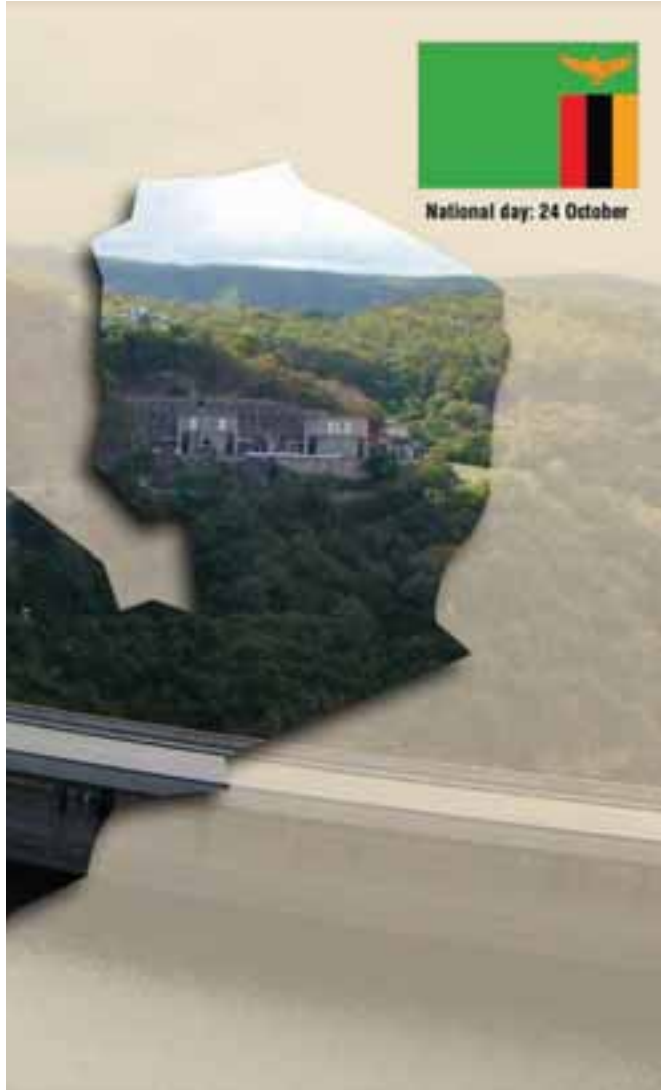
KEY COUNTRY CONTEXT STATISTICS

Population:	11.799 million (2006)
GDP:	US\$910 (2006) per capita
Human Development Index (HDI):	0.434
Unemployment levels:	50% (2000 est.)
Key economic sectors:	Mining, Agriculture, Manufacturing, Tourism
Principal Exports:	Cobalt, Copper, Cotton, Cut Flowers, Electric Appliances, Hardwood, Mineral Products
HIV and Aids prevalence:	15.16% (2007 Estimate)
Gross Primary Enrolment Ratio:	117 (2006)
Gross Secondary Enrolment Ratio:	28 (2002)
Gross Tertiary Enrolment Ratio:	2 (1999)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2007; UNDP, 2007; UNESCO Institute for Statistics, 2007; UNAIDS, 2008)



National day: 24 October



POLICY CONTEXT

There are various relevant pieces of legislation, regulation, and policy governing education in Zambia. Goals and objectives for the higher education sector have been set through consultative processes, involving all stakeholders (including civil society, non-governmental organisations, and corporate partners. In addition, Zambia's Poverty Reduction Strategy Paper (2007) identifies a series of broad roles for HE (MRCI report).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
The Education Act of 1966, supported by the Zambia Statutory Instrument No. 43 of 1993	Provides a legal framework for the development of the education system in Zambia (basic, high school, college education, and university education) to date.
The Technical Education, Vocational and Entrepreneurship Training (Amendment) Act, 2005	Provides the necessary legal framework for the development of TEVET in general and the establishment of the TEVETA and Management Boards for training institutions in particular. It also provides for the active participation of the private sector in the provision of TEVET programmes in Zambia
The University Act No. 11 of 1999	Provides a legal framework for university education in Zambia. It stipulates the legal requirements for the establishment and governance of university education. It also defines the conditions and parameters for establishing private institutions and for maintenance of academic standards.

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
The Technical Education and Vocation Training Authority (TEVETA):	The regulatory body for technical and vocational training institutions.
The Examination Council of Zambia	The body responsible for regulating examinations
University Councils	The bodies responsible for overseeing university education within the institutions themselves

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	1.9%
% Education budget allocated to higher education	17.6% (2005)
Loan/Grant scheme in place	Yes

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR ZAMBIA
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.1% (2004)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 510 1996-2001: 518 2002-2007: 696

Source: SARUA (2008) – CREST report

NATIONAL LEVEL OVERVIEW

School education in Zambia is divided into primary schooling, which lasts for seven years and leads to the Certificate of Primary Education, and secondary schooling. The first seven years of education, from age 7 to 14, are compulsory. There are three types of high schools in the country-government-run high schools, either day or boarding schools; grant-aided high schools, run by faith-based agencies; and private high schools (boarding and day schools) run by private agencies and individuals on a commercial basis (Republic of Zambia Ministry of Education, 2005). Higher education is provided by three public universities (one of which only opened its doors in September 2008) and 14 teacher training colleges, which fall under the Ministry of Education, and 227 technical and vocational institutions which fall under the Technical Education, Vocational and Entrepreneurship Authority (TEVETA).

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	3
Publicly funded HE institutions and colleges	43
Privately funded HE institutions	32 registered with the MoE (227 technical and vocational institutes)
TOTAL	78

Source: Zambia MoE questionnaire response

LIST OF PUBLIC UNIVERSITIES IN ZAMBIA	
UNIVERSITIES IN ZAMBIA	WEBSITE
Copperbelt University	http://www.cbu.edu.zm/
Mulungushi University (opened in 2008)	No website found
University of Zambia	http://www.unza.zm



COPPERBELT UNIVERSITY

THIS INSTITUTION in the northern Zambian town of Kitwe was established as an autonomous university (it began as a satellite campus of the University of Zambia) in 1987. Since then, the Copperbelt University has enjoyed significant growth, particularly since the turn of the 20st century. It operates four faculties. The original two were inherited from its University of Zambia days: the School of Business and Industrial Studies, and the school of Environmental Studies. Then in 1989, the Zambia Institute of Technology was incorporated into the university as its School of Technology. This was followed in 1995 by the School of Forestry and Wood Science (later renamed the School of Natural Resources).

