

Southern African Development Community



Review of the Status and Capacities for the Implementation of the Protocol on Education and Training

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List of Acronyms

AAU	Association for African Universities
ADEA	Association for the Development of Education in Africa
AERC	African Economics Research Consortium
AIDS	Acquired Immune Deficiency Syndrome
ASHEWA	Association for Strengthening Higher Education for Women in Africa
AU	African Union
DEASA	Distance Education Association for Southern Africa
EFA	Education for All
EPSI	SADC Education Policy Support Initiative
ERNESA	Educational Research Network in East and Southern Africa
FAWE	Forum for African Women Educationalists
GATS	General Agreement on Trade in Services
GDP	Gross Domestic Product
GER	Gross Enrolments Rates
GNI	Gross National Income
HEI	Higher Education Institutions
HIV	Human Immunodeficiency Virus
IIEP	International Institute for Educational Planning
MDGs	Millennium Development Goals
NEPAD	New Partnership for Africa's Development
NESIS	National Education Statistical System
NER	National Enrolment Rates
NFE	Non Formal Education
NGO	Non-governmental Organization
NQF	National Qualifications Framework
ODL	Open and Distance Learning
PASEC	Programme d'Analyse des Systèmes Educatifs de la CONFEMEN
PPP	Purchasing Power Parity
PRSP	Poverty Reduction Strategy Papers

RISDP	Regional Indicative Strategic Development Plan
SADC	Southern African Development Community
SACE	South African Council of Educators
SACHES	Southern African Comparative and History of Education Society
SACMEQ	Southern and Eastern African Consortium for Monitoring Education Quality
SARUA	Southern Africa Regional Universities Association
SATO	Southern Africa Teachers' Association
SCESCAL	Standing Conference of Central, Eastern, Southern and African Libraries (SCECSAL)
TCCA	Technical Committee on Certification and Accreditation
TVET	Technical and Vocational Education
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

Preface

The SADC Ministers of Higher Education directed the SADC Secretariat to undertake an audit of the current status of the implementation of the provisions of the Protocol including capacities of Member States to implement it.

The objectives of the study are:

- (i) To undertake an audit to determine the implementation status of the areas of cooperation identified by the Protocol on Education and Training and the capacities existing in Member States to implement it.
- (ii) To determine the relevance and adequacy of the provisions of the Protocol to address the common challenges facing countries in the SADC Region as well as current developments in the education and training sector.
- (iii) To undertake a situational analysis of the priorities of the Second Decade Plan of Action and plans/mechanisms in place by Member States to implement it.
- (iv) To develop a fifteen year SADC Education Plan of Action based on the information collected from (i) and (ii).

The study will provide baseline data for the implementation and monitoring of the Protocol and the Second Decade of Education. The study will be undertaken in all fourteen countries of SADC. It should be undertaken in a consultative process with Member States Ministries of Education (including senior officials) and other stakeholders (i.e. institutions, teacher and student unions, private, non-governmental organization and other relevant structures).¹

Fourteen country studies were undertaken. The research was carried out mainly by national researchers or were drawn from neighbouring countries working in close collaboration with the respective Ministries of Education during the period April – June 2007. These country studies were guided by the *Guideline for Questionnaires, Interviews and Focus Group Discussion* and by the *Framework for Country Report* developed by Mlilo weMfundo. In addition a desk and internet study was undertaken to gather already published data, and these were circulated to all researchers. The country studies contain more up-to-date data, but in order to retain comparability, the published data are also referred to in the study.

The Audit was undertaken by a team of seventeen researchers. Fourteen Country Studies were undertaken as follows:

Angola	Mr. Arnaldo Nhavoto
Botswana	Mr. I. Botshelo
Democratic Republic of the Congo	Mr. Marcel Diouf

¹ Taken from the Terms of Reference for the review of the Status and Capacities for the Implementation of the Protocol on Education and Training.

Lesotho	Ms. Pulane Lefoka
Madagascar	Mr. Desiré Razafindrazaka
Malawi	Dr. Fred Msiska
Mauritius	Dr. Fay Chung
Mozambique	Mr. Noel Chicuecue
Namibia	Mr. Stanley Simataa
South Africa	Drs. Chaya Herman and Venitha Pillay
Swaziland	Dr. Thuli Nhlengetfwa
United Republic of Tanzania	Dr. Faustin Mukyanuzi
Zambia	Prof. Richard Siaciwena
Zimbabwe	Prof. Boniface Chivore

Preparatory work was done by Prof. Obert Maravanyika who was responsible for doing the research instruments and report framework; and Mr Ranga Masango, who was responsible for collecting and analysing available data from desk and internet studies. Dr Fay Chung was responsible for overall supervision and for writing the Overview Report.

The major constraint experienced was the very tight time frame which meant that researchers had only 3 – 4 weeks to complete their studies.

Ms. Lomthie Mavimbela from the SADC Secretariat provided invaluable guidance, criticism and support throughout the study, which lasted from the end of March to the beginning of July 2007.

Fay Chung
 Team Leader, Umlilo weMfundo
 6 July 2007

Executive Summary

Chapter 1, the Introduction, enables the reader to pick out the main policy issues from the five key documents which inform SADC education and training policy. These are the *Protocol* itself; the *Regional Indicative Strategic Development Plan (RISDP)* (2001); the *New Partnership for Africa's Development (NEPAD)* (2001); the *African Union Second Decade of Education Plan of Action (2006 – 2015)*; and the *Millennium Development Goals (MDGs)* (2000 – 2015). Very briefly the present *Protocol* sets out to:

- Ensure that Member States are able to provide 9 years of basic education for all.
- Harmonize and standardize entrance requirements; credit transfers; and quality control and comparability.
- Make admission to SADC students more accessible by treating non-home country SADC students on an equal basis as home students, e.g. on fees charged, facilitating immigration, etc. Barriers to student and staff mobility will eventually be eliminated. In particular more graduate student exchange is envisaged.
- Assist Member States to develop quality courses at primary, secondary, technical/vocational and tertiary levels including in the areas of curriculum development, teacher education, educational management, distance education, and library resources. Information sharing and workshops are envisaged to enable a free flow of expertise and experience within the Region.
- Establish Regional Centres of Specialisation and Centres of Excellence to contribute to the development of human capacity in the Region and to maximize the use of scarce resources.
- Establish joint research, development and teaching programmes within the Region. Special emphasis is placed on graduate studies.
- Promote life-long education and training that provides distance, adult education, short courses, seminars and workshops and professional development.
- Cooperate in publishing and library resources.

A number of conceptual and policy developments have evidently taken place since the *Protocol on Education and Training* was first formulated as evident from the four relevant documents analysed above. These are analysed, with a view to working out what changes need to be made to the Protocol at this stage.

Chapter 2 provides a brief socio-economic background for the review of the *Protocol*. The Chapter refers briefly to the Gross Domestic Product (GDP) levels; the manufactured exports as a percentage of total exports; the annual growth rate; the per capita GDP; the population size; the population living below the poverty line; and the gender equality and development index. The study shows that the Region joins together countries which share a common culture and history, but which vary considerably in terms of socio-economic indicators, with per capita incomes varying from Purchasing Power Parity US\$646 to \$12 027. In population terms, the Member States vary from countries with less than 2 millions to a giant like the Democratic Republic of the Congo (DRC) which

has a population of 55.9 million. The total population of SADC is 238.5 million, making it viable as a largely self-sufficient economic entity. The Region faces serious challenges, and countries will fare much better by working collaboratively than by working in isolation.

Chapter 3, Analysis of Policy Frameworks of SADC Education systems, reviews policy frameworks in the SADC region in relation to the *Protocol on Education and Training* and the *African Union Second Decade of Education Plan of Action*. In addition, it discusses progress on implementation of each area of cooperation of the *Protocol on Education and Training* and the seven priorities of the *African Union Second Decade of Education Plan of Action*.

Chapter 4 provides a comparative analysis of the SADC Education Systems. The Chapter gives a brief overview of how far Member States have achieved the Education for All and Millennium Development goals such as Early Childhood Development and Universal Primary Education. It also covers other objectives of the SADC Education and Training Protocol including Secondary Education; whether countries have achieved nine years of education for all; the educational structure; data collection and analysis systems;; Technical and Vocational Education and Training; Teacher Education; Curriculum Development; Lifelong Education; Higher and Tertiary Education; Research and Development; Centres of Specialization and Centres of Excellence; Quality of Education; Education Budgets; Publishing and Libraries; Language Learning; and Private Sector Participation. Primary School Net Enrolment Ratios (NERs) are high, but drop out and repetition rate are too high. The introduction of free primary education in a number of SADC countries has contributed to this high increase in enrolment. No country has yet achieved the SADC goal of nine years of education for all. Secondary school technical/vocational education is very limited except in Botswana, yet this level is important for improving the technology and management of the informal economic sector which is presently providing most job creation. Technical/vocational and tertiary education are still very limited, and demonstrate lack of emphasis on the engineering and technical areas which are critical for development. There are major concerns about the quality and relevance of education. For example few students are able to benefit from entrepreneurial training at any level, a major weakness if education and training are to lead to greater economic growth. Churches continue to play an important role in education in some countries. The private sector could play a greater role in the areas of pre-primary, secondary, technical/vocational and tertiary education. In particular it should provide hands-on experience to students working in industrial areas. There should be closer partnerships between the state and the private sector in education and training. Some information is available about the levy paid by private enterprises to assist in technical and vocational education and training: this is a useful tool which needs to be examined critically and expanded judiciously.

Chapter 5 demonstrates how far SADC Member States are already collaborating with each other, and are already achieving some of the *Protocol* goals, some of it directly under the auspices of the SADC Secretariat. Teachers' associations and unions provide another potential area for collaboratin. The Chapter touches briefly on the area of student

associations as an area of collaboration, but there is insufficient data on this. A third group of programmes comprise specialized interventions by Regional and international organizations. There already exist ten programmes shared by a large number of SADC Member States, and these programmes can be strengthened as vehicles for SADC collaboration. The African Economics Research Consortium (AERC) provides a useful model for strengthening all participating institutions, obviating the fear expressed in some Country Studies that stronger Centres of Specialization and of Excellence may actually lead to a weakening of existing institutional capacities. Instead stronger institutions should be utilized to strengthen sister institutions. Strong collaboration already exists in statistical data collection, analysis and utilization for planning and management through NESIS; distance education collaboration through SADC and DEASA; the improvement of the quality of primary education through SACMEQ and PASEC; and university education through SARUA.

Chapter 6 provides the conclusions and recommendations. Twelve conclusions are drawn from the study, and linked with the related recommendations. And these are summarized below.

6.1.2 Recommendations on the Establishment of Policies, Legislation and Strategies

Certain areas need to be added or strengthened such as Early Childhood Development, Improvement of the Quality of Education, and Gender. Country level legislation and structures need to be established and strengthened so that incorporation of the *Protocol* into national legislation, regulations and implementation plans are effected. At national level a five education and training plan incorporating the SADC goals, targets and activities, with annual benchmarks for monitoring and evaluation, needs to be developed, with adequate national funding. A universal monitoring framework should be worked out preferably at regional level to ensure consistent monitoring in all countries.

6.2.3 Recommendations on National and Regional Structures

Member States should assign an education specialist on a full time basis, and with a small dedicated budget, to coordinate SADC work in-country. There should be closer collaboration between SADC and the existing multi-lateral specialist organizations in order to enable Member States to benefit optimally from the technical expertise and coordination offered by these organizations. SADC should prioritize what it wishes to achieve and how it aims to achieve it, utilizing these organizations as partners which can be instrumental to achievement of these aims. SADC should promote closer staff collaboration across Member States in specific disciplines along the lines of the AERC in order to promote greater synergies and to offset the problems created by the brain drain through the sharing of capable and experienced staff by different universities. SARUA may be the ideal institutions, working in collaboration with the Technical Team on the Qualifications Framework, to carry out this work. The area of joint research programmes through ERNESA would also assist in bringing about greater efficiency.

6.2.4 Recommendations on Development of a Regional Education and Training Information Management System

A simple and useful statistical framework should be agreed upon within SADC that will include gender disaggregated data, and each Member State to provide such information to the SADC Secretariat on an annual or biennial basis, in collaboration with existing training and capacity building institutions such as NESIS. Data on student and staff mobility be collected and shared, with a view to initiating programmes to share facilities, degree programmes, and staff within the Region. Data be collected annually regarding technological and knowledge production work, with a view to sharing such work in progress. A data base of SADC specialists in agreed upon disciplines be established and circulated to enable Member States to utilize expertise within the Region.

6.4.2 Recommendations on Financing

The SADC Secretariat should allocate sufficient funding to education and training to enable the work to be effectively implemented. Member States should allocate funds to enable secondment of their staff to the SADC Secretariat for specific functions and periods of time. Each Member State should allocate sufficient funding to allow its SADC Steering Committee and SADC Education Officer to work effectively at country level. In addition a modest amount should be allocated for travel within SADC. The financing of education in terms of percentage of the GDP and percentage of the Government budget should be examined critically in each Member State in terms of efficient unit costs, allowing sufficient funding for teaching/learning materials. The financing of implementation of SADC programmes should go down to institutional level to be effective.

6.5.2 Recommendations on Qualitative Improvement of Education

SADC Member States should support the improvement of the quality of education through such programmes such as PASEC and SACMEQ and through the development of Quality Frameworks. In particular the recommended steps to improve the quality of education should be implemented at all levels, including at the institutional school and community levels. Parents and communities should participate more actively in school management and decision making at school level. In-service upgrading and updating of teachers at primary and secondary school levels are essential, utilizing distance education. The quality of teaching and learning can improve if suitable strategies were adopted for improving both the teachers and the teaching/learning tools such as textbooks. More work should be done on HIV/AIDS education and on the HIV/AIDS status of teachers. Primary education programmes for youths aged 14 – 25 should be instituted. Centres of Specialization and Centres of Excellence should be expanded in such a way as to enable stronger, better resourced institutions to work closely with less endowed sister institutions so as to benefit a large number of students.

6.6.2 Recommendations on Qualifications Framework

Work should continue more vigorously on establishing an acceptable Qualifications Framework, based on the Frameworks already done by the Member States. In particular more details regarding specific disciplines should be worked out. A SADC Qualifications Framework Agency should be set up.

6.7.2 Recommendations on Distance Education

DEASA and well established distance education colleges and universities in the Region should be utilized to improve the knowledge and practical skills of all tertiary education institutions. This will enable open distance learning to become more widespread within tertiary education in the Region. Particular emphasis should be placed on upgrading and updating primary and secondary school teachers. Open distance learning can play an important role in increasing access to higher education, as well as in improving the quality of education as a whole. Many conventional institutions may well find it important to include some distance education within their offerings, in order to provide flexibility and quality to their students. SADC's drive to boost distance education in the Region should be strongly supported. The mass media should be used as instruments for education on a regular basis at country and regional levels.

6.8.2 Recommendations on Capacity Building

Centres of Excellence and Centres of Specialization should be identified following transparent criteria. Such Centres will link up with the relevant Technical Committees, and will be given the task of upgrading and updating sister institutions with the same specializations, through consultancies, staff exchanges, joint graduate programmes, etc. Special attention should be paid to support for the upgrading and updating of the technology and management systems utilized in the industries within the Region. Educational, research, development and training institutions which specialize in these areas should be identified and enabled to work together through the Centres and Technical Teams system within SADC. Linkages with multi-lateral organizations such as NESIS, PASEC, SACMEQ, FAWE, ASHEWA, SARUA, etc., should be strengthened and utilized to build national and regional capacities. Bilateral programmes can be usefully strengthened and expanded.

New areas such as the use of ICTs for education, the use of the media for education, special programmes for primary education for youths aged 14 – 25, should be supported, benefiting from a regional rather than only a narrower national approach. Steps should be taken, initially at teacher education and university levels, to introduce and strengthen the four SADC languages, viz, English, French, Portuguese, and Swahili. At the same time textbooks, grammar books, dictionaries, should be prepared for the introduction of these languages at upper primary and secondary level, at selected schools.

6.9.2 Recommendations on Facilitating Movement of Students and Teachers within the Region

Immigration facilities should be simplified for students and staff. Member States should develop policies and funded programmes for the movement of students so that such movements are in line with the human resource development needs of the country and of the Region. Such movements should be systematized rather than random. Movement of professional staff should be systematized, in such a way as to ensure that no Member State is undermined by the movement in the form of a brain drain. Such movements should include fixed term contracts which involve the agreement of both contributing and receiving institutions. Permanent appointments systems can also be devised for staff who have decided to emigrate. Staff development in both contributing and receiving countries, combined with an organized system of staff exchanges, can diminish the harm caused by a brain drain. A taxation system by which contributing countries will continue to enjoy some benefit from the staff they have trained will be very useful to lower income countries.

6.10.2 Recommendations on Gender

Studies should be carried out in Member States to ascertain the actual situation of girls and women in education systems, and to identify what are the causes and possible solutions to these challenges.² Policies and strategies should be developed to increase the number of women students and staff in tertiary education. Institutions should introduce more equitable and diversified criteria and processes so as to ensure that more women are appointed and promoted into leadership roles. Discriminatory regulations which hamper the appointment and promotion of women should be identified and corrected.

6.11.2 Recommendations on Monitoring and Evaluation

All target goals and activities should be monitored on an annual basis.

6.12.2 Recommendations on Communications

The SADC Secretariat should publish a quarterly newsletter with an attractive format which can be widely distributed, including at institutional level. The Secretariat should establish its own website which should contain useful information as well as distance education materials which can be downloaded by institutions and individuals. This website should be easy to use, and should be updated quarterly. The Secretariat should issue monthly press updates so that all stakeholders are well informed through the mass media. Participating institutions and professionals should be encouraged to utilize innovative and creative media to disseminate SADC principles, courses, etc. This would include CD ROMS, DVDs, videos, TV, radio, audio-tapes, internet, etc. Such materials can be widely utilized in schools, colleges and universities.

² The Association for Strengthening Higher Education for Women in Africa (ASHEWA) has embarked on such studies in a few countries. However it appears to be underfunded.

Chapter 1

Introduction: Linking the SADC Protocol on Education and Development to Regional and Continental Development Initiatives

Education is a basic human right. At the same time, human resource development is recognized to be one of the most crucial and decisive factors contributing to all forms of development, whether this be personal development, health and population control, governance, or national socio-economic development. Whilst education on its own may not be sufficient for development, on the other hand, development is not possible without education. The SADC *Protocol on Education and Training*, first signed in 1997, recognized this and provided SADC Member States with a valuable tool both for coordinating the education systems within SADC and for periodically measuring what has been achieved in the area. This review of the SADC *Protocol on Education and Training* is being undertaken within the perspective of the role of education and training in the further development of SADC. This Chapter will briefly outline the key documents which incorporate SADC's planned development trajectory, and link this to requirements within the education and training sector.

Four major documents, in addition to the SADC Protocol on Education and Training, outline the agreed development vision of SADC. These are the SADC *Regional Indicative Strategic Development Plan* (RISDP) (2001); the New Partnership for Africa's Development (NEPAD) (2001); the African Union Second Decade of Education (2006 – 2015); and the Millennium Development Goals (2000 – 2015).