The student body, most of whom are enrolled in undergraduate programmes, is heavily weighted towards males who constitute 81 percent of the total. The situation is even more unequal in terms of academic and research staff: here only 25 of the 193 staff are women. Postgraduate studies constitute a small proportion of academic activity, and post-

graduate degrees among staff are limited largely to masters level (66 percent), while only 12 percent hold doctoral degrees.

Research is correspondingly low. Only 10 Copperbelt University publications appeared in accredited journals between 2004 and 2007, and only two books were published in the same period. Nevertheless, the university has a clearly defined research policy that sees the generation of new knowledge as 'a major component of academic work'.

Now, two new schools are being added to Copperbelt University's repertoire. The first is the School of Mathematics and Natural Resources, which will contain departments of Biological Sciences, Chemistry, Computer Science, Mathematics, Physics, and Mathematics and Science Education, each offering BSc degrees with postgraduate prospects. The second school will deal with Graduate Studies, and will co-ordinate and encourage all existing postgraduate academic programmes, and will also seek international research linkages.

FACTS AND FIGURES AT A GLANCE⁹⁴

The Copperbelt University is a predominantly contact institution, although some distance learning is also provided. In 2007, the university had a total enrolment of 4,273 students, of whom 3,752 were contact and 521 were distance students. The majority of students enrolled at the university are Zambian nationals, with three SADC nationals and four students from other international, non-SADC countries.

TABLE 1 COPPERBELT UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, JULY 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	1,600	1,600	0	0	0	0
Business, Management & Law	1,556	1,438	0	118	0	0
Humanities and Social Sciences	759	759	0	0	0	0
Health Sciences			0	0	0	0
Other (Natural resources)	358	358	0	0	0	0
TOTALS	4,273	4,155	0	118	0	0

Source: Copperbelt University questionnaire response

TABLE 2 COPPERBELT UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)	NUMBER OF FEMALES	NUMBER OF MALES
Science, Engineering & Technology	78	6	72
Business, Management & Law	34	5	29
Humanities and Social Sciences	58	10	48
Other (Natural resources)	23	4	19
TOTALS	193	25 (13%)	168 (87%)

Source: Copperbelt University questionnaire response

Contact Details: URL: <http://www.cbu.edu.zm/>, Postal Address: PO Box 21692, Kitwe, Zambia Telephone: 260-2-225155

⁹⁴ All data presented in this section is headcount data.

MULUNGUSHI UNIVERSITY

ESTABLISHED IN January 2008, Mulungushi University is still more a brave idea than a fully operational higher education institution. Starting with just 1 000 students in 2008, the projections are that enrolments will reach 10 000 by 2018. The brave idea upon which this brand new university is to be built is a combination of income generating activities and private/public partnerships.

Already, partnerships exist between the university and the Konkola Copper Mines operating in the Zambian copper-belt, and the university and the Massachusetts Institute of Technology in the United States.

Some of the income generating innovations already on the drawing board include promoting Mulungushi Rock as a tourist attraction; investing in the stock exchange; and establishing a commercial radio station. The university is also looking at opportunities for private sector participation: such as renting student accommodation, providing cafeteria and transport services, opening on-campus bookshops and other commercial ventures.

In the excitement of income generation and commercially viable partnerships, the core business of a university is not being ignored.

Two campuses are in the process of being developed. One, known as Town Campus, is rising on the site of the Zambia Railways Training School in the heart of Kabwe some 140 km north of Lusaka. The other, the main campus, is being built on a lavish site on the banks of the Mulungushi River 26 km north of Kabwe.

The academic structure of the university will be as follows. There will be three main schools: Business Studies, Social Sciences, and Agricultural Development Studies. Then three centres will increase the academic reach: the Centre for Labour Studies, the Centre of ICT education, and a Disaster Management Training Centre. In addition, an Institute of Distance Learning will promote that mode of academic delivery, while a Directorate of Research and Postgraduate Studies will co-ordinate these essential academic activities.



UNIVERSITY OF ZAMBIA

IDEAS TO establish a university in Lusaka were shelved in 1953 when the Federation of Southern and Northern Rhodesia and Nyasaland was created. Almost a decade was to pass, which saw the dismantling of the Federation, before the idea was formally revived. A British academic led a commission to advise the government, and the result of its deliberation was the founding of the University of Zambia. The two main existing higher education institutions – the Rhodes-Livingstone Institute, a research institute dating back to the 1938, and the Oppenheimer College of Social Service – had been incorporated by mid-1965, and the new university moved into the Oppenheimer College premises that were being extensively expanded at the time. The University of Zambia began operating in March 1966.

At first, academic programmes were offered in three schools: Education; Humanities and Social Sciences; and Natural Sciences. As physical facilities developed, and specific needs were recognised, new schools were added: Law in 1967; Engineering in 1969; Medicine in 1970; Agricultural

Sciences in 1971; and Mines in 1973.

By 1975, the decision had been made to create two more campuses, one at Ndola 250 km north of Lusaka and a third campus at Solwezi in the northwest of the country. Onto the Ndola campus came the schools of Business and Industrial Studies in 1978; and Environmental Studies in 1981. By the late 1980s, two autonomous universities had been created: the University of Zambia in Lusaka and the Copperbelt University in the north.

Today, the University of Zambia has nine schools operating on the Lusaka and Solwezi campuses; and, in spite of high student/staff ratios, a special Directorate of Research and Graduate Studies articulates the university's ambition to become 'a centre of excellence in research and graduate studies that will contribute to the dissemination of new knowledge in Zambia'.

FACTS AND FIGURES AT A GLANCE⁹⁵

Based on 2007 figures, most of the students enrolled at the University of Zambia are full-time, contact students (7,983) together with some distance education students (1,785) and a small number of part-time students (354). Zambian nationals account for 10,049 of the student population, a total of 18 students come from other SADC countries and 55 from other non-SADC countries. It was also noted that 37 of these international students are students with refugee status.

TABLE 1 UNIVERSITY OF ZAMBIA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007 FIRST SEMESTER)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	2,309	2,274	4	23	8	0
Business, Management & Law	436	396	23	13	4	0
Humanities and Social Sciences	6,533	6,351	9	165	8	0
Health Sciences	844	755	2	83	4	0
TOTALS	10,122	9,776	38	284	24	0

Source: University of Zambia questionnaire response

TABLE 2 UNIVERSITY OF ZAMBIA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)	NUMBER OF FEMALES	NUMBER OF MALES
Science, Engineering & Technology	185	27	158
Business, Management & Law	32	5	27
Humanities and Social Sciences	160	27	133
Health Sciences	95	24	71
TOTALS	472	83 (18%)	389 (82%)

Source: University of Zambia questionnaire response

Contact Details: URL: <http://www.unza.zm>, Postal Address: P.O.Box 32379, Lusaka, Zambia, Telephone: +260 1 250871

⁹⁵ All data presented in this section is headcount data.

IN THE Middle Ages, a significant Bantu civilisation arose in the Zimbabwe region. The powerful Shona state was trading locally extracted gold and ivory with the Arab traders of the African east coast. Great Zimbabwe, built throughout the 11th to the 15th centuries, is the Shona legacy, and at its height this empire extended for several hundreds of kilometres around their stone-built headquarters. By the 17th century, however, the empire had declined. It was brought to near collapse by the destruction of the east coast trade and a series of military attacks by early Portuguese settlers in Mozambique.

Then the Ndebele people arrived, fleeing from Zulu expansionism in the 1830s, and settled in Matebeleland. A few years later, the Shona were conquered by the new arrivals, and the Shona retreated to the northern parts of the country. This was the situation when Cecil Rhodes' British South Africa Company and the first Rhodesian settlers arrived.

As Africa moved inexorably towards independence after World War II, solutions were sought in Rhodesia that would accommodate the fears and aspirations of white settlers. The ill-fated Central African Federation that amalgamated Southern Rhodesia with Northern Rhodesia and Nyasaland was formed. After its dissolution⁹⁵, and after full independence had been granted to the Federation's last two components as Zambia and Malawi, the white minority government of Southern Rhodesia in 1965 made a unilateral declaration of independence and plunged the Southern African region into 15 years of obdurate resistance and conflict.

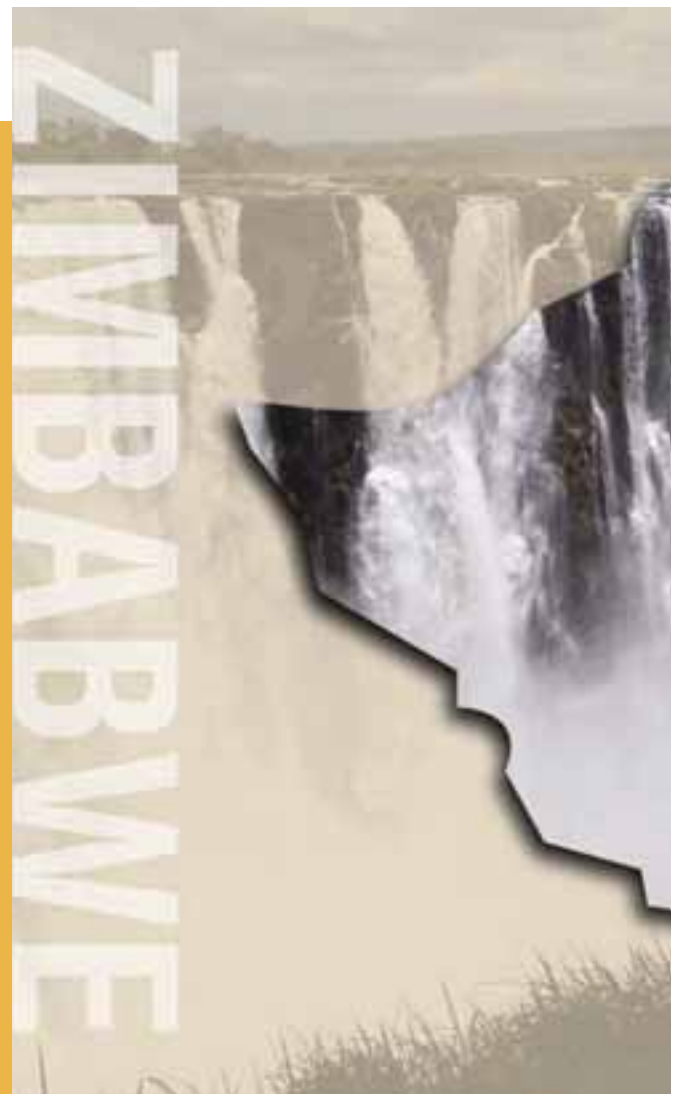
For several years Britain tried to negotiate with the illegal Rhodesian regime whose response was to declare itself a republic in 1970, a move that was recognised only by South Africa. As time passed, fighting in Rhodesia's bush war intensified, resulting in the deaths of tens of thousands and the displacement of almost one million Zimbabwean and Mozambican people. It was a war that the Rhodesian republic could not win. By 1978, with his regime close to economic collapse, Smith had been obliged to sign an accord with three 'moderate' African leaders who offered safeguards for white civilians. After another year of wrangling, the country went to the polls in the free elections of February 1980. Robert Mugabe and his Shona-based ZANU (Zimbabwe African National Union) won a resounding victory.

In the years that followed, Mugabe purged his cabinet of Ndebele members, an action that caused fierce fighting in the Ndebele-speaking region. Meanwhile in Harare, Mugabe consolidated his power by establishing what was – to all intents and purposes – a one-party state that he ruled for nearly 30 years until a protracted and widely disputed election in 2008 led to the formation of the current 'Government of National Unity'.

A generally declining economy was accelerated in 2000 when the government's notorious land reform programme ousted hundreds of white farmers. In spite of the differing arguments that still rage around this programme, it is agreed that the country experienced a sharp decline in agricultural exports and an increasingly severe shortage of hard currency.

The country is now in severe political, economic and social crisis. Life expectancy for males has declined from 60 in 1990 to 37, among the lowest in the world. The figure for females is even lower. Services have collapsed; health problems abound; and the country, once described as 'Africa's breadbasket', is on the verge of famine.