The SADC Protocol on Education and Training was originally signed in 1997, and pre-dates these four over-lapping documents. It is therefore appropriate to review the Protocol in the light of later conceptual and policy developments as expressed in these four documents, as well as in the light of achievements made by SADC Member States over the period of the decade 1997 - 2007. The present Protocol is very sound and comprehensive. It has proved to be a landmark document which has influenced not only SADC countries, but also those of other Regional Economic Communities (RECs) on the continent.³ Very briefly the present Protocol sets out to:

- Ensure that Member States are able to provide 9 years of basic education for all.
- Harmonize and standardize entrance requirements; credit transfers; and quality control and comparability.
- Make admission to SADC students more accessible by treating non-home country SADC students on an equal basis as home students, e.g. on fees charged, facilitating immigration, etc. Barriers to student and staff mobility will

³ Note that ECOWAS, the West African Community, has used the SADC Protocol as a reference document for developing its own Protocol on Education and Training through collaboration with the African Union.

eventually be eliminated. In particular more graduate student exchange is envisaged.

- Assist Member States to develop quality courses at primary, secondary, technical/vocational and tertiary levels including in the areas of curriculum development, teacher education, educational management, distance education, and library resources. Information sharing and workshops are envisaged to enable a free flow of expertise and experience within the Region.
- Establish Regional Centres of Specialisation and Centres of Excellence to contribute to the development of human capacity in the Region and to maximize the use of scarce resources.
- Establish joint research, development and teaching programmes within the Region. Special emphasis is placed on graduate studies.
- Promote life-long education and training that provides distance, adult education, short courses, seminars and workshops and professional development.
- Cooperate in publishing and library resources.

A number of conceptual and policy developments have evidently taken place since the *Protocol on Education and Training* was first formulated as evident from the four relevant documents analysed above. These include:

- Emphasis in RISDP on the promotion of “common political values, systems and other shared values which are transmitted through institutions which are democratic, legitimate, and effective”. There is greater emphasis on developing common agreed upon values on which regional cooperation can be built. There is need to build on the cultural affinities and links between the people of the Region. Culture and values are also emphasised under the African Union document. Culture and values are integral foundations of education systems.
- Poverty alleviation is targeted in both RISDP and NEPAD: both documents advocate 7% GDP growth per annum as one strategy that will contribute to achieving this objective. The need to develop “efficient productive systems” is emphasized. This emphasis on economic productivity and productive employment is not included in the present Protocol. The emphasis on poverty alleviation will affect education at all levels, but particularly so in the technical, vocational and engineering disciplines at secondary and tertiary levels of education.
- RISDP places emphasis on the “sustainable utilisation of natural resources and effective protection of the environment”.
- Science and technology as potential engines for economic development are another area that is stressed. Information and Communications Technologies (ICTs) for education and for economic development in particular are viewed as critically important.

- The HIV and AIDS Pandemic has become an important challenge to the Region, and is addressed under RISDP. HIV and AIDS had proven to be highly destructive of development, and needs to be seriously addressed within the education system.
- Gender equality has become an important focus area in all four documents.
- The private sector is already identified as an important participant in education and training in the present Protocol. Both RISDP and NEPAD place further emphasis on this area. The participation of the private sector, through public-private partnerships and public-private sector dialogue, focused on improving the economy moves the inclusion of the private sector in education into a higher level, envisaging the private sector as a “strategic vehicle” for “economic integration and poverty alleviation”.⁴
- Building up a strong statistical information base to enable national and regional planning and integration is emphasized by RISDP and the African Union. Weaknesses in the statistical collection and analysis systems has been seen as weakening the abilities of Member States and of the Region to plan, monitor and evaluate effectively and collaboratively. In particular there may be insufficient data on priority areas such poverty, gender, informal sector, HIV and AIDS, etc.⁵

Whilst the four documents do not contradict the existing Protocol, they do provide areas for further, more profound, more detailed and more practical consideration.

⁴ *SADC Regional Indicative Strategic Development Plan (RISDP)*, p. 63.

⁵ *Ibid*, p. 64.

Chapter 2

Brief Socio-Economic Overview

This Chapter provides a very brief socio-economic overview of SADC Member States with the aim of providing a useful perspective of present and potential socio-economic developments to which education and training would need to relate. Indicators included in this Chapter are:

- 2.1 Gross Domestic Product (GDP) Levels within SADC
- 2.2 Manufactured Exports as Percentage of Total Exports
- 2.3 Annual Growth Rate
- 2.4 Per Capita GDP
- 2.5 Population Size
- 2.6 Population below Poverty Line
- 2.7 Gender Equality and Development
- 2.8 Conclusion

2.1 Gross Domestic Product (GDP) Levels within SADC

The total Gross Domestic Product (GDP) of SADC in Purchasing Power Parity (PPP) is US\$751.3 billion, of which South Africa's is the highest, comprising 67.8% of the total. Eight countries have medium sized economies, varying from PPP US\$14.8 – 39.4 billion, whilst four countries have a GDP of less than PPP US\$11 billion⁶.

This indicates that S. Africa, with a larger and more diversified economy, must necessarily play an important role as a potential engine for economic development for the Region. Alternatively, its role can also potentially be a negative one, undermining economic growth in smaller and weaker neighbouring countries.⁷

Nearly all SADC states, including S. Africa, are still predominantly primary product producers. The development of manufacturing industries is therefore absolutely *de rigueur* if SADC is to rise to the level of an industrialized region, as set out under RISDP and NEPAD. Industrialization is recognized as critically important for poverty eradication. However, industrialization cannot be a quick fix, and is likely to take several decades. Such an ambition will require careful planning, coordination, cooperation, internal as well as external investments, and harmonious development which will benefit all SADC states, both big and small. Education and training systems within SADC will need to respond effectively to economic developments over the next few decades. If industrial development, in particular of the manufacturing industries, is to play a key role

⁶ See Table 1 in Appendix: Statistical Data.

⁷ This concern is also expressed in terms of South African tertiary educational institutions having greater and better facilities than those of smaller Member States, with the result that nearly all of the smaller Member States send students to South African universities, but very few South African students attend universities in neighbouring states. In order to strengthen SADC as a region, it will be necessary to strengthen institutions in the smaller SADC nations as well.

in poverty alleviation and economic development, the education and training systems will need to be thoroughly revamped to cater for this new reality. In particular tertiary technical/vocational training institutions would need to link up more closely to existing industries, with the objective of improving the technology, managements systems and the quality of products of these industries.

2.2 Manufactured Exports as Percentage of Total Exports

The percentage of manufactured exports is another indicator of the level of industrialization in a country. For three countries, Swaziland, Mauritius and S. Africa, manufactured goods comprised more than 50% of exports. 41% of Namibia's exports are manufactured. For three countries, Zimbabwe, Madagascar and United Republic of Tanzania, manufactured goods comprised between 20 – 28% of exports, and for three countries, Malawi, Zambia and Mozambique, manufactured goods comprised less than 16% of the total. There was no information on other countries. These figures indicate that only the top four countries have moved decisively towards strengthening their manufacturing industries⁸.

Statistics on manufacturing industries as a percentage of the total GDP were not readily available, although this would have been more revealing in some ways than the export figures in Table 2 of the Appendix on Statistical Data.

2.3 Annual Growth Rate

Economic growth, averaging 3.2% in 2003, was not homogeneous across the Region. Moçambique, Angola, Malawi and United Republic of Tanzania continued to register the highest percentage growth rates in the Region at 7%, 6.2%, 5.9% and 5.5% respectively. In 2003 GDP grew at rates above the SADC average in the DRC (5.0%), Lesotho (4.2%), Mauritius (4.4%) and Zambia (4.4%). A more stagnant trend was exhibited by Botswana (3.7%), Namibia (3.7%), South Africa (2.2%) and Swaziland (2.3%). An accentuated declining trend continued to characterise Zimbabwe's economy, this time contracting by 11%.⁹ These figures show that attaining the target of a minimum of 7% annual economic growth rate remains a serious challenge for the Region, requiring a re-visiting of economic development plans and strategies. Human resource development plays an integral part in this review.

2.4 Per Capita GDP

Four countries have a relatively high per capita GDP¹⁰, averaging US PPP 10146. Four countries had a medium level per capita GDP averaging US PPP 3 123, and six countries had lower levels of per capita GDP, averaging US PPP 844. The per capita GDP of the highest group is three times that of the medium group, and twelve times that of the lower per capita group. With such major disparities, it is inevitable that there is a natural

⁸ See Table 2, in Appendix: Statistical Data.

⁹ Taken from SADC Secretariat, *SADC Annual Report 2003/04*, August 2004, p. 13.

¹⁰ See Tables 3, 4 and 5 in Appendix: Statistical Data.

movement of people from lower to higher per capita income countries. A substantive part of this movement is illegal, particularly so for lower skilled workers. Uncontrolled movements of people obviously pose problems for poorer countries, which lose key skilled personnel, and on the other hand also for recipient countries which may receive hundreds of thousands or even millions of illegal immigrants. Whilst population movement in search of greater economic opportunities is a natural one, policies, plans and implementation programmes can ensure that these movements are beneficial to all parties, rather than creating an unnecessary degree of chaos and human suffering. Possible interventions include:

- i) Planned exchanges and movements of qualified, professional and experienced personnel, e.g. 3 – 5 year contracts enabling planned professional movements which serve the human resources needs of both sides.
- ii) Planned movement of lower skilled workers. Such workers are given work permits for specified periods. They are also obliged to pay taxes.
- iii) Tax exchange agreements whereby poor countries will receive taxes paid by their nationals in recipient countries.
- iv) Official monetary exchange rates which are beneficial to both states and individuals to overcome the present operational black market systems which are counter productive to state economies.

The present Protocol promotes free movement of professional personnel and students, but does not mention planned and organized movements which could be beneficial to both donor and recipient countries.

2.5 Population Size

The total population size of SADC is 238.5 million, comprising a reasonably large internal market, large enough for self-sufficient and self-reliant development.¹¹ SADC's vision of a future customs union, leading to a common market thus makes real economic sense. Three SADC countries, DRC, South Africa, and the United Republic of Tanzania, have large populations, totalling 140.7 million¹². Six countries, Moçambique, Madagascar, Angola, Zimbabwe, Malawi and Zambia, have a medium sized population, of between 11 – 20 million. Five countries, Namibia, Botswana, Mauritius, Lesotho and Swaziland, have populations of fewer than 2 million.

Size of population is a relevant factor in development in a number of ways:

- i) Population growth needs to be matched with potential economic growth on the one hand and potential food self-sufficiency on the other hand.

¹¹ It is useful to compare SADC's population with that of other similar sized countries and regions. Japan's population is 127.9 million; the Russian Federation's 143.9 million; Brazil's 183.9 million; and the USA 295.9 million. All of these countries or regions have a large enough population to become economically self-sufficient.

¹² See Tables 6, 7 and 8 in Appendix: Statistical Data.

- ii) Larger populations provide more development opportunities in that they have larger domestic markets and larger factors of production, thus enabling them to develop industries catering for the domestic market, whilst taking into consideration economies of scale. Medium and small population countries necessarily must look towards an export market for manufacturing industries to be viable. However the SADC market as a whole, comprising some 238.5 million people, is large. Thus the development of SADC as a common market can have major advantages for countries of all sizes.
- iii) Given the different sizes of population, development strategies would need to take into consideration comparative advantages, whilst at the same time utilizing a healthy level of competition. Complementarities need to be worked out in such a way as to enhance the capacities of member states, rather than undermining them. The present *laissez faire* situation may produce situations which are negative, as is already evident in a number of countries. Joint planning and implementation within SADC can lead to better synergies.
- iv) The size of population affects education and training policies and plans, as it may be very difficult for smaller population countries to establish expensive programmes which lack the advantages of economies of scale unless students from other SADC states participate. The Country Reports indicate that many smaller countries have excess training and research capacities, but they cannot attract students from outside their own countries, as students come of their own volition, and there is little organized inter-country movement of students. On the other hand, since South Africa has a more developed higher education and research infrastructure, this has weakened capacity building in some smaller states. Coordinated and joint planning are therefore essential.
- v) There may be shortages of skilled and experienced human resources in individual countries, whereas there may be a surplus of such human resources in other countries. Planning, coordination and facilitation of population movement will necessarily play an important part in future harmonious and complementary development.

2.6 Population below the Poverty Line

Both RISDP and NEPAD place poverty reduction as a top priority, with the aim of halving the 1990 poverty level by 2015. The poverty line has been defined as those earning less than US\$1 a day or less than US\$2 a day as indicated in Table 9 below. Table 9 shows that 43.6% of SADC's population earn less than US\$1 a day, whilst 70.3% earn less than US\$2 a day. The levels of poverty indicated here are serious, and require redress. Whilst economic growth is an essential part of the answer to this challenge, the human rights and human needs approaches are also very relevant, as some of the poverty indicators could be addressed by changes in and targeted adaptations of Government priorities.¹³ 43.6% of the SADC population earn less than US\$1 a day, and 70.3% earn less than US\$2 a day.¹⁴

¹³ A "work for all" policy and strategy could enable many living below the poverty line to rise above it. Many SADC countries have already run highly successful "food for work" programmes during the drought periods which characterise the Region, and such programmes can be established on a more

Education and training necessarily play key roles in poverty alleviation, through sufficient understanding and control of the decision making system such that resources can be made available to assist the poor to become self-reliant, and through the development of higher levels of skills which lead to greater productivity. The development of entrepreneurial skills plays an important part in ensuring the reduction of poverty.

2.7 Gender Equality and Development

All four key documents place emphasis on the issue of gender equality and its relationship to development. It is now recognized that the position of women within the society can contribute positively or negatively to the development of the society. Presently women constitute the majority of the poor, and in some SADC countries they may be seriously handicapped in terms of education and training, particularly at higher levels.

The UNDP Gender-related Development Index (GDI)¹⁵ reflects the inequalities between men and women in the following dimensions:

- A long and healthy life, as measured by life expectancy at birth.
- Knowledge, as measured by the adult literacy rate and the combined primary, secondary and tertiary gross enrolment ratios.
- A decent standard of living, as measured by estimated earned income (PPP US\$).

A higher GDI reflects greater equality in these three areas. Absolute equality would mean a GDI of 1.0. The mean for SADC is 0.497. The SADC average ranks around 144 out of 177 countries in the *UNDP Human Development Report* for 2006.¹⁶ This indicates a high level of inequality as measured by these three indicators.

RISDP seeks to mainstream gender into all sectoral policies, programmes and activities at national and regional level through gender responsive planning, policy development and implementation, gender capacity building and training and the collection of gender

permanent basis as a development strategy. The “work for all” policy can be firmly based on a combination of making some land available for all who wish and are able to farm through a subsidized seed and fertilizer scheme and through a public works programme. Such subsidized seed and fertilizer seed pack schemes have been successfully tried in many SADC countries as programmes for drought relief and to help returning refugees to become self-sufficient in food. Education and training programmes would need to be provided in order to make most effective use of such poverty alleviation programmes. It is to be noted that after the Second World War Japan’s recovery plan depended a great deal on the government run public works programme, which enabled Japan to assist its people to find work whilst at the same time enabling the country to build its physical infrastructure. Some 35% of the State budget went to public works.

¹⁴ See Table 9, in Appendix: Statistical Data.

¹⁵ UNDP, *Human Development Report*, New York, 2006, p. 396 - 397.

¹⁶ *Ibid*, pp. 364 – 366. See Table 10, in Appendix: Statistical Data.

disaggregated data.¹⁷ Education and training comprise a key area for gender mainstreaming.

2.8 Conclusions

This brief overview of the socio-economic situation in SADC Member States demonstrates that the Region still faces critical challenges, including higher economic growth; a higher degree of industrialization; greater integration; closer harmonisation; strategies for poverty alleviation which combine economic growth with concern for human rights and human needs; more effective approaches to narrowing the gender gap; etc. Addressing these challenges will require a major human resource development strategy which can build on existing strengths, whilst overcoming present weaknesses. The human development strategy will also need to incorporate a vision of the future direction of the Region. The review of the SADC Protocol on Education and Training provides the opportunity to link up the development of education and training more closely to the overall development of the Region.

¹⁷ SADC, *Regional Indicative Strategic Development Plan (RISDP)*, 2001, p. 58.

Chapter 3

Analysis of Policy Frameworks of SADC Education Systems

This chapter reviews policy frameworks in the SADC region in relation to the *Protocol on Education and Training* and the *African Union Second Decade of Education Plan of Action*. In addition, it discusses progress on implementation of each area of cooperation of the *Protocol on Education and Training* and the seven priorities of the *African Union Second Decade of Education Plan of Action*.

The analysis of the SADC Structure and Policy Frameworks is divided into the following sections:

- 3.1 *Angola*
- 3.2 *Botswana*
- 3.3 *Democratique Republic of the Congo (DRC)*
- 3.4 *Lesotho*
- 3.5 *Madagascar*
- 3.6 *Malawi*
- 3.7 *Mauritius*
- 3.8 *Moçambique*
- 3.9 *Namibia*
- 3.10 *South Africa*
- 3.11 *Swaziland*
- 3.12 *Tanzania*
- 3.13 *Zanzibar*
- 3.14 *Zambia*
- 3.15 *Zimbabwe*
- 3.16 *Analysis of Common Member State Policies*
- 3.17 *Areas of Protocol and African Second Decade of Education not covered in Member State Policies.*

3.1 Angola

In Angola, the Basic Education System Law (*Lei de Bases do Sistema de Educação*) provides for compulsory and free basic education for all. These principles are further developed in the Integrated Strategy for the Improvement of the Education System (*Estratégia Integrada para a Melhoria do Sistema de Educação (2001-2015)*) and the National Plan of Action for Education for All (*Plano Nacional de Acção da Educação para Todos (2001-2015)*), basically following the Dakar Declaration of 2000 and the Millenium Development Goals. However both the SADC Protocol and the African Union Second Decade of Education are little known in Angola, despite the fact that some of the same principles are enunciated in the Angolan laws and action plan.

3.2 Botswana

The future of Botswana's development and growth has been articulated in its long term plan *Vision 2016* but delivered through five year long *National Development Plans* and currently Botswana is on *National Development Plan 9*. The implementation of the

education reforms is gaining momentum with the *National Qualification Frameworks (NQF)*, the *Tertiary Education Policy for Botswana*, the *National Human Resource Development Strategy for Botswana* and the development of a *Funding Model for Botswana Tertiary Education* are lined up to provide guidance. The *Education Public Expenditure Review* and the consultancy on teacher supply and demand are some examples that indicate preparations are underway towards *National Development Plans 10* planning for the future of education in Botswana. It is therefore evident that Botswana has spent time preparing internal structures, systems and machinery that will make the Botswana's education a competitive one.

Vision 2016 challenges are that Botswana by 2016 will have a system of quality education able to adapt to the changing needs of the country and the world around the country. Specifically Botswana will make improvements in the relevance, equity and access to education. The expected contribution of this education system will be on empowering citizens, creating opportunity for continued and universal education with options to take up vocational or technical training as alternatives to academic study. The recognition of languages and cultural traditions as well as the plans to support and strengthen them within the education system is seen as a step in the right direction. The deliberate move to seek and acquire the best available technology as well as the development of communication capacity in electronic media, radio and television is aimed at information and technology access to all Botswana. Access to computers and computer based communication in schools has been prioritised as a major step now and in the future society of Botswana.