Independent Zimbabwe placed a high national priority on education, the effects of which are still visible today. Despite its current political and economic woes, Zimbabwe still has a literacy rate of 90 percent, placing it among the most literate countries in the world; and the number of public universities in the country is second only to South Africa in the SADC region.

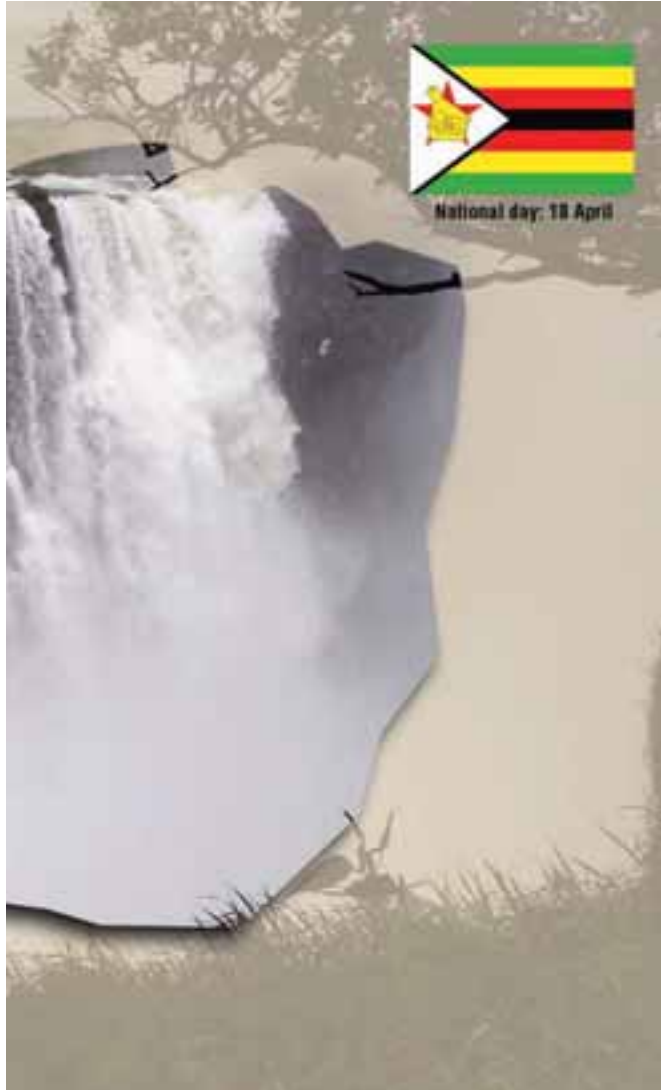


KEY COUNTRY CONTEXT STATISTICS

Population:	12.233 million (2006)
GDP:	US\$453 (2006) per capita
Human Development Index (HDI):	0.513
Unemployment levels:	80% (2005 est.)
Key economic sectors:	Agriculture, Mining, Tourism
Principal Exports:	Tobacco, Gold, Ferro-alloys, Cotton
HIV and Aids prevalence:	15.34% (2007 estimate)
Gross Primary Enrolment Ratio:	101 (2006)
Gross Secondary Enrolment Ratio:	40 (2006)
Gross Tertiary Enrolment Ratio:	4 (2002)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)

⁹⁵ For more detail on the Federation see the entry for Zambia on page 76.



POLICY CONTEXT

In 2004 the Ministry of Education, Science and Culture (MOESC) and the Ministry of Higher and Tertiary Education adopted the *National Action Plan: Education for All-towards 2015 (NAP)*, which incorporated Zimbabwe's commitment to the Millennium Development Goals for education. The NAP aims to increase enrolment and improve the quality of all levels of education (SARUA 2008 – MRCI report).

The Zimbabwean Government has instituted a number of policy reforms in the higher education sector since 2001, reflecting a shift in emphasis from increasing access to education to improving the quality of education and training, due to the competitive demands brought about by globalisation. The policy framework is contained in the Ministry of Higher and Tertiary Education's corporate plan for 2002-2004 (Government of Zimbabwe Ministries of Education, Culture, Higher and Tertiary Education, 2004). In 2002, a new student financing policy was put in place to broaden opportunities for tertiary education (Bloom, Canning, & Chan, 2006).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
Zimbabwe Council for Higher Education Act	The purpose of the Act is to register and accredit institutions of higher education and to regulate quality assurance in them. Although the latest Act was promulgated in late 2006, it will only come into effect with the appointment of a Council for Higher Education board, all of whose members are chosen by the Minister.

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
Zimbabwe Council for Higher Education (ZIMCHE)	Responsible for Quality Assurance of Higher Education.
National Manpower Advisory Council (NAMACO)	Acts as a go-between for Industry and Higher and Tertiary Education, and supervises Industrial Committees which identify, determine and monitor the training needs.
Zimbabwe Manpower Development Fund (ZIMDEF)	Levy collection for Manpower Development. The fund supplements voted funds in the procurement of training materials and consumables.
College Lecturers Association of Zimbabwe (COLAZ)	Represents lecturers in collective bargaining.
National Economic Consultative Forum	Recommends economic priority programmes, including human capital development.
Zimbabwe Occupational Standards Services (ZOSS)	Carries out job profiling, and develops occupational standards upon which Technical and Vocational Education and Training (TVET) curricula are based. These form the basis for examinations test items and trade tests.

NATIONAL LEVEL OVERVIEW

Zimbabwe's education system is organised in a 7-4-2 pattern of primary, lower secondary, and upper secondary education. Secondary school consists of Form One to Form Six, with Form Five students studying eight subjects, at the end of which they take the Cambridge School Certificate (CSC). From Form Five to six, they study three subjects, at the end of which they sit the Cambridge Higher School Certificate (HSC) examinations or take the CGE 'A' Level Certificate (National Council for Higher Education Harare, 2001). Once they have attained their CGE 'O' or 'A' levels, students can train towards a diploma in teaching, agriculture, nursing, and several technical courses. On achieving good 'A' level passes, they can enrol at a university for an undergraduate degree (National Council for Higher Education Harare, 2001). The main institutions offering higher education are universities, and technical and teacher training colleges (Mtetwa, Tambo, & Chavunduka, 2006).

There are nine publicly funded higher education institutions in Zimbabwe.