3.3 Democratic Republic of the Congo (DRC)

A number of laws and regulations impact on education in the Congo including the following :

- The National Education Law No 86-005 of 22 September 1986;
- State Decision No 75/CC/89 on higher and university education ;
- The General Conditions for education of 1996 (les Etats généraux de l'éducation tenus en 1996) ;
- The reform of higher education of 2003/04;
- The agreement on the modernization of higher and university education.

None of these documents mentions the *SADC Protocol on Education and Training*, or the *African Union Second Decade of Education*. However they were influenced by the Education for All initiative, the UNICEF's girls' education initiative, and the World Bank's Poverty Eradication programme. As a result many of the principles coincide with those of SADC and the African Union. For example the 2005 DRC Constitution includes:

- Compulsory and free primary education (article 43);
- Eradication of illiteracy as a national duty (article 44);
- Removal of discrimination in terms of gender, location and origin;

- Parity between men and women guaranteed by the State in all educational institutions;
- Special education for handicapped children;
- Freedom of religion, of conscience and expression and the right to information.

Central government has responsibility for universities, scientific, technical and professional education created or subsidized by central and provincial governments; the establishment of standards of education applicable to the whole of the republic; scientific and technological research; as well as bursaries for further study and for research.

3.4 Lesotho

The 1995 *Education Act* was reviewed in 2006. The reviewed Act addresses itself to a number of regional and international programmes and/or initiatives such as the Education for All (EFA) the Convention on the Rights of a Child and the Millennium Development Goals (MDGs). Furthermore the Act caters for national priorities such as the provision of free and compulsory education, the *National Vision 2020* and the *Poverty Reduction Strategy Paper* (World Bank, 2005). Free Primary Education has been introduced in Lesotho. Currently, efforts are being made to consolidate a national basic education policy. The draft policies which to a large extent recognize the *SADC Protocol on Education and Training* include that on the Integrated Early Childhood and Care (IECCD), Technical and Vocational Education Training (TVET), Non-Formal Education (NFE), Teacher Education and Training and Health policies.

The Lesotho Government developed the Vision 2020 which reads as follows: “By the year 2020 Lesotho shall be a stable democracy, a united and prosperous nation at peace with itself and its neighbours. It shall have a healthy and well-developed human resource base. Its economy will be strong; its environment well managed and its technology established” (Ministry of Finance and Development Planning, p.xiii). The Ministry of Finance and Development Planning (2004) spells out that lifelong learning, vocational, technical and entrepreneurial education will be the main focus in the Lesotho education system. The expectation in this context is that the education system should be empowered to produce competent, skilled and productive labour force. The understanding is that with this kind of labour force Lesotho will serve as a service country exporting human capital to other countries whilst retaining a reasonable proportion in the country. Under *Vision 2020* the Government addressed the issue of gender disparity, by establishing a law reform to review all laws that were discriminatory, in conflict with the *Constitution* or outdated, including discriminatory laws against women.

The *Higher Education Bill* was established in 2004 to provide a legal framework for the development of a well regulated higher education system in Lesotho and autonomy for the Council of Higher Education, which is the supreme body to monitor and take steps to ensure the quality of all private and all public institutions of higher learning.

The Education Sector has established the *Medium Term Expenditure Framework* for the period April 2006 – March 2009 for purposes of proper preparation and implementation

of the budget. Through this mechanism there is intensive consultation with stakeholders. At the same time it provides the opportunity to review, study other countries and seek expert advice, in particular on how to efficiently manage the financial resources.

Lesotho has in place a draft national science and technology policy which has been discussed by all interested groups. The policy covers aspects such as instruments to build up and strengthen Lesotho Science and Technology infrastructure.

The work on the formulation of the policy on Technical and Vocational Education and Training is in particular focusing on, among key issues, the participation of stakeholders, especially the private sector.

3.5 Madagascar

In Madagascar the latest educational legislation dates from 2004, but since Madagascar only joined SADC in 2005, there was no deliberate attempt to incorporate the *SADC Protocol*. Nevertheless this legislation includes a number of features of the SADC Protocol such as free primary education for all; 6 as the age for starting primary education; nine years of education for all; allowing private enterprise to participate in education; pre-school education for 3 – 5 year olds and early childhood development from birth until the age of 5; a competency based curriculum; continuous training for teachers; the introduction of education kits; and the introduction of English as one of the national languages taught within the school system. There is nothing in the legislation regarding harmonisation of systems of education within the Region and cooperation within SADC on education; teaching and learning materials on SADC have not been introduced within the education system; they have not established any centres of excellence and centres of specialization; they have not taken steps to facilitate students' and teachers' movement within SADC; and they have yet to establish national policies on teacher training, science and distance education.

3.6 Malawi

Educational policies are currently under review. Existing policies include the following:

- Free primary education for all children aged 6 – 13 years of age, including abolition of uniforms.
- The Girls Attainment in Basic Education and Literacy, popularly known as GABLE tries to ensure increased enrolment and reduction of dropout of girls.
- Secondary education is not free. The policy is to develop conventional secondary schools, distance education centres and private secondary schools. There is emphasis on providing non residential as well as boarding secondary schooling. Special emphasis is on community day secondary schools. The policy also advocates the decentralization of secondary school management and the establishment of private secondary schools.

- Emphasis has been placed on integrating disabled children into the education system.
- Guidance and counselling services are stressed in order to address the academic, psychological and socio-cultural needs of the youth.
- Government has established an independent and autonomous Technical, Entrepreneurial and Vocational Education and Training (TEVET) system. The idea is to have an integrated, demand driven and sustainable system that responds to personal development needs, as well as labour market trends.
- The current mission statement for the university calls for diversification of programmes to cater for a wide cross section of society.
- Government is encouraging the establishment of private institutions of higher learning.
- It is introducing correspondence courses and a credit system to allow for home study.

At tertiary education level legislation and regulations provide for admission into courses and programmes of students from SADC and any other countries in Africa and beyond. However the fees of SADC students are not subsidized by the Government, making them much higher than for Malawians.

3.7 Mauritius

Mauritius aims to develop itself into a “knowledge hub” for the Africa Region. This entails improving the quality of education to an international level, and ensuring that the country has access to modern knowledge and technology. In pursuit of this goal, Mauritius has been foremost in developing curriculum and teaching/learning materials on environmental science, science and technology.

It is one of the few Member States which has consistently developed an education plan to guide the development of education and training. This enables the country to do long term projections and planning. The plan includes the provision of free primary, secondary and tertiary education in state institutions, with some adjustment at tertiary level.¹⁸ The present plan goes up until 2012. Recent changes include making education compulsory for all up until the age of 16; this has led to the introduction of the pre-vocational three-year stream in secondary schools to cater for children who have twice failed the Certificate of Primary Education (CPE).

In order to encourage longer term planning, Mauritius has embarked upon a Medium Term Expenditure Framework (MREF) which enables both the Ministry and the institutions to plan ahead. Under this each school will have a school development plan which will include pedagogical aspects.

Values education has played an important part in the development of the Mauritius education system.

¹⁸ Some fees are charged at tertiary level, although education at this level is generally free in state institutions.

Whilst the SADC Protocol is well known to the top officials, at institutional levels it is not well known at all, a situation that is common in almost all Member States.

3.8 Mozambique

In Mozambique the 1992 law (Lei No 6/92) included the structure, content, methods and organization of the education system; the study of Mozambican languages; the structure of technical and vocational education; the link between higher education and research; the conditions of admission to Higher Education Institutions (HEI); the protection of intellectual property; the definition of special modalities of education (special education, vocational, adult and teacher training); and opening space for the participation of private actions at all levels of the education system.

Mozambique has a *Higher Education Ten Year Plan (2000 – 2010)* which guides the development of higher education, defining the accreditation, quality assurance and transfers of credits for higher education. It opened the way for the inclusion of the private sector in educational provision.

3.9 Namibia

Namibia introduced education for all immediately on attaining independence in its policy document “Towards Education for All – A Development Brief for Namibia”. This policy document identified four broad goals education and training should pursue. These are:

- Access
- Equity
- Quality
- Democracy.
- Lifelong Learning

The *Namibian Education Act, Act No 16 of 2001* in Section 53 makes reference to compulsory attendance of school by every child in the year in which he/she attains the school going age of seven years. Such child, the law asserts, should remain in school until he/she completes primary education or reaches sixteen (16) years of age, whichever comes first. While parents are encouraged to contribute towards the education of their children through contributions to the School Development Fund, the school is not allowed to exclude a child for non-payment of fees, and parents can also contribute in kind.

The Higher Education Act, 2003 was enacted to cater for the establishment of the National Council on Higher Education (NCHE) and provides for the powers and functions of the Council. The Teachers Education Colleges, 2003 was introduced to regulate the education and training of teachers in Namibia and to also define the mandate of the Advisory Council on Teacher Education and Training (ACTET). The Research, Science and Technology Act like the other Acts provides for the establishment of a National Commission on Research, Science and Technology. The Act advocates for

Namibian research institutes participating in regional and international research activities. The National Policy on Research, Science and Technology developed in 1999, acknowledges “the dynamic nature of regional and global markets and the growing interdependency among SADC member states” and alludes to the imperative to “seek to promote strategic linkages with neighboring countries” **The Vocational Education and Training Bill** currently being considered by the Namibian Parliament provides for the regulation and provision of vocational education and training in Namibia. Once enacted, the law provides for the establishment of the Namibia Training Authority (NTA) which will act as a catalyst for the envisaged transformation of the Vocational education and Training System in Namibia into a robust one that will contribute towards the country’s transition to an industrialised and knowledge-based economy. The Bill, subsequently Act once concluded, will be augmented by the Namibia Vocational Education and Training Policy which will guide the vocational education and training reform process.

Namibia is one of the Member States which actively espouse the promotion of academic freedom.

3.10 South Africa

Given that the birth of the National Department of Education in South Africa and the concept of the SADC Protocols began around the same time (1996 - 1999), and the common conceptual frame for development and education goals, the South African education legislative framework speaks to the *Protocol on Education and Training* and the Millennium Development Goals. For example the *South African Schools Act of 1996* promotes the goal of universal primary education as stated in the MDGs by making schooling compulsory for children aged 7-15 years. Further, the Department of Education formulated a national *Gender Equity Policy Statement and Platform for Action* (May 2002) in education which responds to the Protocol and the MDG.

The South African policy context also encompasses focus areas of the *African Union Second Decade of Education* such as the development of information systems through the establishment of the data bases, for example Higher Education Management Information Systems (HEMIS) through the National Education Information Policy 2004; and the Education Management Information Systems (EMIS) through the Education Information Policy, 2004. Indeed the overlapping time frames and the conceptual alignment between the Department of Education and the focus areas and principles of the African Union Second Decade of Education, the MDGs and the Protocol has resulted in these documents being borne in some form in the South African legislative process.

In the main it is the *National Plan for Higher Education 2001* that directly addresses itself to the *Protocol*. The *National Plan* envisaged that participation rates in the South African higher education system may be increased by participation of SADC students. According to the National Plan, “the real significance of increasing the recruitment of students from the SADC Region lies in the fact that it would contribute to the broader human resource development needs of the Region, which is critical if the Southern

African Development Community is to become a major social and economic development bloc. It will also enrich the educational experience of South African students and broaden their understanding of the social, cultural, economic and political ties that underpin the peoples and countries of the Southern African Development Community”¹⁹.

¹⁹ Department of Education, *National Plan for Higher Education, 2001*.

3.11 Swaziland

Swaziland regards education as fundamental to nation building and fulfillment of individual aspirations and needs. Education is an inalienable right for every child and every citizen should receive training appropriate to his/her capabilities. The *National Education Policy Framework of 1999* identifies the main objectives of the education sector as follows:

- Provision of opportunities for all pupils of school going age and adults to develop themselves in order to improve the quality of their own lives and the standard of living of their communities;
- Offering a wide range of practical subjects so that more pupils would be made aware of their value; and
- Engendering a sense of civic mindedness and foster skills that are necessary for transformation and ensuring that individuals participate in the development of the country.

To achieve the objectives, Swaziland has a *National Development Strategy* and has aligned herself with global initiatives in education such as the Education for All agenda and Millennium Development Goals. The Policy Framework articulates broad policy statements for which implementation strategies are yet to be developed. Despite the absence of a comprehensive strategic plan for the sector, educational initiatives that are reflective of the national aspirations are being executed.

3.12 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 has been incorporated into *Tanzania Vision 2025*. In this perspective, the education system is restructured and transformed qualitatively, with a focus on promoting a science and technological culture from its lowest levels, giving a high standard education to all children between the age of 6 - 15. Basic sciences and mathematics are accorded great importance in keeping with the demands of the modern technological age without losing sight of the humanities. The vision emphasizes the need to ensure that science and technology education and their application for promoting and enhancing productivity permeates the whole society through continuous learning and publicity campaigns.

In addition, the poor communities are targeted to ensure their access to basic education. The resource base is being broadened to ensure adequate funding for primary education up to the university. More resources are to be allocated to tertiary and higher education while management capacity to cope with the requirements of the education sector is enhanced. The vision also points out the need for enhancement and encouragement of pre-school education.

The 1995 Education and Training Policy emphasizes the creation of true partnership between the state and the other providers, including private persons, encouraging them to establish and manage schools and other institutions; co-operation with the private sector in the provision of education, decentralization and streamlining of the management of education to schools, districts, Regions and in communities. It also addresses quality control and assurance measures, including curriculum review, examination reforms, teacher management and inspection; holistic and integrative approach to facilitate mobility between formal and non-formal education. Broadening access and ensuring equity by gender, disability, geographical location, and class; and improving the relevance of education for enhancing employment and vocational training are also its basic considerations.

The Higher Education Policy (1998) has its major thrusts as follows: creation of a higher education council for accreditation purposes; dramatic expansion of enrolments; institutionalization 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 rationalization of programmes and sizes; and promoting of co-operation among institutions of higher learning.

It was a mark of recognition of the importance of technical education, both in the formal and informal sectors, that in 1996 the government issued the first formal policy called the *Technical Education and Training Policy in Tanzania*. The policy objectives include:

- enhancement of the application of science and technology in economic development;
- establishment of an appropriate legal framework and regulations for rationalization and development of technical education;
- facilitation of the development of both public and private technical institutions;
- fulfilment of manpower requirements for technical personnel;
- promotion and encouragement of women's participation in technical education; and
- attainment of a healthy balance among the technical cadre of 1:5:25 engineers - technicians – craftsmen.

The National Science and Technology Policy which was issued in April of 1996 has sixteen objectives which, *inter alia*, include: promotion of science and technology as tools for economic development; promotion of scientific and technological self-reliance; stimulation of the generation of scientific and technological knowledge; inculcation of scientific and technological culture in the Tanzanian society; strengthening of relevant institutions and the provision of conducive environment for scientific and technological development; establishment of appropriate legal framework for technology transfer and

adoption; Institutionalization of mechanisms for identification, promotion, and development of special talents and aptitudes for science and technology.

3.13 Zanzibar

The Zanzibar Education Master Plan (ZEMAP 1996-2006) is a long-term development strategy, which gives a high priority to overall education improvement. It focuses on basic education but takes an integrated sector wide approach. It is more than Education for All (EFA) since it includes all levels of education, including higher education. ZEMAP is the blueprint for the implementation of EFA goals as it has defined targets and well articulated strategies and plan of actions.

The implementation of the EFA goals required the collaborative efforts of various actors, which include the Ministry of Education, communities, parents, non-governmental organizations, the private sector, bilateral and multilateral donors agencies. In order to operationalize the implementation of EFA goals, the Ministry of Education and Culture has taken steps as follow:

- Formation of the committee to look at the possibility of allowing the establishment of private schools in 1990. Private schools had been abolished in 1964.
- The development of education policy in 1991 and its revision in 1992. The revised policy recognised and emphasises the importance of partnership in the provision of education.
- The revision of Education Act No. 6 of 1982 in 1993 that paved the way for the re-establishment of private schools.

Early childhood care and development in its broad sense covers all aspects of education, health and nutrition which are designed to foster learning and the emotional and social development of children.

It has been the policy to provide functional literacy classes to adults who are illiterate so as to enable them to participate effectively in the country's development. In combating the increase incidence of illiteracy ZEMAP has set the following strategies:

- Involvement of NGOs, international agencies, private and public institutions and individuals in the planning and implementation of adult education programmes.
- Integration of literacy activities with other development initiatives.
- Initiating community based education programmes.
- Recruiting and training adult education facilitators.

The Rolling Plan and Forward Budget for Zanzibar for the year 1994/95 – 1995/96 stipulates the participation of NGOs and private sector, in the provision of education. Also, broadening the financial base for education through appropriate cost sharing mechanism, concentration on increasing access to education to vulnerable groups,

emphasizing quality through the provision of basic supplies and improving infrastructure and making the curriculum relevant.

3.14 Zambia

The provision of education and training has, since independence, been guided by various legislations, regulations and policies. The Education Act of 1966, supported by the Zambia Statutory Instrument No. 43 of 1993, has provided a legal framework for the development of the education system in Zambia (basic, high school, college education, and university education) to date. However, it does not cater for Early Childhood Education and adult literacy, which have recently been transferred to the Ministry of Education, from the Ministries of Local Government and Community Development and Social Services, respectively. They are now receiving serious attention in the Ministry of Education in terms of policy provision, curriculum development and organization and management.

The Act does not comprehensively cater for the changes and developments that have occurred, since its enactment, especially policy and structural changes in the education and skills development sector. Although the Act provides rules and regulations for the establishment of private schools, these were severely restrictive and inhibited the development of the private sector (Kelly, 1998:138). The Ministry of Education has reviewed the Act and a Bill has been prepared for enactment of a new education Act by the Parliament of Zambia. The new Act is expected to provide a framework for liberalization in education provision, business ventures, different funding modes and state – private partnerships in educational provision. It is hoped that the Act will also allow for the implementation of relevant provisions of the African Union *Second Decade of Education for Africa*, *SADC Protocol on Education and Training*, SADC RISDP, the New Partnership for Africa's Development (NEPAD) and other regional and international Agreements.

The second relevant legislation is the *Technical Education, Vocational and Entrepreneurship Training (Amendment) Act, 2005, which is an amendment of the Technical Education, Vocational and Entrepreneurship Training Act, No. 13 of 1998*. The Act provides the necessary legal framework for the development of TEVET in general and the establishment of the Technical Education, Vocational and Entrepreneurship Training Authority (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.

Under this legal framework the Authority is mandated to develop national curricula in consultations with stakeholders; provide guidelines for the development of institutional curricula; approve curricula and standards of certificates in institutions established or registered under the two Acts.

TEVETA is also mandated to, among other responsibilities, set minimum standards and qualifications for any occupation, skill technology or trade in accordance with trends in

industry; accredit local and foreign examinations to be taken by persons attending courses at an institution established or registered under the Act; regulate and conduct national examinations and assessments relating to technical education, vocational and entrepreneurship training; and determine the equivalencies of local and foreign qualifications.

Perhaps more than any other policy document, the TEVET policy provides a firm basis upon which practical programmes and strategies for its implementation have been designed in this area in Zambia. The TEVET Act is remarkably in line with the provisions of the African Union *Second Decade of Education for Africa*, which states that “TVET will therefore be a high priority area for investment in the *Second Decade of Education for Africa ...*” (AU, 2006:10).

The third relevant legislation is the *University Act No. 11 of 1999*, which provides a legal framework for university education in Zambia. It stipulates the legal requirements for the establishment and governance of university education. Of particular relevance to the *SADC Protocol on Education and Training* is that it defines the conditions and parameters for establishing private institutions and especially with regard to maintenance of academic standards. The Act states, in part, that “for degree examinations, and other qualifying examinations, at least one external examiner shall be appointed for each subject or group of students forming part of a course of studies required”.

3.15 Zimbabwe

The Ministry of Higher and Tertiary Education has the mandate to see to the implementation of the SADC Protocol on Education and Training. At that level senior officials were versed with the Protocol. The same cannot be said about those in education institutions such as the University of Zimbabwe, teacher’s colleges among others. This is in spite of the fact that these institutions implemented programmes and/or projects under the Protocol.

Since independence, in 1980, the education policies aims and objectives have been based on several pieces of legislation. The basic policies are as follows:

- Primary education was made free and compulsory;
- Primary education was declared a basic human right;
- All discriminatory practices, whether by race, colour, religion, sex were removed by legislative statutes;
- Every primary school leaver whose parents could afford the fees had to be accommodated at secondary school level. This means secondary education was not made compulsory;
- The improvement of the quality of education by providing suitable staff facilities throughout the country;
- The special role of education as a major instrument of socio-economic transformation spearheading the appreciation of the dignity of labour through education with production;

- The development of curriculum relevant to the national socio-economic objectives, cultural ethos and intellectual and skills needs of Zimbabwe. To that end, education would closely be linked to the productive activities and national human resource requirements;
- Adaptability of education to technological change;
- Increasing access to information and communication technology at school level.
- Ensuring that education is not only quantitatively improved but also cost-effective in order to avoid the danger of education service sectors depriving the productive sectors of essential investment;
- State support for non-formal adult and life-long education to reduce illiteracy in the adult population;
- Intensification of efforts to improve early childhood education and care (ECE) now early childhood development (ECD);
- Strengthening partnership between Government, parents, the community and the private sector in meeting the costs of education and training teachers;
- Paying great attention to the education of children with special needs with particular focus on the practice of inclusive education and training of teachers to take that challenge.

3.16 Analysis of Common Member State Policies

All SADC Member States have articulated their education policies, but only a few have done so by directly taking into consideration the *SADC Protocol on Education and Training* and the *African Union Second Decade of Education*. Mozambique is one of the exceptions, with laws specifically aimed at incorporating the *Protocol* into the education legal system. Nevertheless Member State education policies have much in common, mainly because, like the *SADC Protocol on Education and Training* and the *African Union Second Decade of Education*, they incorporated international initiatives such as Education for All (EFA) (1990); better and more equitable access to education for girls and women at all levels, but particularly so in primary education, supported by a number of international initiatives spearheaded by UNICEF, UNESCO and the World Bank, and by the policies and strategies promulgated by the Forum for African Women Educationalists (FAWE); participation of parents and communities in the provision and processes of education; the elimination of illiteracy; special programmes targeted at the education of the handicapped; emphasis on science and technology; the Millenium Development Goals; and the Poverty Reduction Strategy Papers (PRSP). Common features of Member State policies, legislation and strategies include the following:

- Free and compulsory primary education for all: this is an area where most Member States have made substantial and remarkable progress;
- Acceptance of the concept of nine years of education for all, although only a few Member States are close to achieving this goal;
- Eradication of youth illiteracy;
- Community participation in the funding and decision making of basic education;
- Special emphasis on the education of girls, particularly at primary school level – there was less emphasis on secondary and tertiary education levels;

- Special needs education, with respect to handicapped learners;
- Use of local languages, in some cases using them as media of instruction in the early primary school grades;
- Greater participation by the private sector at all levels of education, with particular emphasis in many countries of pre-primary, secondary and tertiary education;
- Growing support for early childhood education and development. This is an area which is presently poorly funded, as most Member States have concentrated attention and funds on primary school education. However, nearly all have tried to extend this area through greater parental and community education on early childhood education and development. The trend has been to move from early childhood education varying in length from 1 – 3 years covering children aged 3 – 5, to emphasis on a broader concept of child development from birth to aged 5;
- Most Member States have instituted education management information systems, although there may be need for operational improvements;
- The quality of teacher education, curriculum development and educational management were concerns expressed in policy documents in a number of Member States;
- A number of countries have developed specific HIV and AIDS policies and strategies in education, but this is an area which requires more attention.
- Many Member States expressed interest in increased application of information and communications technologies (ICTs) within the educational system; and
- Distance education was recognized as an important instrument for improving both the access and quality of education.

Another common feature is that the *Protocol*, MDGs and the *African Union Second Decade of Education* are well known mainly to the Ministries of Education, but on the whole have not filtered down to the majority of educational institutions, with a few exceptions such as the University of Zambia. There is clearly need to promulgate these important policy and strategy documents more widely.

3.17 Areas of Protocol and African Union Decade of Education Policies Not Covered in Member State Policies

Areas of the Protocol which have not generally been incorporated into education policies, legislation and strategies include the following:

- Weak integration between education and training and the national and regional development plans, with particular emphasis on the democratic and economic aspects of development – a few Member States do make mention of this need, but clearly there is insufficiently detailed and practical implementation procedures except in a few cases;
- Insufficient attention is paid to technical and vocational education and training at secondary and tertiary levels;
- Little mention is made of the development of the publishing industry nationally or regionally;

- Libraries do not feature in the education policies;
- Research and development are seldom mentioned, and clearly are either not well funded or not funded at all;
- The qualifications framework is mentioned in a few countries, but on the whole does not receive adequate attention;
- Only a few countries have instituted legal guarantees of academic freedom in institutions of learning and research as required under the *Protocol*²⁰;
- Social and cultural issues, including the development of shared SADC values and the elimination of discrimination against girls and women, are not mentioned within the context of educational objectives and processes;
- Whilst there are some school health and nutrition programmes, there are implementation problems on the ground.
- The participation of Orphans and Vulnerable Children in education, and particularly in countries in conflict, is not dealt with, yet a number of SADC countries have recently emerged from emergency situations, and some countries still have such problems.

²⁰ See Protocol, Article 2, Principles - Member States agree to act in common in pursuit of the objectives of this Protocol which shall be implemented in accordance with the following principles: Paragraph g) guaranteeing academic freedom in institutions of learning and research as it is the *sine qua non* for high quality education, training and research and as it ensures freedom of enquiry, experimentation and critical and creative thinking.

Chapter 4

Comparison of Member State Achievements in Education and Training

Chapter 4 will examine the current state of education and training in each Member State in order to identify both comparative success stories and problem areas which require more attention. The Chapter begins with an evaluation of Member State achievements of EFA and MDG goals.

The EFA goals comprise:

- Expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children;
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- Achieving a 50% improvement to levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender quality in education by 2015, with focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Two of the Millennium Development Goals coincide with the EFA goals, firstly to achieve Universal Primary Education (UPE) by 2015; and secondly to promote gender equality and empower women. The agreed international indicators for the two goals include:

- Net enrolment ratio in primary education
- Proportion of pupils starting grade 1 who reach grade 5
- Literacy rate of 15 – 24 year olds
- Ratio of girls to boys in primary, secondary and tertiary education
- Ratio of literate females to males of 15 – 24 year olds

In addition to the EFA and MDG goals, Chapter 4 will also examine achievement of other SADC Protocol goals, including the structure of education systems; education management information systems (EMIS); technical/vocational education and training; teacher education; curriculum development and teaching/learning materials; life-long learning; higher education/tertiary education; research and development; centres of specialisation and centres of excellence; quality of education; education budget including unit costs; publishing and libraries; language of learning; private sector participation.

4.1 Achievement of EFA and MDG Goals

4.1.1 Early Childhood Development

In general few countries have managed to provide early childhood education for all, with a few notable exceptions such as Mauritius. In the case of Mauritius, early childhood education was, until recently, left to private enterprise, which provided child care and education of varying quality mainly to the middle class. However, with the attainment of primary education for all and the relative economic success of the country, the State has begun to provide more facilities for early childhood education, including the provision of a reception class for pre-primary education within state primary schools. In addition private early childhood care and education institutions are now receiving generous state subsidies as well as greater regulation in terms of content, processes and quality assurance. South Africa has also begun a similar system for providing an additional pre-primary education year within the primary school system.

Formal provision of early childhood education in the Region varies from 1 – 3 years. However there is a movement, spearheaded by UNICEF, to provide support for early childhood development from birth to the age of five, after which the child enters the formal primary education system. One of the constraints to providing early childhood education for all has been financial, with most SADC countries still struggling to provide free and compulsory primary education for all. Member States have tackled this challenge by providing a good quality early childhood education curriculum supported by teaching and learning materials to guide private sector, non-governmental organization, community and parental providers. In some countries, the State has taken responsibility for training and certificating pre-primary school teachers and assistants, but with limited funding for pre-primary schools. Another important approach has been to include parental education into child care concepts and skills within formal and non-formal adult education programmes, including the use of the mass media.

Responsibility for early childhood development and education may be divided between the Ministries of Community Development, Women's Affairs and Education. There is an apparent move in many countries to locate responsibility within the Ministry of Education.

4.1.2 Universal Primary Education

SADC Member States have been reasonably successful in the area of primary education enrolment. Net Enrolment Ratios (NER)²¹ at primary level appears to be healthy in 2004, ranging from 71- 95%. It is noticeable that some countries with low per capita GDP were nevertheless able to attain a high net level of primary enrolment.²² The introduction of free primary education by a number of countries, including Lesotho, Malawi, Madagascar, United Republic of Tanzania and Zambia, within the last few years,

²¹ The Net Enrolment Ratio (NER) measures the ratio of children of the requisite age group who are at school. In comparison the Gross Enrolment Ratio (GER) measures all the children, including both over-aged and under-aged children who are enrolled.

²² See Tables 11, 12 and 13 in Appendix.

ensured that enrolments increased substantially during this period, doubling in some countries. Over nine countries had NERs of over 80%, with a further three with over 70%. The mean NER for the Region is 83.8%. The NER for girls is slightly higher than for boys, with a mean of 84.3%, indicating that at primary school level there is no gender gap in most SADC countries, although this may not be true for a few districts in each country.

However, not all countries achieved a high level of pupils attaining Grade 5, when literacy may be better established, the mean for SADC being 74.4% in 2004. This means that although many students initially enrol, more than a quarter do not reach Grade 5. Only six countries (Mauritius, Zambia, Botswana, United Republic of Tanzania, and South Africa) managed to have more than 80% of pupils reaching Grade 5. A further four countries (Swaziland, Zimbabwe, Lesotho and Madagascar) had between 50 – 79% reaching Grade 5. Two countries (Madagascar and Malawi) had less than 49% reaching Grade 5.²³ In both Madagascar and Malawi initial enrolment is high, followed by a very high dropout rate.²⁴ In both countries this may be because free primary education for all has been introduced very recently, and with a firmer establishment of this policy, together with the achievement of higher quality, the survival rates will improve. This low level of survival up to Grade 5 level requires serious attention in the Region. It may be useful to do a comparative study of primary survival rates in the Region in order to identify positive and negative practices. In most cases the low quality of education and its lack of relevance to real life challenges may be the real causes of the high drop outs.

The percentage of children completing primary education in 2001 – 02 is even lower than that of those reaching Grade 5, the mean being 64.31%. Only three countries had over 80% of their children completing primary education: Mauritius 97.6%; Namibia 94.7%; Botswana 80.9%. Three countries had between 62.1 – 73.9% completing primary education: United Republic of Tanzania 73.9%; Zambia 65.2%; and Zimbabwe 62.1%. Four countries had completion of about half their children: Lesotho 58.7%; South Africa 57.4%; Swaziland 57.3%; Madagascar 52.9%. Other countries have completion rates of less than 50%: Moçambique 49.2% and Malawi 21.8%.²⁵

There is a high level of primary school dropouts in almost all SADC countries, the mean being 35.57% drop out in all Grades in 2001 – 02. This is an extremely high wastage, which requires urgent attention.²⁶ It is to be noted that some countries which had a high level of retention at Grade 5 level, had lost this advantage by the end of primary schooling about two years later. This dropout level may be due to the fact that older children may be able to find employment or are affected by early marriage in the case of girls. It appears the schools are there, but for various reasons, many pupils do not complete primary education.

²³ See Table 14 in Appendix.

²⁴ 2006 figures for Malawi show that the survival to Grade 5 has now increased to 53%, a major improvement. From SADC Malawi Country Report 2007.

²⁵ See Table 31 in Appendix.

²⁶ See Table 30 in Appendix.

Another indicator of the quality of education is the repetition rate. The repetition rate is high in most SADC countries, with a mean of 14.65%. There is urgent need to lower this level drastically, perhaps to less than 5%, a level presently achieved only by Botswana and Mauritius.²⁷

There are good signs that SADC Member States will very shortly be able to achieve universal primary education, but much more needs to be done to ensure that this education is qualitative.

4.1.3 Special Education

Special education enables vulnerable children with various handicaps to attain access to quality education. Special education is available in most Member States, but only for a small minority. For example in Angola only about 11 000 students are able to avail this type of education out of a total population of 15.5 million. Assuming that a third of this population is of school age, this would leave a large number of children requiring special education facilities unable to access such quality education. This is more or less the situation in the majority of Member States. Taking the example of Angola, 2961 have auditory handicaps; 2196 mental handicaps; and 1178 visual handicaps. These children are distributed in 9 special schools, 13 special classes, and 630 integrated classes.²⁸

In general special education is not very well developed within the Region, and could benefit from more specialized facilities which can be shared. In particular the training of special education teachers requires more attention. Zimbabwe has such facilities in the United College of Education in Bulawayo.

The Swaziland Ministry of Education has established a Special Education and Early Intervention Services unit, through which the development, implementation and monitoring of support programmes for learners with special needs is done. The unit, whose goal is to improve the quality of education for all children with special educational needs in both special and mainstream schools, was established in 1998 and a Special Education Project was incepted in September 1999 to lay the foundation for a fully-fledged Special Education Programme. This programme has included visual impairment, hearing impairment, and teacher training. Work has begun on the provision of secondary education with diversified curriculum and tertiary education for the deaf and blind students is critical. These would ensure a smooth integration of special education in the regular school system.

²⁷ See Table 34 in Appendix.

²⁸ From Angola Country Report, 2007.

4.1.4 Youth Literacy

It is accepted that there are various levels of literacy, the most basic level being defined as the ability read and write one's own name. Youth is defined as young people aged 15 – 24. Figures for youth literacy are relatively high, over 69% for all countries with available data. This reflects the concerted effort made by SADC countries to provide primary education for all since the Jomtien 1990 decision to do so. For females, all countries achieved a level of over 60%, marginally lower than for males. Female literacy ratios as a percentage of male ratios was generally good: in five countries it was higher for females than for males; in three countries the female ratio was more than 90% of the male ratio; in three other countries it was between 75 – 86% of the male ratio.²⁹ Some Country Reports indicate the need for dealing with this problem by having special education programmes for teenage and older youths who for some reason or the other have missed out on primary and secondary education. The United Republic of Tanzania has established an excellent scheme for providing a shortened primary education programme for teenagers, of 3 – 4 years instead of the 7-year primary education programme for younger children. Teenagers who complete their primary education can continue into normal secondary school classes.

4.1.5 Girls' and Women's Education

At primary and secondary school levels, there is little or no gender gap. The female to male gender ratio for primary was 1.01, showing there were slightly more females in primary school than males. However in most countries there are problems in specific disadvantaged districts. At secondary level, the ratio was 1.07, showing that there were more females in secondary education in a number of countries, such as Botswana, Lesotho, Namibia, South Africa and Swaziland, whereas in Madagascar and Mauritius there were more or less equal numbers of girls as boys. However in a few countries there is a concern regarding the gender gap at secondary level, such as in Malawi (where the female ratio is 0.86 that of males); Mozambique (female ratio is 0.78 of males), and Zambia (female ratio is 0.78 of males). In Zimbabwe the female ratio is 0.93 that of boys. However at tertiary level there is a more distinct gender gap, with the mean female to male ratio being 0.87. As at secondary level, there are more females than males at tertiary level in some countries, such as Lesotho, Mauritius, Namibia, South Africa and Swaziland. However in other Member States, there is a widening gender gap at tertiary level. The female to male tertiary gender ratio are 0.7 for Angola; 0.85 for Botswana; 0.89 for Madagascar; 0.6 for Malawi; 0.44 for Mozambique; 0.41 for Tanzania; 0.47 for Zambia and 0.62 for Zimbabwe. It would appear that in some of these countries where more females go to secondary and tertiary education, young males may be able to find employment more easily in male dominated job sectors such as agriculture and mining, and so do not continue to secondary and tertiary education.³⁰ It is apparent that

²⁹ See Tables 15, 16 and 17 in the Appendix.

³⁰ UNDP, *Human Development Report 2006*, UNDP, New York, 2006, Gender inequality in education, figures for 2004, pp. 372 – 374.

Member States should seek to close the gender gap at secondary and tertiary levels, whether this is disadvantaging either males or females.

4.2 Secondary Schooling

The SADC Protocol covers the need for secondary education. Net secondary enrolment was high in only three countries (Mauritius 80%; S. Africa 62%; and Botswana 61%). Mauritius has established a system of free secondary education. Six countries achieved levels of NER ranging from 23 – 37% (Namibia 37%; Zimbabwe 34%; Swaziland 29%; Malawi 25%; Zambia 24%; Lesotho 23%). Two countries, Madagascar (11%) and Moçambique (4%) had NERs of less than 10%. The mean for the Region was 35.5%. The enrolment of girls was slightly higher than that of boys at secondary level, the mean for girls being 36.7%.³¹ Higher enrolment for girls in some SADC States may be due to employment opportunities in mines being more available for boys.

In order to achieve the *SADC Protocol on Education and Training's* goal of nine years of education for all, all countries will need to improve their lower secondary school enrolment.

4.3 Nine Years of Education for All

Under the SADC Protocol on Education and Training, it was agreed that “Member States ...shall strive to provide universal basic education, providing for at least nine years of schooling”.³² In order to achieve nine years of education for all, a country will need to have a high survival rate to the end of primary education and a high transition rate to secondary education. Those who may achieve nine years of education for all shortly are only Mauritius, Namibia and Botswana, which have over 80% completing primary education. The majority of Member States have between 50 – 75% completing primary education. The transition of those pupils who complete primary education to secondary school is an important indicator of whether it is possible for a country to achieve the goal of nine years of education for all. Eight countries have transition rates of more than 60%, with the majority having a transition rate of over 50%.³³ Mean net secondary enrolment for the Region is 35.5%. It is clear that none of the SADC Member States have managed to achieve this laudable and essential goal.³⁴ If this goal is to be achieved, it may be necessary to provide free basic education up until Grade 9. This approach has worked well for primary education in SADC countries as demonstrated in the very high NERs recorded in nearly all states. However the quality and relevance of the content and process of this level of education will be of critical importance, and require serious research and development.

³¹ See Tables 18, 19 and 20 in the Appendix.

³² *SADC Protocol on Education and Training*, Article 5, Paragraph 3, p. 9.

³³ See Table 35.

³⁴ It is generally accepted that primary education for all with a minimum of 20% achieving secondary education is an important baseline for modern industrialized development. See Marleen Lockheed, Adriaan Verspoor, and Associates, *Improving Primary Education in Developing Countries*, World Bank, 1991. Most countries in Asia and Europe have targeted 9 years of education for all as a compulsory minimum.