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	No data
% Education budget allocated to higher education	No data
Loan/Grant scheme in place	No data

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	9
Publicly funded polytechnics or specialised colleges	8
Privately funded, accredited universities or colleges	4
Publicly funded colleges	10
Privately funded, accredited teachers colleges	3
TOTAL	34

Source: Zimbabwe MoE questionnaire response

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR ZIMBABWE
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	Not available
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 1458 1996-2001: 1548 2002-2007: 1460

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN ZIMBABWE	
UNIVERSITIES IN ZIMBABWE	WEBSITE
Bindura University of Science Education	www.buse.ac.za
Chinhoyi University of Technology	www.cut.ac.zw
Harare Institute of Technology	No website found
Lupane State University	No website found
Masvingo State University/Great Zimbabwe University	No website found
Midlands State University	www.msu.ac.zw
National University of Science and Technology	www.nust.ac.zw
University of Zimbabwe	www.uz.ac.zw
Zimbabwe Open University	www.zou.ac.zw



BINDURA UNIVERSITY OF SCIENCE EDUCATION

THE ORIGINS of this university, situated in Bindura approximately 100 km north of Harare, can be found in the Zimbabwe/Cuba teacher-training programme. Beginning in the mid-1980s, Zimbabwean student teachers were sent to Cuba for training in science education. After ten years, the programme was moved to Zimbabwe for economic reasons. A college was set up under the auspices of the University of Zimbabwe in Harare with the express intention of turning it into a fully-fledged university within four years. The college admitted its first group of 125 students in March 1996. The Bindura University of Science Education Act was accordingly gazetted in 2000, and the university was established a year later.

As its name implies, the university is devoted largely to the specialist training of teachers in science, although more recently courses in commerce and computer science have been offered. Academic programmes are delivered through three faculties: Science Education; Agriculture and Environmental Science; and Commerce.

Not unexpectedly for a young institution, only two percent of total enrolments for 2007 were for postgraduate study. Nevertheless, six masters degrees were awarded that same year; and the academic staff are reasonably well qualified. Nearly 80 percent have masters degrees, but only 2 out of the total academic cohort of 179 have been educated to doctoral level. In spite of this lack of experienced senior staff, research is not being neglected. A healthy 30 percent of the university's institutional focus is aimed in that direction, a claim supported by the 64 publications from university staff to appear in accredited journals between 2004 and 2007.

The Bindura University of Science Education is heavily dependent on government funding. It therefore experiences the typical associated problems – the lack of physical infrastructure, including books and equipment; high staff turnover and high student dropout rates – that are all seriously exacerbated in the current economic meltdown.

FACTS AND FIGURES AT A GLANCE⁹⁷

All of the students at the Bindura University of Science Education (1,885) are full-time, contact students, who are national citizens. The university reports, however, that registration was still incomplete when the figures below were compiled.

TABLE 1 BINDURA UNIVERSITY OF SCIENCE EDUCATION: SUMMARY OF ENROLMENT NUMBERS (ESTIMATE DATA, 2007)⁹⁸

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	752	726	0	26	0
Business, Management & Law	843	833	0	0	0
Humanities and Social Sciences	285	280	0	15	0
Health Sciences	5	5	0	0	0
TOTALS	1,885	1,844	0	41	0

Source: Bindura University of Science Education questionnaire response

TABLE 2 BINDURA UNIVERSITY OF SCIENCE EDUCATION: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	140
Business, Management & Law	30
Humanities and Social Sciences	5
Health Sciences	4
TOTALS	179

Source: Bindura University of Science Education questionnaire response

Contact Details: URL: www.buse.ac.za, Physical Address: Not available, Telephone: Not available

⁹⁷ All data presented in this section is headcount data.

⁹⁸ Student numbers do not tally correctly, verification has been sought.

CHINHOYI UNIVERSITY OF TECHNOLOGY

THIS UNIVERSITY is one of several that have come into being in the last two decades as a direct result of Zimbabwe's deliberate policy of higher education expansion and devolution. The town of Chinhoyi is situated approximately 120 km along the main road to Lake Kariba and the Zambian border; and the Chinhoyi University of Technology has grown out of the Chinhoyi Technical Teachers' College that was founded in 1991. The first-degree programmes were offered in 1999 under the control of the University of Zimbabwe. Soon afterwards, in 2001, the institution gained full university status.

Today, the university provides undergraduate courses in the fields of agriculture, engineering, and business sciences. Technical teacher education and creative art and design are offered through the university's single institute, the Institute of Lifelong Learning. With nearly 3 000 students and an academic staff of 163, the university describes itself as 'a small but highly selective institution'.

But there are serious problems in the current economic

climate that relate to quality and, indeed, to sheer survival. For example, it has been reported⁹⁹ that the entire student body shares only three computers. In the same report, mention is made of 'a massive (commercial) agricultural project in conjunction with the Zimbabwean National Army', that the university has been obliged to embark upon, using its own experimental farm.

In spite of these difficulties, the Chinhoyi University of Technology soldiers on. A Strategic Management postgraduate masters programme was introduced in 2005, and 'continues to flourish', a claim that warrants respect when the records show that 62 masters degrees were conferred in 2008, alongside the nearly 700 undergraduate degrees. In addition, a new school is being planned, the School of Hospitality and Tourism, which as part of its academic programme will run a hotel existing on the experimental farm as a commercial venture.

FACTS AND FIGURES AT A GLANCE¹⁰⁰

All of the students at Chinhoyi University of Technology are contact students (2,807) the majority of whom are full-time students (2,291). All students, except one, are Zimbabwean nationals, that student being from a non-SADC country.

TABLE 1 CHINHOYI UNIVERSITY OF TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	941	941	0	0	0
Business, Management & Law	1,509	1,282	0	227	0
Humanities and Social Sciences	357	0	0	0	0
TOTALS	2,807	2,223	0	227	0

Source: Chinhoyi University of Technology questionnaire response

TABLE 2 CHINHOYI UNIVERSITY OF TECHNOLOGY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	33
Business, Management & Law	64
Humanities and Social Sciences	38
Other (Institute of Lifelong Learning)	28
TOTALS	163

Source: Chinhoyi University of Technology questionnaire response

Contact Details: URL: www.cut.ac.zw, Physical Address: Off Harare Chirundu Highway, Postal Address: Private Bag 7724 Chinhoyi Zimbabwe, Telephone: 263-67-22203-5

⁹⁹ *University World News Africa Edition*, 22 January 2009.

¹⁰⁰ All data presented in this section is headcount data.

GREAT ZIMBABWE UNIVERSITY

THIS UNIVERSITY is currently situated on the Masvingo Teachers' College campus seven kilometres east of Masvingo town. However, its main location will soon be further from Masvingo and much nearer to the Great Zimbabwe National Monument, where a larger campus is soon to be built. But delays have bedevilled the project, even though early in 2008 the government had allocated a further Z\$6-trillion to finish the building of two complexes – one for the teaching of physics and the other for visual art training.

The Great Zimbabwe University began life as the Masvingo State University, which was established through the recommendations of the 1995 Chetsanga Report. The report had proposed the devolution of teachers' and technical colleges into degree-awarding institutions that would eventually become universities in their own right. A university college attached to the University of Zimbabwe was accordingly launched in 1999/2000. Two years later, an Act of Parliament created the autonomous Masvingo State University. The name was changed to Great Zimbabwe University two years later.

The university offers degree and diploma programmes at undergraduate and postgraduate levels in the arts, commerce, education and the sciences. The programmes are designed to be responsive to the needs of the job market in Zimbabwe's ever-changing economy.

The university's stated vision is to be 'a centre of excellence in the creative arts and culture'. According to the publicity material, 'the university's curriculum reflects those elements that promote our culture, reinforce our dignity and self-confidence and underpin our national unity. The curriculum seeks to pursue heritage reclamation as symbolised by the Great Zimbabwe settlement'. The birth of this new university is therefore seen as heralding a new era in higher education, a period that should see the Zimbabwean education system covering an increasing range of modern disciplines while at the same time being firmly anchored in the nation's culture.

FACTS AND FIGURES AT A GLANCE

TABLE 1 GREAT ZIMBABWE UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2009)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Arts	419	419	0	0	0	0
Commerce	1,289	1,289	0	0	0	0
Education	1,036	938	18	98	0	0
Sciences	603	603	0	0	0	0
TOTALS	3,347	3,249	18	98	0	0

Source: Supplied by this university via email – May 2009

TABLE 2 GREAT ZIMBABWE UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2009)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Arts	56
Commerce	48
Education	119
Sciences	47
TOTALS	270

Source: Supplied by this university via email – May 2009

Contact Details: URL: masu@comeone.co.zw, Postal Address: PO Box 1235, Masvingo, 2009, Telephone: +263 39 252100



HARARE INSTITUTE OF TECHNOLOGY

THE HARARE Institute of Technology was established in 1988 as the National Vocational Training Development Centre, a polytechnic that was finally converted into a full university in 2005. Its vision is 'to be a leading institution in the development, incubation, transfer and commercialisation of technology and manpower development for greater industrialisation' in Zimbabwe. At the moment it's a small institution, with only 268 enrolments in 2008, all at undergraduate level. There's a promising academic staff complement of 70, however, with 43 trained to masters level, and 11 with doctorates.

Nevertheless, the Harare Institute of Technology is reporting critical staff shortages in the teaching of science, engineering and technology, and business management. Other problems facing this potentially important institution include a lack of reference material for course portfolios, a lack of adequate equipment, a high staff turnover, and a high reliance on government subsidies and grants (nearly 85 percent of operating costs).

The second largest source of funding (just over 8,5 percent) is the university's Technology Centre, described in 2007 as equipment was arriving as 'the biggest machining centre in the country, supported by other lathe and milling operations'.¹⁰¹ From the same source, the acting Vice-Chancellor describes the Technology Centre as being at the heart of a 'science park project'. The Technology Centre will be equipped with 'state-of-the-art equipment' that will help with the training of the institution's students, and also with the training of people in small and medium enterprises to be well versed in all the stages of product development from invention to commercialisation'.

The Harare Institute of Technology is currently involved in two collaborative academic/research programmes, both with institutions in China. The university has the necessary ICT infrastructure to facilitate regional collaboration, but it lacks the necessary finances to effect staff exchanges with other SADC institutions, or to establish additional academic chairs.

FACTS AND FIGURES AT A GLANCE¹⁰²

All 268 students at the Harare Institute of Technology are contact, full-time students who are Zimbabwean citizens. As the Harare Institute of Technology is a newly-established degree awarding institute, there are few students currently enrolled at the university

TABLE 1 HARARE INSTITUTE OF TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	251	251	0	0	0
Business, Management & Law	17	17	0	0	0
TOTALS	268	268	0	0	0

Source: Harare Institute of Technology questionnaire response

TABLE 2 HARARE INSTITUTE OF TECHNOLOGY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	64
Business, Management & Law	6
TOTALS	70

Source: Harare Institute of Technology questionnaire response

Contact Details: URL: No university website found, Physical Address: Ganges Road, Belvedere, Harare, Telephone: (+263) 474 1430

¹⁰¹ From an article by Sifelani Tsiko, dated February 2007 and entitled 'Science Park Construction in Zimbabwe as Science Flourishes' retrieved from <http://www.gibbsmagazine.com>

¹⁰² All data presented in this section is headcount data.

LUPANE STATE UNIVERSITY

THIS SMALL rural university opened its doors to 81 undergraduate students in 2005 – except that the doors were 175 km away from where the campus was being built. By mid-2008, it was still being built, and the university was continuing to operate out of temporary premises made available by the National University of Science and Technology in Bulawayo. Lupane is a small town just off the main highway between Bulawayo and the Victoria Falls, and not far from Hwange (formerly Wankie) National Park. The campus has been designed to accommodate 600 students. Meanwhile, the explanations for the Lupane State University construction delays range from a land dispute to a shortage of funds caused by the country's high inflation rate devaluing the Z\$8-trillion that had been allocated in the 2007/08 budget for the completion of the campus buildings.

The inaugural enrolments have all been into the Faculty of Agricultural Sciences. Long-term plans include the establishment of academic programmes in the environmental sciences, wildlife management, forestry, and engineering. For

now though, the council of the struggling university has resolved to concentrate on agriculture; and, in an effort to assist the institution financially, to offer the services of academic staff to do agricultural studies and surveys on a commercial basis.

Of the nine academic staff at Lupane State University, one has a doctoral qualification, and six have masters degrees.