4.4 Structure of Education Systems

Only a few SADC Member States have early childhood education for the majority. This varies from 1 – 3 year programmes, targeted at 4 – 5 year olds. However there is a trend to expand early childhood education to early childhood development, comprising from birth to the beginning of primary education which usually begins at the age of 6 or 7.

Ten of the SADC countries inherited a British system of education, with some minor historical differences. These are Botswana, Lesotho, Malawi, Mauritius, Namibia, South Africa, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe. Two of the countries, Angola and Mozambique, are former Portuguese colonies, and still have remnants of the Portuguese structure of education. Two countries, Madagascar, a former French colony, and the République Démocratique du Congo, a former Belgian colony, inherited structures from their former colonizers. However there has been a movement towards a minimum of 6 – 7 years of primary education for all. Madagascar and Moçambique have moved from 5 years of primary education to 7 years of primary education. On the other hand Malawi has increased primary education from 7 to 8 years.

In general, lower secondary education varies from 2 – 4 years, and upper secondary from 2 – 4 years. The combined primary and secondary education structure varies from 12 – 13 years.

Tertiary education at undergraduate level varies from 3 – 5 years. What is evident is that SADC countries have begun to converge towards a similar structure of education, as evidenced in Table A below.

Table A. Structure of Basic Education in SADC Countries

Country	Primary	Lower Secondary	Upper Secondary	Total
13 years of schooling				
1. Mauritius	6	3	4	13
2. The United Republic of Tanzania	7	4	2	13
3. Zimbabwe	7	2	4	13
12 years of schooling				
4. Angola	6	3	3	12
5. Botswana	7	3	2	12
6. Lesotho	7	3	2	12
7. Madagascar ³⁵	7	3	2	12
8. Malawi	8	3	3	12
9. Moçambique ³⁶	7	2	3	12
10. Namibia	7	3	2	12
11. République Démocratique du Congo	6	5-6		11-12
12. S. Africa	7	2	3	12
13. Swaziland	7	3	2	12
14. Zambia	7	2	3	12

Sources: UNESCO BREDA, *Sub-Regional Statistics and Analysis, Education for All in Africa 2006*, Dakar, 2004, pp. 132 – 139, 142 – 143, 150 – 153, 166 – 175. UNESCO, *EFA Monitoring Report 2006, Literacy for Life*, UNESCO, Paris, 2005, pp. 324 – 327; Country Studies undertaken by SADC, 2007.

4.5 Education Management Information Systems (EMIS)

In terms of Education Management Information Systems (EMIS), countries are at very different stages of EMIS development and there is a wide variation of capacities within the SADC Region, varying from excellent and detailed data collection systems to situations where there are contradictory and different sources of data available. In many countries, in addition to the statistics collected by the Ministry of Education itself, data may be collected by international organizations such as UNESCO, UNICEF, UNDP and the World Bank. The internationally collected data may either be based on or be supplementary to state collected data. Universities may also participate in the collection and analysis of data. A few countries have comprehensive and integrated as well functioning systems; some countries have focused on centralized systems while others see the need for decentralized EMIS functions.

EMIS has been, and continues to be supported by development partners in many countries. For example, The NESIS programme (See Chapter 5 for greater detail) has played an important role in ensuring that national capacities are improved in this area.

³⁵ The changes in the structure of the Malagasy education system are still in the process of being implemented. The primary school system is divided into two parts as for Moçambique, 5 years of lower primary education from Grades 1 – 5, and upper primary education from Grades 6 – 7.

³⁶ Moçambique's primary education system is divided into two parts, 5 years of lower primary education from Grades 1 – 5, and upper primary education from Grades 6 – 7.

In general it can be said that most countries have adequate and good quality data collection systems, but that analysis and utilization of this data for quality improvement, particularly at the local and institutional levels, may be weak. In addition, published data in most Member States is two years behind. Utilization of data at school and district levels may be virtually non-existent, yet apparently there is a great deal of differentiation in terms of both access and quality of education at school level, with only a small number of schools recognized to be of high quality. Much more work needs to be done in terms of ensuring that collected data adequately informs policy and strategy formulation, monitoring and evaluation, and future planning.

In the area of tertiary and university education, much of the data collection is done by the universities themselves, with sometime inadequate collaboration between institutions within the same country. Data at this level may not be readily available.

Data on HIV/AIDS prevalence within the education system may be available only in a few countries. Data on the democratization of information and communications technology may not be readily available.

4.6 Technical and Vocational Education and Training

Technical and vocational education receives prominence under the SADC Protocol³⁷ and the *African Union Second Decade of Education Plan of Action*.

At secondary level it is negligible in almost all SADC countries. Only three countries, Botswana (14%); Mauritius (13%); and Moçambique (11%), have more than 10% of their secondary enrolment doing technical vocational training. The rest have levels below 10%.³⁸ Botswana is a leader in this field with 143 registered vocational training centres. Many trainers are from the Region. Botswana has 41 Brigade Schools which are soon to be upgraded to technical colleges. Swaziland has introduced modern agricultural education into 45% of primary, 78% of junior secondary and 45% of senior secondary. It has also introduced technical subjects such as woodwork, metalwork and technical drawing into 70 senior secondary schools. It has set up Rural Education Centres to

³⁷ Article 6, Paragraph 3 b) *Vocational Education and Technical Training* of the Protocol states that co-operation and mutual assistance should take place in :

- (i) curriculum design and development to ensure quality and relevant vocational education and technical training and to move the vocational education and technical training systems towards comparability, harmonisation and eventual standardisation;
- (ii) exchange of experiences, ideas and information to broaden the knowledge base of vocational educators and technical trainers;
- (iii) development of national examinations and accreditation systems to move vocational education and technical training systems towards harmonised equivalent and eventually standardized certification;
- (iv) development and support for the incorporation of entrepreneurship development in vocational education and training systems. (*Protocol*, pp. 11 - 12)

Article 6, Paragraph 3d) establishment ... of Centres of Specialization of vocational education and technical training where joint programmes shall be developed and offered especially in specialized fields such as the development and provision of vocation education and technical training through distance learning methods. (*Protocol*, p. 12)

³⁸ See Table 21 in the Appendix.

provide practical skills and income generating activities in rural areas, and more recently it has institute Industrial and Agricultural Skills Training Centres to cater for unemployed youths.³⁹

Establishing technical vocational education at secondary school level may be an important way to develop an intermediate level of technical/vocational personnel vital for development over the next two decades, to provide a bridge between traditional levels of technology and higher levels of modern technologies. It is unlikely that SADC countries can move very quickly from low traditional technologies to higher technologies except in a few export sectors which are presently dominated by multinational companies. The majority of smaller scale enterprises still remain in the informal economy. Thus the informal sector requires to be targeted for gradual technology upgrading because it is the informal sector which can provide a great deal of employment during the interim period before they can be replaced by high level technology industries. High technology industries tend to be capital intensive, whilst medium technology industries are more labour intensive. Technical/ vocational training aimed at improving the quality of informal sector products may require an expansion and improvement of technical/vocational education at secondary level.

At tertiary level, the availability and quality of technical vocational education vary quite considerably. Some Member States have highly developed polytechnical and further education colleges, whereas in others, only a narrow range of technical vocational education may be available. In particular, the quick spread of information and communications technologies (ICTs) means that this is readily available, although mainly at a very basic level. The low cost of computers and the high demand for knowledge and skills in this area have made it easier for tertiary education institutions to provide basic courses in ICTs. This includes private sector provision, as there is a tendency for private sector providers to concentrate on the less expensive courses where there is also a high demand.

Mauritius and South Africa offer a wide range of technical vocational courses, in line with their achievements as more highly industrialized economies. The main emphasis for example of the Mauritius Qualifications Authority has been on technical vocational education and training, in order to provide sufficient human resources for its burgeoning industries. They have completed standards for the following sectors:

- the hospitality industry;
- literacy standards for adults. This is of particular importance with the situation where sugar and textile workers are losing their jobs and have to be re-skilled to find alternative employment;
- printing;
- jewellery;
- para-medicals;
- information and communications technologies.

³⁹ Swaziland Country Report, pp. 37, 46, 47.

Mauritius has twelve technical/vocational training centres. In addition the Industrial Vocational Technical Board undertakes continuous improvement through research and curriculum development; undertakes consultancies for private sector; and assists in facilitation of training through the levy grant system. Through this system employers pay 1% of their wage bill previously directly to the IVTB, but now through the Human Resource Development Council. Under this scheme some 200 000 workers have received training. They are responsible for transforming economic objectives into training objectives.

They have three modes of training delivery, through:

- Conventional training, with full time training and with attachments for up to 6 months;
- Apprenticeships by which apprentices work in a company for 4 – 5 days of the week, and spend 1 day a week at a training centre; and
- Part-time training for workers.

Mauritius has several national trade certification levels, the lowest being Level 3 which takes in students with 9 years of schooling. Level 2 takes in students with 11 years of schooling, whilst Level 1 takes in students with 13 years of schooling. The qualifications are United Kingdom qualifications, except for Information Technology, where they have developed their own system. There are 50 full time programmes and 200 part-time programmes. Students who have started the new 3 year pre-vocational secondary school programme will be able to do a one year bridging National Trade Certificate Foundation course, which will enable them to join the ordinary training programmes.

Some of the certificates are at secondary level, whereas others, such as Hotel Management; Automation and Information Technology, are at tertiary level.

Because of Mauritius's well developed tourism sector, it has capacity to train personnel in the hospitality industry. This is an area where they can provide a centre of excellence for the Region. Module for tourist guides is being developed for the SADC Region.

Mauritius has developed a capacity for textile design, presently invested in two state institutions. They also have a Clothing Technology Centre run by Enterprise Mauritius. Both universities work on design in close collaboration with industry. In addition they have numerous private training institutions on textile design.

They have courses for health care assistants who are trained to look after old people and the handicapped. Note that Mauritius encourages tourism for old people from wealthy countries, as they have a targeted tourism plan.

One of the MQA strengths is their ability to bridge and link up the French and English systems. They have worked extensively with the French on the recognition and accreditation of qualifications. This advantage can be utilized by SADC to link anglophone and francophone countries' qualifications frameworks.

South Africa also has a large and fairly sophisticated technical vocational training infrastructure comprising 13 new programmes in skills areas that are critical for the country economic development. The skills include engineering, construction and other scarce skills areas. The re-capitalisation fund of R2 billion (about US\$275.9 million) is all dedicated to ensuring that colleges have the workshops, infrastructure, equipment, teaching materials, administrative systems, teaching staff and ICT to successfully deliver skills in the 13 programmes.

In addition South Africa has a number of technicons, which are technical universities dedicated to improving the technologies utilized in its industries. South Africa, like many other SADC countries, also has a levy system through which private enterprise is levied to enable workers to be upgraded. It would be useful for SADC to undertake a study of the levy system in different Member States in order to glean both positive and negative experiences.

The South Africa private sector offers a large number of technical vocational courses. There are 77 such institutions registered under the South African Qualifications Authority. In a study of these courses, it was found that not many of them respond to the needs of South African industries except perhaps in the ICT and business management areas. However the potential for this sector to play a more significant role is very high.⁴⁰

An example of a SADC regional technical vocational training programme which has shrunk in size is that offered by the Polytechnic of the University of Malawi. This programme was established between 1989 and 1994, offered a Bachelor of Science in Technical Education for the SADC Region as a five year project funded by Overseas Development Administration (ODA)⁴¹. The programme drew students from Lesotho, Tanzania, Swaziland, Zambia, and Zimbabwe. This project stopped because SADC countries could not takeover funding from the ODA. However, the Malawi Polytechnic has continued offering the programme and currently there are some students from Zambia who are being paid for by the Zambian Government. It would be important and useful if such identified high expense programmes could be shared with other Member States, with some funding being made available through SADC.

Zambia has a system of registering technical and vocational training institutions. In the 2004 statistics there were 314 registered institutions, including Government, Non - Governmental Organizations (NGOs), Private and Trust institutions. Together they catered for some 32 700 trainees, 55.3% of whom were males. Interestingly enough non-governmental and private institutions enrolled more women than men, but apparently they also did fewer science and technology courses. Entrepreneurship training is being introduced, as this is seen as important for national economic growth.

⁴⁰ South African Country Report 2007.

⁴¹ From SADC Malawi Country Report 2007. Respondents were not very sure of the exact start and end dates of the project. The most important piece of information is that this training programme was meant for SADC students.

A very important development in the growth of technical vocational programmes in Zambia is the development of a Qualifications Framework for Zambia in 2007. This entails that all training provision in Zambia falling within the scope of the Technical Qualifications Framework will by law lead to either a qualification or a skills award. The Technical Qualifications Framework also aims to strengthen the assessment system by building in supporting mechanisms to build quality in the system.

An important development in the SADC region is the policy shift that recognizes the importance of TVET in addressing a number of socio-economic challenges of governments. As a result, TVET reforms and transformation are being implemented in many countries at varying degrees (Botswana, Lesotho, Malawi, Mauritius, Namibia, Swaziland, Tanzania, Zambia and Zimbabwe). The reforms are pronounced in either specific TVET policies or within the national education or training policies. The reform and transformation of TVET in the region is similar in approach even though countries are not following identical policies. The reforms are addressing some of the weaknesses and challenges that has constrained TVET development such as poor coordination, lack of institutional and curriculum coherence, under-funding, poor articulation with the entire education and training systems and the world of work.

Some of the policy responses include improved coordination and organization through establishment of national TVET bodies (such as National Training Authorities) which allow greater participation of private sector, diversified funding strategies including charging training levies to the private sector, development of TVET or national qualification frameworks, introduction of competency based modular training and incorporation of entrepreneurial skills in the curriculum, diversifying its provision for higher secondary education.

At regional level, a forum of TVET authorities in the SADC region was formed in 2003 and has produced a Draft Constitution which is currently being finalised. The aim of the Forum is to improve quality of TVET in the SADC region. Its objectives are aligned to the provisions of the Protocol on Education and Training. The forum has been meeting since every since 2003 and has organised various TVET conferences in the SADC region. The involvement of the SADC Secretariat has been minimal and there is need for SADC Secretariat to utilise and support this forum to spearhead the implementation of TVET in the region. The establishment of the Forum is in fulfilment of the Protocol provision of promoting the establishment of professional association in TVET to exchange experiences and information .

In conclusion, it is clear that SADC as a whole already possesses considerable capacity in the area of technical vocational education and training, but it is not evenly distributed amongst all countries. By a process of sharing existing facilities, and utilizing stronger institutions to participate in building up weaker institutions, it is possible for the Region to strengthen its capacities even more. In particular it must be noted that Mauritius, being both a francophone and Anglophone country, as well as being a more industrialized economy, can play a pivotal role in bridging both the linguistic and the technological gaps in the Region.

4.7 Teacher Education

Teacher education is one of the areas identified as critically important under both the *Protocol* and the *African Union Second Decade of Education*.⁴² From the Country Studies undertaken by SADC in 2007, there is limited collaboration amongst Member States in this area. Zimbabwe has for some years provided agricultural teacher education to Namibian secondary school teacher education students. South Africa is also providing graduate studies programmes to a number of countries, although this provision appears to depend more on individual students utilizing South African higher education facilities rather than through a more systematic organized system of student movements.

Whilst most anglophone countries have increased entry requirements to at least eleven years of schooling, equivalent to “O” levels, followed by three to four years of teacher training, this is evidently not the case in countries which have just emerged from conflict such as Angola and the DRC, or which have recently introduced free primary education such as Madagascar and Malawi, where there are large numbers of para-professionals and untrained teachers.

The utilization of para-professionals is obviously an essential strategy when an education system is beginning to expand from very limited access to primary education for all. Para-professionals can be locally recruited even in remote rural areas which lack fully qualified and experienced professionals. Moreover, para-professionals cost less, lessening the fiscal challenge. However, a long term solution requires highly qualified teachers, both in terms of entry qualifications and quality of training.

In countries employing para-professionals and untrained teachers, there is need for a long term strategy to upgrade these teachers to a high quality. In this regard, distance education provides an ideal format, and is being utilized extensively in Botswana, South

⁴² Article 6 of the Protocol states that cooperation and mutual assistance are both desirable and possible in the area of Teacher Education, including in the

- (i) curriculum design and development to ensure high quality and relevant teacher education and to move the teacher education systems towards comparability, harmonisation and eventual standardisation;
- (ii) joint development, provision and exchange of teacher education materials to improve and sustain the quality and relevance of teacher education;
- (iii) exchange of experiences, ideas and information to broaden the knowledge base and skills of curriculum developers, teacher educators and education managers;
- (iv) development of national examinations and accreditation systems to move teacher education systems towards equivalent, harmonised and eventually standardised certification;
- (v) joint development of continuing teacher education to improve subject knowledge, pedagogical skills and effective management of schools;
- (vi) encouragement and support of the creation of regional professional associations to enable curriculum developers, teachers and teacher educators to exchange views, ideas and experiences on their disciplines (*Protocol*, pp. 10 - 11)

Article 6, Paragraph 3c) encourages the establishment ... of Centres of Specialisation for teacher education where joint programmes shall be developed and offered especially in specialized fields such as Special Education which caters for children with disabilities. (*Protocol*, p. 12)

Africa and Zimbabwe. Distance education, combined with face-to-face as well as on-the-job training, can do much to improve the quality of teaching. The SADC Region already has a number of excellent distance education models of teacher education which can be shared. In particular, Mauritius is well placed to share its experiences because of its bilingual heritage.

One challenge is the standard of candidates enrolling into teacher education. Even in a well provided for systems such as South Africa's, it appears that candidates entering into teacher education may not have sufficient grasp of basic subjects to teach them well. This points to a need to improve secondary education in the long run or to provide bridging courses in the immediate term in specific disciplines such as language, mathematics and science.

The system by which universities are linked to teacher education is useful and important. Under this system, common in a number of countries, universities assist in supporting primary and secondary school teacher training. This is a useful combination as universities may have access to more up-to-date research and development that will enable primary and secondary education to be updated. On the other hand, the involvement of practising teachers in the process of curriculum development and teacher training will help to ensure that teaching practice remains linked to reality.

It is apparent that many teachers do not have a sufficient grasp of science and technology to impart knowledge and to develop high level skills in their students in these areas. Short courses through face-to-face and distance education can do much to redress this problem.

Many under-qualified teachers do not have a strong grasp of an international language, making it difficult for their students to gain a good grasp of these languages. Specific courses to assist teachers to develop their language skills should be instituted.

4.8 Curriculum Development

Primary and secondary school curriculum development has been identified by the *Protocol* as an area for collaboration within the Region.⁴³ The majority of SADC

⁴³ Article 5 of the *Protocol* on Co-Operation in Basic Education: Primary and Secondary Levels states:

Paragraph 2. Member States agree that the primary and secondary education curricula shall include material on SADC countries in order to promote consciousness about the community which in turn will lead to fuller awareness of the imperative and process of regional integration.

Paragraph 6. Member States agree that ...cooperation and mutual assistance is possible and shall take place in the following areas ...