The university has recently introduced a Centre for Agriculture and Rural Development that will 'foster and facilitate sustained agriculture and development through the training of rural communities'. The university is also determined to build up a useful library. In this regard, a request to an international agency for books stated that 'reading materials will assist the students and researchers to come up with knowledge and skills that will empower the rural communities and provide solutions for sustainable development'.

FACTS AND FIGURES AT A GLANCE¹⁰³

All students at Lupane State University are full-time, contact students, and there are no students from other SADC or international countries.

TABLE 1 LUPANE STATE UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	40	40	0	0	0
Humanities and Social Sciences	41	41	0	0	0
TOTALS	81	81	0	0	0

Source: Lupane State University questionnaire response

TABLE 2 LUPANE STATE UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	10
Humanities and Social Sciences	6
TOTALS	16

Source: Lupane State University questionnaire response

Contact Details: URL: No university website found, Physical Address: Not available, Telephone: Not available

¹⁰³ All data presented in this section is headcount data.

MIDLANDS STATE UNIVERSITY

THE IDEA of a university in Zimbabwe's Midlands province originated when decisions were being made about developing a second higher education institution – the National University of Science and Technology. The Midlands city of Gweru put in a powerful bid, but lost out to Bulawayo.¹⁰⁴ Ultimately, through Zimbabwe's policy of higher education devolution that dominated the 1990s, Gweru got the country's third national university, which was called the Midlands State University.

A new campus was built 15 km out of town. Academically, though, the new institution was based on the old Gweru Teachers' College that had been affiliated to the Harare-based University of Zimbabwe. Indeed, for the first few years, the mother institution dictated the programmes being offered by the Midlands State University. At first, as new faculties were established, the fledgling university began to offer Bachelor of Commerce and Bachelor of Science degrees with major educational components. Today, the Midlands State University offers academic programmes

through seven faculties: Arts; Commerce; Education; Law; Natural Resource Management and Agriculture; Science and Technology; and Social Sciences. Plans for a further three faculties by 2015 are in the pipeline.

Perhaps because of the worsening economic climate into which the university was born (the establishment date is 2000), the financial arrangements look very different from many SADC universities that are almost wholly dependent on the state. The Midlands State University relies on the state for only half of its operating costs, while 32 percent comes from student fees, 10 percent from investment income, and eight percent from 'sundry income'.

The university nevertheless faces serious constraints: unfavourable student/lecturer and student/computer ratios, a serious lack of foreign currency to purchase teaching and learning resources, and the juniorisation of academic staff due to the current brain drain. It is estimated that 500 000 Zimbabwean professionals are now living and working outside the country.

FACTS AND FIGURES AT A GLANCE¹⁰⁵

All students at Midlands State University (10,387) are contact students, of whom 5,498 are full-time students and 4,889 part-time students. The majority (10,353) are national citizens, and the remainder (34) are students from the SADC region. There are no international students outside of the SADC countries (Actual data, 2007).

TABLE 1 MIDLANDS STATE UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	2,062	2,002	0	45	1	14
Business, Management & Law	3,688	3,481	0	205	2	0
Humanities and Social Sciences	4,637	4,188	48	383	6	12
TOTALS	10,387	9,671	48	633	9	26

Source: Midlands State University questionnaire response

TABLE 2 MIDLANDS STATE UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	107
Business, Management & Law	80
Humanities and Social Sciences	139
TOTALS	326

Source: Midlands State University questionnaire response

Contact Details: URL: www.msu.ac.zw, Postal Address: Private Bag 9055 Gweru Zimbabwe, Telephone: (+263-054) 260331/7

¹⁰⁴ See National University of Science and Technology entry on page 87.

¹⁰⁵ All data presented in this section is headcount data.

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

ZIMBABWE'S SECOND city, Bulawayo in the southwesterly quarter of the country, gained its own university – the National University of Science and Technology (NUST) – in 1991. Ten years later, the country's second medical school, the Bulawayo College of Health Sciences was established, housed within NUST facilities, but with its clinical departments set up in the Mpilo and United Bulawayo hospitals.

The idea of a second university for Zimbabwe first surfaced in the years immediately following independence, but it was not until the late 1980s that a commission was set up to explore the possibilities. The commission's conclusion was that in view of the increasing number of A-level students exiting the country's schools, university expansion 'is not only justified: it is a necessity'. So in 1991, the new university opened its doors with 270 students and 28 academic staff. By 2007, the academic staff complement had risen to 182, with 82 percent of them holding qualifications at masters level, and the remainder with doctorates.

Besides the health sciences college, NUST offers a variety of academic programmes through its three faculties: Commerce; Applied Science; and Industrial Technology. An innovation with considerable potential is the setting up of a university-related Technology Park where NUST will interact with local industry, effecting technology transfer and the commercialisation of university research. It is planned that a likely first focus in the Park would be in the fields of electronics and ICT. The problem in the present climate is start-up funding.

Finance is everywhere the problem. Students from other SADC countries have decreased substantially as Zimbabwe's economy has moved towards collapse. NUST has the ICT infrastructure to facilitate regional collaboration, but lacks the necessary technical support. Nevertheless, a few collaborative programmes still exist with neighbouring countries. However, the greatest impediment to more vigorous regional partnerships, according to NUST itself, is internal apathy.

FACTS AND FIGURES AT A GLANCE¹⁰⁶

All students at the National University of Science and Technology are contact students, and most (85%) are full-time. The majority of students (4,763) are national citizens, while 16 are international students from within the SADC region and two are from outside of the SADC region.

TABLE 1 NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC) ¹⁰⁷
Science, Engineering & Technology	2,009	1,855	0	139	15	0
Business, Management & Law	2,032	1,519	81	432	0	70
Humanities and Social Sciences	451	423	0	28	0	25
Health Sciences	26	26	0	0	0	0
Other (Built Environment)	263	250	0	13	0	0
TOTALS	4,781	4,073	81	612	15	95

Source: National University of Science and Technology questionnaire response

TABLE 2 NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	109
Business, Management & Law	34
Humanities and Social Sciences	18
Health Sciences	11
Other (Built Environment)	10
TOTALS	182

Source: National University of Science and Technology questionnaire response

Contact Details: URL: www.nust.ac.zw, Physical Address: Not available, Telephone: Not available

¹⁰⁶ All data presented in this section is headcount data.