- a) curriculum design and development to ensure provision of high quality and relevant basic education and to move the education systems towards comparability, harmonisation and eventual standardisation;
- b) joint development, provision and exchange of educational materials to improve the quality and relevance of education;
- c) exchange of experiences, ideas and information to broaden the knowledge base and skills of curriculum developers, teachers, trainers and education managers. (*Protocol* p. 8 - 9)

member states have a specific institution responsible for preparing and revising the primary and secondary school curriculum, such as INDE in Moçambique; the Mauritius Institute of Education; the National Institute for Educational Development, NIED, in Namibia; the National Curriculum Centre in Swaziland; the Institute of Education in Tanzania; the Materials Development Unit in Zimbabwe; the Curriculum Development Centre in Zambia, etc. These institutions are either part of the Ministry of Education or are in the form of a semi-autonomous parastatal funded by the state. A few countries do not have a specific institution in charge. In some cases the school curriculum appears to be weak or in need of revision in terms of relevance and quality. Since there are a number of high quality curriculum institutions within SADC, it is highly recommended that the SADC curriculum technical committee be resuscitated in order to enable these institutions to work collaboratively to improve their syllabuses, their teaching/learning materials, and their quality measurement systems. In particular the following curricular areas appear to be of great importance:

- Language learning, with emphasis on use of the mother tongue for initial literacy and early introduction to an international language. The quality of the syllabuses and teaching/learning materials needs to be examined critically, and linked to the teacher education programme, as a number of countries have expressed serious concerns over the content and quality of their primary and secondary school systems. A number of African languages are shared across several countries, and inter-country collaboration will be useful.
- There is inadequate emphasis on the official SADC languages: English, French, Portuguese and Swahili. Swahili in particular is neglected, although it is utilized by a large percentage of SADC's population.⁴⁴ Introducing these languages as an optional third language at secondary school level would assist in facilitating trade and commerce. Some SADC countries have introduced say French or Portuguese as optional subjects at secondary level, but with insufficient support, probably only because of support from the French or Portuguese governments. A more deliberate policy, strategy and resourcing approach is needed.
- Almost all countries mentioned the need for greater emphasis on mathematics, science and technology as engines for future economic growth, with concern about how these subjects are being taught in primary and secondary schools. In general science is still taught in an abstract manner, with inadequate emphasis on the use of experiments and experiential learning. Teacher trainees may enter teacher training institutions with inadequate command of these subjects, and so are unable to develop a high standard of work in the pupils they teach. Work has been done in some countries on the teaching of science, particularly environmental science, and this is an area where the sharing of teaching/learning materials and workshops on science teaching and learning will be helpful. The use of science kits is important and cost-effective, and countries which have developed such kits can share their experiences with others.

⁴⁴ Swahili is commonly used in the United Republic of Tanzania (population 37.6 million) and in the DRC (population 55.9 million). This means that a third of SADC's population is already familiar with the language. Given this fact, it would appear to be sensible for countries neighbouring on these two countries to introduce Swahili as an optional subject at secondary and tertiary levels.

- A number of countries are addressing the issue of unemployed, and sometimes unemployable, school leavers. This is a challenge faced by many member states. Botswana and Swaziland have tackled the problem by looking at practical technical/ vocational education at secondary level, enabling school leavers to gain practical skills for example in agriculture, house building and woodwork. Mauritius and South Africa have tried to link their tertiary education and training programmes to their economic development plans. Their pioneering work may provide useful models to other SADC countries.
- The issue of HIV/AIDS within the education system is tackled by a large number of countries. A simple but valuable approach would be to enable SADC member states to share their materials and experiences. This could be done through a website or through workshops, or a combination of the two.
- No country has introduced the culture and history of SADC directly into the school curriculum. Thus the aims and objectives of SADC are generally not known by educators and by students. A proactive approach to this issue is clearly required, so that the Region can promote its vision of the future.
- Mauritius appears to be ahead in placing great emphasis on values education, although values education probably exists in some form or the other in all SADC education systems. However, it is important to place more focused attention to this, as national and regional unity needs to be built upon some shared philosophical and practical values. This is an area which requires research, development and dialogue.
- A number of member states have introduced information and communications technologies within their primary, secondary and tertiary education systems. Some of the work can be shared, providing newcomers to the field a short cut to success.
- Nearly all Member States have examinations institutions for primary and secondary school certification. These examinations institutions are often based on the inherited examinations systems, such as the Cambridge University Examinations Syndicate for Anglophone countries. There appears to be need to improve the capacities of these institutions so that certification can be more standardized within the Region, whilst at the same time improving the quality of the setting and processing of examinations.

4.9 Life-Long Learning

The Protocol covers the area of life-long education, training and distance education.⁴⁵ Life-long education programmes include adult literacy programmes; further education programmes for adults; and distance education. In the areas of adult literacy and further education for adults there appears to be little inter-regional collaboration. However, in the area of distance education there appears to be a large amount of collaboration, mainly through two important institutions, the Distance Education Association for Southern Africa, DEASA, (See Chapter 5 for details) and the University of South Africa, UNISA. UNISA offers distance education courses in a number of SADC countries, particularly in the area of post-graduate studies at masters and doctorate levels. By accepting payment in the local currency and by standardizing fees for foreign students at the same level as for national students, UNISA has been able to overcome problems faced by some countries which find it difficult to pay in foreign currency. The South African Government has also supported the enrolment of SADC students by providing the same subsidy for SADC students as for national students. The example of UNISA and of the South African Government in this area provides a model for other Member States. However there is an expressed fear in some documents regarding the possible weakening of national institutions in smaller SADC States when faced with competition by behemoths such as UNISA and South Africa. This fear needs to be addressed in terms of ensuring that national institutions are strengthened across the board, rather than allowing larger and highly successful institutions to dominate over smaller and weaker institutions.

A number of short term courses have been held in the Region, in areas such as cross-border languages, learner-centred education, library, information and archival services, vocational training and education, research, science and technology.

⁴⁵ Article 9 of the Protocol, entitled Co-operation in Life-Long Education and Training states on distance education:

Paragraph 2. Member States agree to formulate national policies on distance education so as to provide a framework for co-operation at the regional level.

Paragraph 3. ...where no distance learning institutions exist in a Member State, that Member State shall establish distance learning institutions to cater for all levels of education and training.

Paragraph 4. Member States hereby agree to the establishment of a SADC Distance Education Centre which will contribute towards improving and strengthening distance education and training systems in the Region through collaborative efforts.

Paragraph 5. Member States agree to promote co-operation among distance education institutions in the Region in the design, production and dissemination of distance education materials, in the training of distance educators and trainers and in teaching some of their programmes.

Paragraph 6. Member States agree to encourage and support the creation of regional professional associations in distance education and exchange personnel through which the institutions shall share ideas, views and experiences to enhance the quality and relevance of their programmes. (*Protocol*, p. 21 - 22)

Also in Article 9, the Protocol continues:

Paragraph 2. Member States agree that the objectives of short courses, seminars and workshops are, amongst others, to -

- a) impart skills for specific purposes such as curriculum development or entrepreneurship skills;
- b) enhance skills which are no longer sufficient or relevant in a changing work environment;
- c) acquaint workers with new technologies;
- d) impart management and administration skills. (*Protocol*, p. 23)

Distance education has traditionally played an important role in a number of SADC countries, but there has been little work on co-ordinating and sharing distance education policies and materials except through DEASA (See Section 5.4.2 of this Chapter). The SADC Technical Committee on Open and Distance Learning also initiated closer collaboration in this area, and there are major advantages to closer collaboration. Since there has been little co-ordination and little emphasis on policy, strategy and systems development, ODL provision is ad hoc, lacking integration with the formal education system. The Region has also been unable to utilize both positive and negative lessons learnt from its own experiences.

ODL provision also needs to be closely linked to the SADC Quality Assurance and Accreditation Framework, so that credits can be transferable between conventional and ODL learning within the country, and across the Region.

A number of deficits in terms of educational provision within SADC can be addressed through open distance learning. This includes the substantial number of children who are not able to access secondary education because of problems with distances and unaffordable school fees: ODL has the potential to overcome problems of distance and can be organized in more cost effective ways. ODL, combined with some face-to-face teaching, has been used very effectively to provide secondary school education, for example in colonial Rhodesia, when access to secondary education for blacks was severely limited for political reasons. In that case private sector providers were able to provide correspondence secondary school education to as many students as were catered for by the formal education system, no mean achievement. After Independence some of the more positive aspects of distance education were utilized to expand the secondary school system, in this case within the formal education system.⁴⁶

Distance education can also be utilized to upgrade teachers through pre-service and in-service courses, and there are a number of successful models within the Region. The quality of primary education has been a major concern within the majority of SADC countries, and improvement in the teaching content and teaching processes can play a major role in improving the quality of education.

A third area where ODL can play a major role is in the provision of university and higher education. Except for Mauritius and South Africa, the percentage of the population able to access tertiary education is very low, with a mean of about 5% of the age group for the Region as a whole. ODL can make tertiary education both more accessible and of higher quality. In particular a combination of ODL with face-to-face teaching can effectively improve both access and quality.

⁴⁶ Zimbabwe's qualitative expansion of secondary education immediately after Independence in the 1980s was made possible through the utilization of distance education methodologies within the classroom situation, utilizing para-professionals and distance education modules, science and technical subject kits. Source: Author's notes.

Finally, ODL can also be utilized to improve the management and technological knowledge, skills, and processes being utilized in the industrial sector of the economy. Presently this is being done only in Mauritius and South Africa. ODL is a valuable tool that can be utilized to improve the economic productivity.

SADC already possesses a number of good quality distance education facilities for all levels of education. At secondary school level, Namibia and Botswana have developed new Open Schools - the Botswana College of Open and Distance Learning (BOCODOL) and the Namibian College of Open Learning (NAMCOL). Both institutions now enrol over 20,000 students. Other Member States, e.g. Mozambique and Zambia are also developing ODL secondary level programmes for their out-of-school youth. Mozambique has a Secondary Education by Distance Education (SEDE) project and Zambia has recently announced its intention to introduce distance-learning education programmes from grades eight to twelve through its Alternative Upper Basic and High School Programme. Several other long-standing national ODL organisations like the Malawi College of Distance Education (MCDE), the Lesotho Distance Education Centre, and the Emlaladini Distance Education Centre in Swaziland, have over 30 years experience of using ODL at this level. All these institutions have implemented large-scale secondary programmes which collectively have served hundreds of thousands of youth who would not otherwise have had access to secondary level education.

A number of strategies can be utilized within SADC, for example simply by allowing the existing successful institutions to enroll students from other Member States. Such ODL courses can be successfully combined with classroom teaching and provision. Moreover, since there is a relatively rich pool of distance education expertise within the Region, this can be utilized effectively to improve and expand distance education. In particular distance education can play an important role in countries emerging from conflict such as Angola and the DRC. A number of other countries are facing serious access and quality improvement challenges, and once again ODL provides possibilities. Mauritius has an advantage of being a bilingual nation, and it can provide expertise for francophone countries.

Both Tanzania and Zimbabwe used ODL shortly after independence to train thousands of new primary teachers. Open Systems Learning Trust (OLSET) has implemented a large-scale (500,000 students) English language learning programme in South Africa, using the Interactive Radio Instruction (IRI) approach. Evaluations show that teachers trained using distance learning approaches were just as effective as their traditionally trained counterparts and similarly for primary in-service teacher education.

At tertiary level, SADC has a number of strong institutions. These include a number of dedicated ODL universities such as the Open Universities of South Africa, Tanzania, Zambia and Zimbabwe. UNISA (which has 200,000 enrolments in 2006 due to a recent merger with two other major distance education providers - Technikon South Africa and Vista University), the Open University Tanzania (with 22,000 enrolments reported in 2006), the Zimbabwe Open University (with 20,000 enrolments reported 2001) and the Zambia Open University (with 5,000 enrolments in 2006). The Mauritius College of the

Air/Open University provides both secondary and tertiary courses. In addition, many of the Region's conventional universities also offer at least one distance teaching programme. Some, like the University of Namibia, now have outreach campuses and several well established programmes, for example, in education, arts, nursing and business studies).

The need to improve the management and technological levels of people working in industry provides another challenge which can be addressed through ODL. Some of South Africa's technicons have had long years of experience in upgrading industrial and commercial workers' knowledge and skills. Mauritius is also experimenting in this area. Modern technologies such as videos, DVDs, and internet can be utilized.

In addition, through the auspices of Commonwealth of Learning (COL), SADC Ministers of Education, agreed to establish a SADC Centre for Distance Education (SADC-CDE). This centre was established in 2004 and it is currently hosted by the Government of Botswana on behalf of the other SADC Member States. A Memorandum of understanding between the Commonwealth of Learning and the Ministry of Botswana was signed. The objectives of the Centre includes amongst other to build regional capacity to effectively and efficiently make use the potential offered to ODL; facilitate research in ODL; be a clearing house for information on ODL and related issues and build capacity of institutions in ODL. This is within the spirit of the *Protocol on Education and Training* which promotes the establishment of a SADC Distance Education Centre. However, the Centre was established outside the auspices of SADC and did not follow SADC procedure which allows competitive bidding among institutions for establishment of such regional centres. It would be appropriate to ensure that the programme falls under SADC collaboration when it is reviewed in 2008.

4.10 Higher and Tertiary Education

Under the SADC Protocol, cooperation in higher education and training plays an important role.⁴⁷ Higher and tertiary education is the area where most collaboration is

⁴⁷ Article 7 of the *Protocol* entitled Co-Operation in Higher Education and Training states the following:

(B) Under-Graduate Studies

Paragraph 1 a) to co-operate in the design of academic programmes where appropriate, in particular in programmes which are jointly taught;

b) to establish links between themselves bilaterally and multilaterally for purposes of joint or split-site teaching, collaborative research and consultancy work, and for other academic activities where appropriate;

c) to collaborate in the production of teaching and learning materials, such as textbooks, computer software and others in order to achieve economies of scale and to support the move towards harmonising academic and professional programmes in the Region as necessary;

d) to promote student and staff exchange programme negotiated on a bilateral and multilateral basis by sending and receiving universities for educational purposes and to promote cultural ties and engender commitment to the Region;

e) to increasingly make use of external examiners from the Region as this shall not only contribute towards the building of a regional community of scholars but shall also lead to the development of comparable standards in higher education in the Region;

most needed and most possible, and indeed this is taking place, but generally on an *ad hoc* basis, depending on individual student initiative rather than on a nationally and regionally based systems. The higher and tertiary education systems within SADC have been evolving and expanding quite rapidly. However, in this process, there appears to be, in general, a lack of close coordination and collaboration, with a few notable exceptions such as the collaboration between the Universities of Dar es Salaam, Tanzania; Witwatersrand, South Africa; and Universidade Pedagogica, Moçambique under the SADC Education Policy Support Initiative, EPSI.

One feature is the expansion of university education to the different provinces in a country, moving away from the inherited colonial system of having no universities (such as Namibia and Zambia) or only one national university (such as Zimbabwe). A list of Universities in the SADC Region is provided in the Appendix, Table 140, whilst Table C summarizes the number of universities per country.

f) to encourage and support the creation of regional professional associations to enable staff to exchange views, ideas and experiences on their disciplines, and thus enable them to develop top quality programmes which are relevant to the development of the Region.

Paragraph 4. Member States undertake to provide, where necessary, resources to enable their universities to develop high quality undergraduate programmes through the provision of the necessary teaching and research requisites such as qualified staff, physical infrastructures, library holdings, equipment and in particular scientific and information technology equipment. (*Protocol*, p. 13 - 15)

(C) Post-Graduate Studies

Paragraph 1. Member States agree that an acceptable qualification as determined by the receiving institution, shall constitute a sufficient entry requirement into a post-graduate degree programme of a University in the Region.

Paragraph 2. Member States agree that the actual numbers admitted shall reflect a more significant mix of students from SADC countries than that provided for at undergraduate level.

Paragraph 3. Member States agree ... that socially disadvantaged groups shall be given preference in admission to fields of study where they have not featured prominently.

Paragraph 4. Member States undertake to provide the necessary resources to enable their universities to develop quality post-graduate programmes...(*Protocol*, p. 15)

Table B. Number of Universities in SADC Member States

Member States	Number of Universities
1. Angola	7
2. Botswana	1 (a new science and technology university is being established)
3. Democratic Republic of the Congo (DRC)	38
4. Lesotho	1
5. Madagascar	8
6. Malawi	5
7. Mauritius	2 state universities, and numerous branches of foreign universities from Australia, India and UK
8. Moçambique	3
9. Namibia	1
10. South Africa	23
11. Swaziland	1
12. United Republic of Tanzania	27
13. Zambia	3
14. Zimbabwe	12
Total	132

Note: The list of SADC universities is not complete as only those mentioned in the Country Reports have been noted here. There are clearly a number of omissions.

The creation of such a large number of universities, some of them very recently, poses problems of viability, sustainability and quality assurance. SADC can play an important role in ensuring that various disciplines are able to benefit from expertise and experience from within the Region.

No country reported movement of students within SADC as a problem: although student visas are required, they do not constitute a major problem. However, the issue of having higher fees for foreign students constitutes a deterrent: only a few SADC countries such as Swaziland, South Africa and Zambia, according to the Country Reports, ensure that SADC students pay the same fees as home students, and only South Africa has a policy of providing equal subsidies for foreign as for home students. Other countries may provide bursaries, grants or loans, but only to their own nationals.

Because South Africa has the largest and most developed higher education system, it also attracts the largest number of students from other SADC states. South African universities have played a key role in expanding graduate success and human resource development in SADC and the whole of Africa. The number of foreign students in South Africa has soared from 12,557 in 1994 to 52,703 in 2005, or seven percent of a total higher education student population of 735,073 students.⁴⁸

From 1994 the numbers of SADC students grew rapidly. In 2005, 35,080 SADC students enrolled in South African Higher education institutions. Over 80% came from South Africa's neighbouring states, where English is the primary second language.

⁴⁸ The South African Department of Education's figures count international students enrolled at South Africa's 23 public universities, and do not include foreign students who may be attending private higher education institutions, or further education and training colleges

Zimbabwe is the major source of students (27.3%), Botswana (19.7%), Namibia (17.4%) Lesotho (10.6%) and Swaziland (6.9%).

Table C. SADC Students at Public South African Higher Education Institutions by Country in 2005

SOUTHERN AFRICAN DEVELOPMENT COMMUNITY	NUMBER	% OF TOTAL SADC STUDENTS
Angola	1,008	2.8%
Botswana	7,032	19.7%
Dem. Republic of Congo	655	1.8%
Lesotho	3,780	10.6%
Malawi	565	1.6%
Mauritius	1,616	4.5%
Mozambique	923	2.6%
Namibia	6,203	17.4%
Swaziland	2,467	6.9%
Tanzania	401	1.1%
Zambia	1,315	3.7%
Zimbabwe	9,760	27.3%
SADC total	35,725	100.0%

Source: IEASA based on Department of Education

It is important to note that Article 7 of the *Protocol* requires that higher education institutions ought to set aside 5% of their student placements for SADC students. Except for South Africa, the number of SADC students enrolled outside their own country is negligible. This may be partly due to lack of information and poor marketing by the institutions themselves. It may also be due to the fact that most movements of SADC students to date are undertaken by individuals, without an organizational system for student movement within the Region.

It is important to note that South African universities play an important role in providing post-graduate education at masters and doctoral level to SADC students.