¹⁰⁷ Short-term courses are not part of the main National University of Science and Technology programmes and are run by a continuing education unit and so are not included in Total Student Numbers.

UNIVERSITY OF ZIMBABWE

THIS UNIVERSITY, Zimbabwe's oldest, has a long history. Immediately after World War II, in 1945/46, calls were made for the establishment of a university college to serve the needs of Rhodesia (now Zimbabwe) and neighbouring territories. In 1952, classes commenced in downtown Salisbury (now Harare) and the following year the Queen Mother laid the foundation stone on the original buildings erected on the Mount Pleasant campus, where the university is still situated some six kilometres north of the capital city. By the mid-1950s, the University College of Rhodesia and Nyasaland was established, based on a special relationship with the University of London.

From these foundations, and through the turbulent times endured by Rhodesia and post-1980 Zimbabwe, has grown an institution of international reputation. The University of Zimbabwe (it was renamed after independence) offers academic programmes through nine faculties: Agriculture; Arts; Commerce; Education; Engineering; Law; Science; Social Studies; and Veterinary Medicine. A College of Medicine was

established in 1963 at Parirenyatwa Hospital, Zimbabwe's largest referral hospital.

Out of this wide array of academic facilities has flowed a stream of top-class talent. Here are a few examples: Arthur Mutambara, Rhodes Scholar and Professor of Robotics who worked for NASA, America's space programme; Lawrence Levy, Africa's first neurosurgeon who developed the Harare shunt for hydrocephalus; Christopher Chetsanga who when he was at Harvard University discovered two enzymes involved in DNA repair; and Dumbudzo Marechera, novelist and poet who was expelled from the University of Zimbabwe and later worked at New College, Oxford.

At one time, the university employed well over 1 000 professors, but by 2007 only 627 faculty staff remained. Some departments have since closed.

FACTS AND FIGURES AT A GLANCE¹⁰⁸

All 12,568 students at the University of Zimbabwe are contact students, with 87% of them being full-time. Almost all students (12,466) are Zimbabwean nationals, with 63 students from SADC countries and 39 from other international, non-SADC countries.

TABLE 1 UNIVERSITY OF ZIMBABWE: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	2,182	1,375	9	194	16	588
Business, Management & Law	3,538	2,118	501	914	5	0
Humanities and Social Sciences	4,279	3,348	131	717	83	0
Health Sciences	1,809	1,558	56	173	22	0
Other (Agriculture)	508	444	0	49	15	0
TOTALS	12,316	8,843	697	2,047	141	588

Source: University of Zimbabwe questionnaire response

According to its website, the university employs a total staff complement of almost 3,000. This comprises lecturing and non-lecturing staff but excludes part-time staff.

Contact Details: URL: <http://www.uz.ac.zw>, Postal Address: P O Box MP167, Mt Pleasant, Harare, Zimbabwe, Telephone: (+263 43) 03 211

¹⁰⁸ All data presented in this section is headcount data.

ZIMBABWE OPEN UNIVERSITY

THE ORIGINS of Zimbabwe's only distance-learning university date back to 1993 when a Centre for Distance Learning was established within the Faculty of Education at the University of Zimbabwe in Harare. The impetus behind this development came from a national Education Department that realised there were increasing numbers of people across the country who were prevented from gaining tertiary qualifications by the barriers of geography as well as by the colonial legacy of under-development. The centre therefore soon evolved into the University College of Distance Education, and then in 1999 into the Zimbabwe Open University.

In order to increase its accessibility for students, the university rapidly established regional centres in each of Zimbabwe's ten provinces. Each regional centre serves as the hub for all the learning activities for students in that province: from registration to face-to-face tutoring and counselling, and from assignment administration to a venue for invigilated examinations. These centres obviate the need

for students to travel to the university's headquarters in Harare, thus substantially cutting travelling costs.

The Zimbabwe Open University copes with nearly half of all the country's 41 000 university enrolments. Most are enrolled for undergraduate programmes across a wide range of study fields, including science, engineering and technology, business, management and law, humanities and social sciences, and health sciences – although over 1 770 students did enrol for masters degrees, and a further 472 for basic postgraduate honours degrees or diplomas. The academic staff numbers 158.

The university faces severe problems in several areas. Infrastructure constraints – lack of its own premises, inadequate libraries, and no broadband Internet connectivity – hinder it from achieving all its objectives; and the institution's financial sustainability is being damaged by the current hyperinflation coupled to fees that are regulated by the state, and the unavailability of credit terms from suppliers of goods and services.

FACTS AND FIGURES AT A GLANCE¹⁰⁹

Zimbabwe Open University provides distance education to students. In 2007, the university had a total enrolment of 19,676 students of whom the majority were Zimbabwean nationals, with seven SADC nationals and two students from other international, non-SADC countries.

TABLE 1 ZIMBABWE OPEN UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	1,760	1,760	0	0	0	0
Business, Management & Law	6,642	4,898	453	1,291	0	0
Humanities and Social Sciences	10,271	9,651	19	484	0	117
Health Sciences	1,003	1,003	0	0	0	0
TOTALS	19,676	17,312	472	1,775	0	117

Source: Zimbabwe Open University questionnaire response

TABLE 2 ZIMBABWE OPEN UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	28
Business, Management & Law	31
Humanities and Social Sciences	85
Health Sciences	14
TOTALS	158

Source: Zimbabwe Open University questionnaire response

Contact Details: URL: <http://www.zou.ac.zw>, Postal Address: P.O Box MP 1119, Mount Pleasant, Harare, Zimbabwe, Telephone: (+263 4) 793 003/8/9

¹⁰⁹ All data presented in this section is headcount data.



Story of the SARUA logo

When you next see a flock of geese flying along in a V formation, pause to think for a moment of why they fly that way. As each bird flaps its wings it creates an updraft for the bird immediately following it, thus by flying in a V formation the flock as a whole can fly 70 percent further than if each bird had tried to fly on its own.

Perhaps people who share a common direction can also achieve more if they co-operate. When a goose falls out of formation it soon feels the resistance of trying to go it alone and quickly gets back into formation to take advantage of flying with the flock!

When the lead goose gets tired, it rotates back in the wing and lets another goose take over. It pays to share leadership and take turns at doing the hard jobs for the group so that the momentum is maintained and the goals of the entire group are achieved.



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