Despite the tremendous expansion that has taken place of higher education within SADC, gross enrolments (GER) at tertiary level were high only for three countries (Mauritius 15.3%; S. Africa 15%; and Namibia 7.5%). Note that all three have a higher level of manufactured exports, indicating that they have embarked upon industrialization policies which require a higher number of personnel with tertiary education. Six countries have tertiary gross enrolments of between 2 – 4.7% (Botswana 4.7%; Swaziland 4.7%; Zimbabwe 3.9%; Lesotho 3%; Zambia 2.4% and Madagascar 2.1%). Three of these are small population countries, and three are medium population countries. These medium level figures may indicate that these countries have sufficient trained human resources for the present economic development level of their countries, but they may experience shortages should their economies grow. Three countries have low GER levels of between 0.4 – 1% of the age group (Angola 1%; The United Republic of Tanzania 0.9%; and Malawi 0.4%). It is likely that these countries are already experiencing a shortage of skilled personnel. However, one phenomenon throughout the Region is the loss of

skilled and experienced personnel through the brain drain. Some of the brain drain is from within the Region, and therefore can be readily addressed through organization of the movement of such personnel, as well as through increasing the numbers trained so as to be able to cater for the demand within the Region, as well as having sufficient personnel to export without endangering internal efficiency.

In terms of the percentage of tertiary students concentrating on science, engineering, manufacturing and construction, areas which are of critical importance at this stage of the development of SADC, only Mauritius, South Africa and Namibia have more than 40% of their tertiary enrolment in these areas (Mauritius 71%; South Africa 58% and Namibia 41%). Four countries had a medium level of enrolment in this sector (Zimbabwe 28%; Madagascar 22%; The United Republic of Tanzania 20%; Malawi 16%). Other countries have 10% or less (Zambia 10%; Swaziland 7.6%; and Moçambique 3%).⁴⁹

The creation of the Southern African Regional Universities Association (SARUA) fulfils Article 7.D of the Protocol which supports the creation of an association of vice-chancellors. SADC recognizes this structure but there is no formal collaboration with it to promote the development of higher education in the Region. It would be appropriate for SADC to use this structure for coordinating higher education under its principle of subsidiarity, which enables it to work with institutions but without bringing them directly under the control of the Secretariat (See Chapter 5 for more information about SARUA)..

4.11 Research and Development

The SADC Protocol places emphasis on co-operation in research and development.⁵⁰ However, there are only a few examples of close research and development collaboration. These examples include the SADC Education Policy Support Initiative, EPSI, which joined together the Universities of Dar es Salaam, Witswatersrand and Universidade Pedagogica; the Regional Universities Forum for Capacity Building in Agricultural Sciences which joins together universities in Malawi, Moçambique, South

⁴⁹ See Tables 22 and 23 in the Appendix.

⁵⁰ The *Protocol* states in Article 8, entitled Co-operation in Research and Development: Paragraph 3. Member States recognise that research, especially in science and technology is expensive and that not every country can enable its institutions to develop excellent research capacity in all fields, hence the need to allow access and to jointly develop and share research facilities. Paragraph 4. Member States shall, within ten years from the date of entry into force of this Protocol, develop national Science and Technology Policies to guide the development of science and technology, and on the basis of which a regional Science and Technology Policy shall be formulated. Paragraph 5. Member States shall strengthen research capacities in their countries by allocating adequate resources to universities and research institutes to enable them to pursue socio-economic and technological research. (*Protocol*, p. 19)

Also in Article 8. Co-operation in Research and Development, (A) Universities and Research, it continues: Paragraph 2. Member States agree to urge universities and non-university research institutes to co-operate in the area of research and to forge links with the industry/private sector and other relevant sectors, including the SADC sectors, for the purpose of determining priority areas of research and conducting research for those sectors. (*Protocol*, p. 20)

Africa, Swaziland, Tanzania, Zambia and Zimbabwe; ERNESA and SACMEQ which have forged some important links in the area of educational research (See Chapter 4 for more details). Research and development is an important area for closer collaboration within the Region, in particular into different areas of development, including economic development. Mauritius and South Africa are the countries which have done substantial research and development in economic areas, although in both cases this is as national entities rather than as part of the Region. It would be useful for this research and development to be shared and further developed in other SADC countries.

Data on the number of researchers per million people in 2000 – 03 was available only for five countries (South Africa 307; Mauritius 201; Zambia 51; Lesotho 42; and Madagascar 15). These figures may indicate that these countries have already realized the key role that research and development can play in more advanced levels of national development.⁵¹ The scarcity of information from other SADC countries may indicate that policies and information gathering in this area are not yet in place in most countries.

4.12 Centres of Specialisation and Centres of Excellence

The SADC Protocol emphasizes the need for establishing Centres of Specialization (CoS) and Centres of Excellence (CoE).⁵² Under the SADC Protocol, there is a differentiation between CoS and CoE. Centres of Specialisation refers to institutions that offer only training programmes while CoE refers to institutions or organisation dealing with research. There is a criteria that is used for selecting CoS which promoted competitive bidding while at the same-time ensuring geographical spread.

⁵¹ Information source: UNESCO, *EFA Global Monitoring Report 2006, Literacy for Life*, UNESCO, Paris, 2005, pp. 356 – 358.

⁵² The SADC *Protocol* states in Article 7, (E) *Centres of Specialisation*:

Paragraph 1. Member States agree that the general objective of establishing Centres of Specialization is to build capacity for regional training institutions to offer education and training programmes in critical and specialised areas and thereby increase the stock of trained personnel in the Region. this includes the need to develop local teaching and learning materials and especially, case studies to make the programmes relevant to the regional situation.

Paragraph 2. Member States agree to establish Centres of Specialisation in the Region at existing institutions which they shall strengthen as necessary to be able to offer regional programmes.

Paragraph 4....regional programmes shall consist mainly of post-graduate fields of study, but ... some critical disciplines such as medicine and engineering shall also be offered at Centres of Specialization.

Paragraph 5. Member States agree that the selection of the Centres of Specialization shall be on the basis of equal opportunity to bid by the relevant universities in the Region.

Paragraph 6. Member States agree that the subject areas of such Centres shall be determined by consultation between the sub-Sector, the universities and the Governments of SADC Countries.

Paragraph 13. Member states agree that where the results of monitoring and assessment are not satisfactory, the University concerned shall be given a period of two years to remedy the situation. (*Protocol*, pp. 17 - 19)

Article 8, (B) Centres of Excellence

Paragraph 4. Member States agree that the sub-Sector in consultation with the research institutes hosting the Centres of Excellence shall devise and implement monitoring and assessment mechanisms for ensuring that the centres dispense their mandate satisfactorily. (*Protocol*, pp. 21)

Under the SADC Education Policy Support Initiative, EPSI, the Universities of Dar es Salaam, Witswatersrand and Universidade Pedagogica have been identified as Centres of Specialisation for educational planning and management development and training. However, it appears that since the re-structuring of the SADC Secretariat, the three universities have continued to run the courses independently rather than collaboratively.

South Africa has identified a number of Centres of Specialization, and these could well be utilized as the foundation for SADC Centres of Specialisation. The National Research and Development Strategy, developed by the Department of Arts, Culture, Science and Technology⁵³ in 2002 noted that South Africa undertook about 0,5% of global research. A message from the then Minister, Ben Ngubane, indicated that SA needed to strengthen its connectedness to global research networks and to ensure that the development of networks and centres of excellence in the SADC and across the continent. In addition, SA needed to ensure the protection of its intellectual property and indigenous knowledge, and conserve South Africa's unique biodiversity. This research strategy has been given impetus by the Department of Science and Technology which has supported the establishment of centres and networks of excellence in science and technology, including in the social sciences. It is envisaged that such centres will stimulate sustained distinction in research while simultaneously generating highly qualified human resource capacity in order to impact meaningfully on key national and global areas of knowledge.

These centres include:

- DST-NRF Centre for Biomedical TB Research. Research at this centre includes all aspects of TB diagnosis, testing & treatment, both from a molecular and clinical point of view, and genomic and proteomic studies of the TB Bacillus and its interaction with humans. The Centre is co-hosted by Stellenbosch University and the University of the Witwatersrand..
- DST-NRF Centre for Invasion Biology. This Centre is concerned with the biology of invasive species, especially the impact that invasive species have on southern Africa's biodiversity, agriculture and ecotourism. The Centre is hosted by Stellenbosch University.
- DST-NRF Centre of Excellence in Strong Materials. This Centre studies materials such as hard metals, metal alloys, metal oxides, ceramics, diamond and diamond-like materials and composites including carbon nanotubes. The Centre is hosted by the University of the Witwatersrand
- DST-NRF Centre of Excellence in Birds as Keys to Biodiversity Conservation at the Percy FitzPatrick Institute. This Centre investigates the composition and structure of biodiversity, the processes responsible for its generation, and how relationships between organisms and their environments influence the form and functioning of biological systems. It is hosted by the University of Cape Town.

⁵³ This Department split into two departments, that of Arts and Culture; and Science and Technology.

- DST-NRF Centre of Excellence for Catalysis. Research at this Centre focuses on chemical catalysis (homo- and hetero-) mainly for the conversion of gas to liquid fuels and for down stream processing aimed at adding value to bulk chemicals. It is hosted by the University of Cape Town.
- DST-NRF Centre of Excellence in Tree Health Biotechnology at the Forestry and Agriculture Biotechnology Institute (FABI). This Centre will focus on the field of tree health. It is hosted by the University of Pretoria
- DST-NRF Centre of Excellence in Epidemiological Modeling and Analysis. Research at this Centre is dedicated to modeling of disease transmission and progression, focusing on South Africa's major health challenges, in particular the HIV/AIDS pandemic. The Centre is hosted by Stellenbosch University.

In 2007 the Minister of Education of South Africa announced that more Centres of Excellence with respect to the construction industry, would be established. These would be based in Tshwane North and Northlink Colleges. One hundred funded students were to be enrolled in 2007 and it was proposed that this figure would grow to 1000 within the next five years.

Another example is the University of Namibia and Telkom Centre of Excellence at Rhodes University. In 2004 the participants signed a declaration of intent which would boost Namibia's research and development into the security aspect of VoIP (Voice over Internet Protocol, the technology used to transmit voice conversations over a data network using the Internet Protocol) and e-learning as a solution to Namibia's distance education needs.

While there is indication of various levels of cooperation between South Africa and SADC neighbours through specific projects, joint and collaborative projects, these are not collated in any form nor are they managed as SADC projects. Ultimately each institution sets up its own projects depending on the interests and specialisations of individuals within each institution. While there is no conclusive evidence that Centres of Excellence are established to specifically promote research in the SADC, such Centres often do serve the interest of the Region.

Many of the Centres are financed by funds from foundations or governments outside the region. Further, such centres are largely supported by the Department of Science and Technology and there seems to be limited financial or other support from for such Centres.⁵⁴

The Country Reports indicate that there is some enthusiasm for establishing Centres of Specialisation and Centres of Excellence within the SADC Region, but some also expressed concern regarding the transparency of the selection procedures as well as the need to ensure that institutions in smaller and weaker countries are not further weakened by larger and better endowed institutions and countries. There is evidently need to

⁵⁴ Taken from SADC South Africa Country Report 2007.

utilize this system to strengthen institutional capacities throughout the Region, and this should be seen as an important function of such Centres. The University of South Africa (UNISA), for example, is providing valuable undergraduate and graduate opportunities for many other Member States and Zimbabwe's technical teacher training colleges have provided valuable teacher education to teachers from Namibia. Mauritius has a number of strong educational institutions, especially for teacher education, distance education and technical/vocational education. Its facility in both English and French gives its institutions a special relevance within SADC. These services could be further expanded to cover other SADC countries. Although these institutions have not been recognized as specialized SADC centres, it may be helpful to expand this status to more institutions so as to enhance their abilities to provide their capacities to other Member States.

The funding of such Centres is an important issue. Many smaller institutions in smaller and economically weaker countries have seen their institutions flounder under serious financial constraints. The removal of donor funding has in some cases seriously compromised the ability of some institutions to provide services to other SADC countries.

There is the need to have more systematic and harmonised ways of establishing these Centres of Specialisation and Excellence, both within SADC and in collaboration with NEPAD and the African Union. The criteria and processes need to be harmonized in order to avoid duplication and ensuring geographic spread.

4.13 Quality of Education

In statistical terms, the quality of education is measured by the percentage of qualified teachers and the teacher pupil ratio. The majority of SADC countries have managed to provide a sufficient number of qualified primary school teachers, with only three countries having fewer than 60% qualified teachers.⁵⁵ The quality of education is better guaranteed when the majority of teachers are qualified.

The teacher pupil ratio is another indicator of educational quality. The mean teacher pupil ratio at primary education level is 41.57 pupils to one teacher. In fact half of SADC countries managed to have a teacher pupil ratio of less than 39. Only five countries had a teacher pupil ratio of over 50. It would be incumbent on these countries to try to decrease their teacher pupil ratio to at least 40.⁵⁶ In most SADC countries the teacher pupil ratio is reasonably satisfactory. Unfortunately teachers' salaries comprise a high cost investment, and a lower teacher pupil ratio is only possible if economies improve substantially.

In addition nearly all SADC countries have carried out evaluations of the quality of Grade 6 language and mathematics under either under the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) for English speaking countries and the *Programme d'analyse des systèmes éducatifs de la CONFEMEN* (PASEC) for French

⁵⁵ See Table 32 in the Appendix.

⁵⁶ See Table 33 in the Appendix.

speaking countries. These studies enable countries to measure the quality of their education systems from time to time.⁵⁷

In addition to the SACMEQ and PASEC studies, most countries have a testing and examinations institution responsible for setting and implementing examinations. These institutions generally operate independently of each other, with no regional networking or coordination. However, most of these institutions are still directly linked to the overseas testing and examination authorities in Britain or France. It may be useful to utilize the strength of some of these institutions to build up testing items for primary and secondary education, as well as for trade testing, that can be shared within the Region. In this way, comparability of the quality of education may be better developed. Moreover, since the Region inherited different systems, for example the English, French and Portuguese systems, there is need to ensure that these systems are better integrated.

There is currently no formal relationship or interaction between SACMEQ and PASEC on the one hand, and SADC on the other hand. There is need for a formal relationship to be established so that SACMEQ and PASEC can be the institutions to deal with measurement of quality in the SADC region, with the full support and recognition of the and SADC Secretariat.

4.14 Education Budgets

Public expenditure in four of the five countries which provided such information was high, between 14.8 – 19.5% of total government budget in 2002 – 2004. For Mauritius it was 5.7%, but it must be noted that Mauritius' larger economic base means that its per capita investment could nevertheless be high.⁵⁸

Three countries spent more than 50% of the education budget on pre-primary and primary education in 2002 – 04. These were Zambia (63.5%); Malawi (62.7%); and Lesotho (50.8%), all three of which have made concerted efforts during this period to provide primary education for all. Three countries, South Africa (40.5%); Swaziland (37.7%); and Mauritius (31.4%) invested between 31.4 – 40.5% of their education budget on pre-primary and primary education. These countries have already been reasonably successful in achieving primary education for all, and appeared to be concentrating more on secondary education.⁵⁹

According to the DRC Country Report the percentage of the Gross Domestic Product allocated for education was 0.5% in 2003, 0.9% in 2004, and 0.7% in 2005. The percentage of the State budget allocated to education was 9% in 1984, 7% in 1985 and 1986, 8% in 2000, 5% in 2001, and 6% in 2002.⁶⁰ This is the result of several decades of conflict, with the result that the major investment into education is made by the parents

⁵⁷ SACMEQ and PASEC are described in greater detail in Chapter 4, *Existing Collaboration*.

⁵⁸ See Table 25 in the Appendix.

⁵⁹ See Table 26 in the Appendix.

⁶⁰ SADC DRC Country Report, p. 20.

and the churches. A special emphasis needs to be placed on countries such as DRC, which have just emerged from long periods of conflict.

Information on investment into secondary education was available only for six countries. Mauritius invested 40.2% and South Africa 36.1% on secondary education. These two countries are also the most advanced in the development of manufacturing industries, for which secondary education becomes more critical. Two countries, Swaziland (28%) and Lesotho (25.6%) invested about a quarter of their budget on secondary education. Swaziland has developed quite considerable manufacturing capacity. Two countries, Zambia (13.4%) and Malawi (10.2%) invested less than 14% on secondary education, reflecting their level of industrialization which requires fewer secondary graduates.⁶¹

Investment into higher education varied from 13.9% to 26.6% in the five countries which provided information. The mean expenditure was 18.48 indicating that there was substantial expenditure at this level.⁶²

4.14.1 Unit Costs of Education

The unit cost of education is an important indicator reflecting whether education at that level is affordable to both state and parents. The mean unit cost of primary education as a percentage of capita GDP in 2003 – 04 within SADC was 12%. For secondary education it was 25.4%, whilst for tertiary education it was 223.8%.⁶³ These figures indicate that primary education is affordable, with some countries having as low a percentage as 6 – 8% (Botswana 6%; Zambia 7%; Madagascar 8%; Malawi 8%).

Secondary education is much more expensive for most countries, although a few managed to maintain a low unit cost, for example Botswana which managed to provide secondary education at 6% of per capita GDP. The mean cost of secondary education was 25.27% of per capita GDP, making it too expensive for many parents. High unit costs were noted in Lesotho (47%); Madagascar (36%); and Moçambique (32%). If the SADC ambition of providing nine years of education for all is to be achieved, the unit cost of at least junior secondary education will have to be lowered considerably to make it affordable to both governments and parents.

Tertiary education was much more expensive than secondary education, although a number of countries managed to achieve low unit costs: Zambia 24%; Mauritius 49%; South Africa 53%; Botswana 90%; and Namibia 93%.⁶⁴ These five countries have levels of unit cost which make tertiary education affordable to governments and to a substantial percentage of parents too. This may be due to the utilization of distance education, common in Zambia, Mauritius, South Africa and Botswana, and possibly less emphasis on boarding education. Six countries had high unit costs for tertiary education

⁶¹ See Table 27 in the Appendix.

⁶² See Table 28 in the Appendix.

⁶³ See Table 29 in the Appendix.

⁶⁴ Note that all the lower costs countries are also higher income countries except for Zambia. Zambia's lower unit cost may be due to its combination of distance education to face to face teaching.

ranging from 149 – 791% of per capita GDP: Malawi 149%; Madagascar 189%; Zimbabwe 201%; Swaziland 245%; Lesotho 578%; and Moçambique 791%. During a period when cost recovery especially at higher education level has become common, it is clear that in these six countries the cost of tertiary education is too high for the majority of the parents and students. Unless there is heavy subsidisation of the cost of higher education in these countries, it will become unaffordable to the majority, with deleterious effects on development.

4.15 Publishing and Libraries

The Protocol introduces the concept of improving publishing within the Region, including through the establishment of a Press and Publishing House, and the establishment of well endowed national libraries.⁶⁵ Most Member States have viable state, university and private sector publishing capacities, but little has been done to bring about a SADC publishing house.

Member States also enjoy reasonably strong library services, but these are not co-ordinated within the Region. There is an existing organization of librarians, the Standing Conference of Eastern, Central and Southern Africa Libraries and Information Associations (SCECSAL) (www.scecsal.org/), which can form the basis for closer collaboration (See Chapter 4 for more details).

4.16 Language Learning

English speaking countries generally begin with mother tongue and English, with English being introduced in Grade 1 as a subject, initially as an oral and aural language rather than as the main form of literacy. However English generally becomes the medium of instruction at Grade 4, with a few exceptions. In the United Republic of Tanzania, Swahili has been utilized as the common African language, superseding the utilization of mother tongue. It is the main medium of instruction at primary school. Although English is introduced as a subject from Grade 1 onwards, few primary school graduates have a good grasp of the language. French is introduced as a foreign language at secondary school level, at Grade 8 (or Form 1) in most Anglophone countries, but only in a minority

⁶⁵ The *Protocol* states in Article 10, entitled *Co-operation in Publishing and Library Resources*:

(A) Publishing

Paragraph 3. Member States agree that there is a need to establish a Press and Publishing House in the Region with the objective of publishing and disseminating research results, textbooks, academic journals and creative works mainly by authors and artists in the Region. to that end, Member States agree to mandate the universities and non-university research institutions and existing publishing houses in the Region to explore the feasibility of establish a regional Press and Publishing House.

Paragraph 4. Member States shall encourage institutions and local writers to joint launch and publish journals and textbooks where appropriate, in order to maximise on economies of scale and to stimulate research and publication in the Region.

(C) Libraries

Paragraph 2. Member States undertake to provide adequate financial, technological and human resources to enable school, national and university libraries to be viable sources of learning, teaching and research materials. (*Protocol*, pp. 25 - 26)

of schools. Portuguese is not commonly integrated into the Anglophone secondary education system, except in Zimbabwe, where it is taught at the Hillside Teacher Training College in Bulawayo, and it is available in a select number of secondary schools. French is generally offered at university level. Portuguese is offered at university level in some SADC countries.

Madagascar and the République Démocratique du Congo are the French speaking countries in SADC. Madagascar utilizes both Malgach and French in primary education, but its very high repetition and drop out rates may be due to the preponderance of French in the primary education system, yet in most rural areas few students have the opportunity to hear French being spoken. The low level of attainment in the French language may also point to weaknesses in the curriculum, textbooks, and teacher training in Madagascar. In the DRC, French is used together with a limited number of local languages, such as Swahili, Kicongo, Tshiluba and Lingala.

Portuguese speaking countries have retained the utilization of Portuguese as the main language for education, although there have been a few experiments in the introduction of African languages. Although Portuguese is the official medium of instruction in Angola, necessity means that in fact the mother tongue is very commonly used as the medium of instruction. English is introduced at upper primary or secondary level in both Angola and Moçambique.

Swahili is commonly used in United Republic of Tanzania and the DRC, and is spoken in a number of other SADC countries, in particular countries neighbouring on these two countries and in countries which participated in a liberation struggle, whose armies were trained in the United Republic of Tanzania. Countries which utilize some Swahili include: Mozambique, Namibia, South Africa, Zambia and Zimbabwe. Moreover, Swahili, as a Bantu language, has much in common in terms of grammar and vocabulary with languages spoken in SADC countries. It can more easily be learnt as a result, and could become the *lingua franca* in more than half of the SADC countries. However, other than in the United Republic of Tanzania and the DRC, Swahili is not taught at school or tertiary levels.

Presently most SADC children have to cope with the mother tongue and an international language. A third language may be introduced at upper primary or secondary school level. As secondary education is still very limited in some SADC countries, it means that most children do not have the opportunity to learn a third language. It is recommended that the first two years of primary education be devoted to literacy in the mother tongue or in a widespread African *lingua franca* such as Swahili. An international language should be introduced as a second language early on in primary education. Presently many SADC countries introduce an international language as an oral/aural language in the first year, but do not introduce reading and writing in the international language until children have firmly achieved literacy in the mother tongue. Literacy in the second language is then introduced either in the second or third year of schooling. This approach is a pedagogically sound one.

The division of SADC into three distinct language groups is particularly felt in the DRC. As there are only two francophone countries in SADC, the DRC and Madagascar, language forms a serious barrier to closer communication and exchange. Yet the DRC is surrounded by four Anglophone countries: Sudan, Uganda, Tanzania and Zambia. It is close to Angola and Cabinda, which are lusophone countries. It shares French with Congo Brazzaville, the Central African Republic, Burundi and Rwanda. This challenging situation needs to be addressed. As Swahili is quite commonly spoken in DRC, as well as in Uganda, Tanzania, Burundi and Rwanda, it is obviously a very important lingua franca for commercial purposes. The need to overcome these linguistic barriers is obvious.

It is recommended that steps be taken to introduce a third language SADC language, i.e. English, French, Portuguese or Swahili initially at teacher education level, whilst at the same time suitable second language curricula and textbooks are developed for these languages. This step could be taken within the immediate future, and could last 2 – 3 years. These languages can be introduced as optional subjects at upper primary or secondary level. As secondary education is still severely limited in many SADC countries it may be pragmatic to introduce the third language in upper primary (Grades 5 – 7).

4.17 Private Sector Participation

The Protocol emphasizes the need for state and private sector collaboration on education.⁶⁶ From the Country Studies, it appears that nearly all Member States have actively promoted private sector participation in education in one way or the other. Private sector participation has enabled countries to expand both access and quality.

Only eight countries provided information to UNESCO on the participation of the private sector in pre-primary education. Of these five had over 80% participation of the private sector. In these countries the private sector has the main responsibility for pre-primary education. Most countries place more emphasis on primary education, with minimal investment into pre-primary education, even though pre-primary is recognized as a critically important period for the intellectual and emotional development of children. One strategy adopted by some countries is to give this responsibility to parents and communities, but with the State being responsible for providing training for parents, pre-primary school teachers and teaching assistants.⁶⁷

⁶⁶ Article 4, entitled *Co-Operation in Policy for Education and Training*, the *Protocol* states: Member States acknowledge that ...co-operation can be facilitated more effectively and can be expanded to cover more areas by the development and formulation of coherent, comparable, harmonised and eventually standardised policies with regard to ... Paragraph e) achieving a partnership approach to financing education and training, among governments, beneficiaries and employers (*Protocol*, p. 8)

⁶⁷ See Table 36 in the Appendix, from UNESCO, *EFA Global Monitoring Report 2006 Literacy for Life*, UNESCO, Paris.

Private participation in primary education was low except for Zimbabwe, where 87% of primary schools are private. However, it is to be noted that in Zimbabwe the majority of “private” schools are actually owned by district councils and by parents, and that the State pays for the salaries of all teachers as well as paying a per capita grant for educational materials. Mauritius and Madagascar have about 20% participation by the private sector in primary education.⁶⁸

At secondary school level, only Mauritius and Zimbabwe have a high participation of the private sector of over 70%. For Zimbabwe, the State pays the salaries of all teachers, so the private sector is heavily subsidized, and as for primary education the term “private school” includes community and local government owned schools. These two countries have followed a strategy utilized in many Asian countries, where the State has provided free primary education for all, but allowed the private sector a much higher participation for fee paying secondary education. Churches play a substantive role in providing private education in many African countries.⁶⁹

In the DRC the private sector plays an important role in education. Some 15% of students are catered for by the private sector. This is particularly true at university level where 78% are private. The private sector includes churches, industrial and forestry enterprises, as well as some profit making enterprises. The role of the private sector in education has become very important as a result of the failure of the state to provide adequately in the past.⁷⁰

In South Africa the private sector plays an important role in tertiary education. This role is sometimes highly useful, in that it provides targeted education and training as required by the markets. On the other hand it can also provide sub-standard education and training to candidates who do not qualify to enter conventional university and other training programmes. Moreover, there is a tendency for the private sector to invest in the humanities, whilst avoiding high cost investment disciplines which require expensive equipment.

In Namibia, the recent introduction of the subject Entrepreneurship in schools, owe its success to the valuable financial support provided by the private sector. Equally, the recent shift to competency based education and training in the vocational education and training sector is being undertaken with valuable expertise provided by the private sector. As one of the respondents correctly observed “the private sector has a greater role to play in influencing areas of training that educational institutions should be engaged in to ensure that products coming out of such training system are compatible with the demands of their sector”.⁷¹

⁶⁸ See Table 37 in the Appendix.

⁶⁹ See Table 38 in the Appendix.

⁷⁰ SADC DRC Country Report, 2007, pp. 29 – 30.

⁷¹ From SADC Namibia Country Report 2007.

4.18 Conclusions

Major strides have been made in improving primary school enrolments, but there are still serious problems and concerns. In the area of basic education, large numbers of children drop out before reaching Grade 5; more than 20% of youths are illiterate, offering a challenge to many countries; a substantial number of pupils do not reach Grade 7 or Grade 9; and there are serious concerns regarding the quality of primary education – this was evident in a number of Country Reports which noted the need to upgrade the quality of primary school teaching in order to improve the quality of primary education.

Particular attention needs to be paid by SADC to countries which have recently emerged from conflict, such as Angola and the Democratic Republic of the Congo. There is sufficient expertise to provide assistance from within the Region, and steps should be taken to ensure that such assistance is forthcoming.

The area of technical/ vocational education is still very limited in almost all countries, even though this level may be critical for the success of poverty alleviation and improvement of the informal sector of the economy. However there are moves to address technical/vocational education within the Region, and it is important for the SADC Secretariat to assist in strengthening and coordinating these improvements.

The unit cost of primary education is generally affordable, but secondary and tertiary education is affordable only in a handful of countries – this challenge requires work within Ministries of Education to lower the cost of education, whilst at the same time the promised donor assistance for basic education for all needs to be complied with.

There has been a major expansion of tertiary education, but the percentage of students who are able to reach tertiary education is still very low in most countries, and the courses available at this level may be heavily skewed against technical, engineering and construction industries. There is urgent need to enable Member States to fully utilize the expertise and experience available within the Region, through the coordination of SADC and institutions such as SARUA, as the viability and quality of higher education may be compromised. There is insufficient emphasis on research and development in most countries, yet such original work is essential for directing and transforming economic planning.

Publishing and libraries have received little attention.

There is need for a more proactive approach to language learning policies and strategies for the SADC languages.

Private sector participation in education is recognized as critically important in almost all Member States. Nevertheless there is need to improve the content and processes of this participation, including through closer linkages between private sector and technical vocational education, ensuring that entrepreneurship training is more available to students. Private enterprise has played an important role in expanding education and

training, but can be better utilized and channelled towards the provision of better quality and more relevant education. The issue of private sector contribution to the training levy and how this is utilized is an important instrument for technical and vocational education and training.

Chapter 5

Existing Collaboration between SADC States

Introduction

Existing collaboration between SADC States has been divided into four main sections:

- 5.1 Coordination and Harmonisation of Education and Training within Member States;
- 5.2 Collaboration through SADC;
- 5.3 Collaboration between Teachers' and Students' associations;
- 5.4 Collaboration through Multi-lateral Organizations.

5.1 Coordination and Harmonisation of Education and Training within Member States

There are a large number of actual and practical collaboration taking place through bilateral agreements. These agreements may have existed for some time, and are fuelled by the real needs of the partners. Table B, with data from the Country Reports, shows there are 57 examples of actual collaboration. This demonstrates that there is an enormous need as well as capacity for closer collaboration as well as for harmonisation of tertiary training programmes, research and development. However, at present such collaboration is often *ad hoc*, depending on individual initiatives. Good programmes have also folded up or deteriorated because of the withdrawal of donor funding, such as the technical and vocational degree course offered by the University of Malawi for SADC students. Harmonisation of term times is often lacking within the same country, not to say within the Region. Even more important is the need for harmonisation of courses, so as to facilitate easier transfer of students between institutions nationally and regionally.

In addition a number of Country Reports indicated that they had institutions that are presently not being fully utilized and that could well cater for the needs of other SADC countries.

Table D. Number of Actual and Potential Bilateral Collaboration Programmes amongst SADC States

Member State	Number of Actual Collaboration Programmes	Number of Additional Potential Collaboration Programmes
Angola	Not known	4
Botswana	11	Not explored
Democratic Republic of the Congo (DRC)	Not known	3
Lesotho	2	Not explored
Madagascar	5	4
Malawi	2 but undersubscribed	5
Mauritius	Not known	8
Moçambique	4	1
Namibia	5	Not explored
South Africa	16	Not explored
Swaziland	2	Not explored
United Republic of Tanzania	Not known	2
Zambia	3	5
Zimbabwe	7	Not explored
Total	57	32

See Table 139 of Appendix for details.

However, one clear tendency is that dominant and well resourced countries tend to have the best developed institutions, and these institutions provide services to smaller countries. The result is that programmes and institutions in smaller countries have been undermined and either remain underdeveloped or have deteriorated. There is need for a better organized system along the lines of the African Economics Research Consortium (AERC) whereby universities can collaborate and share staff and programmes. The number of non-home students in smaller countries is today very low, even though in the past some of these institutions, such as the University of Lesotho, traditionally had large numbers of students from neighbouring countries, whereas there are a large number of SADC students in South Africa today. Most SADC students studying in another SADC country do so on an individual basis, although there are a few well established institutional arrangements.

5.2 Collaboration through SADC

5.2.1 The SADC Education Policy Support Initiative (EPSI)

SADC had also set up the Education Policy Support Initiative (EPSI) in 2000, to provide support to Member States to coordinate, develop and harmonise their education policies. EPSI objectives included the following:

- Setting up a course in three universities, viz, Witwatersrand, South Africa; Dar es Salaam, Tanzania; and Universidade Pedagógica, Moçambique; as Centres of Specialization for educational policy, planning and management for SADC. Accreditation was possible at masters level through Witwatersrand University, as

- well as at Certificate of Competence and of Attendance levels from all three universities. A number of courses were held under this programme, and they were much appreciated by Member States according to the Country Reports.
- Work commenced on developing an open distance learning version of the teaching and learning materials.
 - A website was successfully developed. An electronic data base on stakeholders and role players was begun.
 - Policy capacity building fora were organized, including possible joint policy activities and research.
 - Liaised closely with the International Institute for Educational Planning (IIEP) and Association for the Development of Education in Africa (ADEA) on HIV/AIDS.
 - Liaised closely with ERNESA, NESIS, SACMEQ on research, statistics and measurement of the quality of education.

Over the period 2000 – 2003, EPSI was able to attract about US\$1.4 million in donor funding from SIDA, the Netherlands Government and the World Bank. Combined with Member State funding, this enabled a high level of activity to take place. EPSI was evaluated in 2003 and the evaluation recommended the continuation of this programme to its second phase. A project proposal for phase two was developed; however, no funding has been secured. There is need to revive this programme without dependency on donor funding.

5.2.2 SADC Technical Committees

Following on the establishment of the *Protocol* in 1997, SADC embarked on the formation of Technical Committees. Nine such committees were formed during the 1990s, and were highly successful up until the re-structuring of the SADC Secretariat during the period 2002 – 2005. The Technical Committees included the following areas:

- Basic Education
- Intermediate Education
- Technical/Vocational Education
- Higher Education
- Lifelong and Continuing Education
- Open and Distance Learning
- Student Funding
- Certification and Accreditation
- Special Education

These Technical Committees were largely funded and hosted by Member States, with two representatives from each State on a Committee. Given the recognized contribution of these Technical Committees to the improvement of the quality of education and to closer collaboration within SADC, it is important that they be resuscitated. One of the Technical Committees, the Technical Committee on Certification and Accreditation, resumed its work in 2005, and updated its work in May 2007. Another Technical

Committee, that on Open and Distance Learning, has also moved forward during this period. This study will only cover the work of these Technical Committees, as they remained active since the re-structuring of SADC. However it is important to note that the other Technical Committees served an important role in the past, and that they remain viable, practical and affordable instruments for coordination. The Technical Committee model is one that is tried and tested, and worth preserving.

Prior to the re-structuring of the education and training functions within SADC in 2003, there was a highly successful coordination system, consisting of differing and overlapping policy meetings of Education Ministers, Senior Official and Technical Specialists. The re-structuring also meant that the Education and Training section, which formerly consisted of about a dozen officers, was now replaced by a staff of one or two officers. Consequently the very high level of activities which formerly characterized SADC necessarily became both less intense and more restricted. The majority of Country Reports (2007) made mention of the need to resuscitate the SADC structures and instruments so as to ensure a higher level of coordination and harmonisation.

5.2.3 SADC Technical Committee on Certification and Accreditation

The SADC Secretariat set up a Technical Committee on Certification and Accreditation (TCCA) in 1997. As early as 2001, the TCCA has completed a summary of nearly all existing education qualifications within the SADC Region. In 2005 they developed a concept paper for the development of the SADC Qualifications Framework (SADCFQ), which would be a critically important instrument for attaining the SADC goals of greater social, political, economic, educational and training integration. Moreover, since the General Agreement on Trade in Services (GATS) is working globally on the trade and transfer of human skills and services, it is essential for SADC to work out its own principles, priorities and processes, so that it can handle international competition in education and training as well as skills transfers from a sound, well worked out and detailed foundation.

The Technical Committee recommended the following guidelines and key components of the SADC Qualifications Framework:

Table E. Guidelines and Key Components of SADC Qualifications Framework

Aspect	Description
Vision	A regional qualifications framework that is a driving force for regional integration, quality assurance and global competitiveness of education and training systems in SADC member States.
Scope	All forms and levels of education and training within the SADC Region.
Levels of competencies	Based on outcomes-based competencies in all levels and forms of education and training
Purpose	Fulfilment of the ultimate objective of the <i>Protocol on Education and Training</i> on harmonisation, standardisation and eventual qualifications equivalences in the Region.
Principles	Regional cooperation and solidarity, empowerment of national systems and equal benefits to Member States.
Design features	Standardised terminology, regional database, levels, credit values, common standards and procedures and quality assurance systems.

Legal context	Guided by the provisions of the <i>Protocol on Education and Training</i> , national legislatures and a possible regulatory framework based on the provisions of the Arusha Convention.
Implementation structures	A SADC Qualifications Agency (SADCQA) that is comprised of a Regional Steering Committee (RSC) and an Implementation Unit (IU).
Roles and responsibilities	The SADCQA will report to Council and ICM through the SADC Secretariat and guided by the sectoral Committee of Ministers and their Senior Officials.
Key role players and stakeholders	Including a variety of stakeholders such as the public, private sector, workers and employers, NGOs, regional experts, society at large, students and learners.
Research and information management	A comprehensive regional database on specific areas of the RGF will be necessary and broad and targeted research activities will be critical to the success and effectiveness of the SADCQF.
Sustainability	The SADCQF is to be an effective and permanent structure to guide the integration and quality enhancement of education and training in the SADC Region.
Resource mobilisation	Funds for SADCQF could be generated nationally, regionally and externally. Certain activities of SADCQA will be focused on income generation.
Capacity building	Continued enhancement of the performance of the structures and the personnel involved in SADCQF critical. The same applies to the Member State level or for the NQFs as the two processes are highly interlinked.
Coordination, monitoring and evaluation	This will be an important and ongoing process and a measure for quality assurance and competitiveness of SADCQF. The credibility and impact of SADCQF must be enhanced if it is to achieve the objectives of regional integration for education and training in SADC.
Advocacy and networking	The development of SADCQF cannot be done nor can it operate in isolation. There will be need to network and take cognisance of the developments in other regions as well as internationally and to promote advocacy and utilisation of the structure as a regional tool for integration and quality of the sector.
Transitional arrangements and application of the SADCQF	The SADCQF shall guide the recognition, comparability and eventual equivalences of existing and up-coming qualifications in the Region. implementation will also be guided by defined transitional and application arrangements to be continually reviewed in line with the demands of the Region.
Political commitment	This is critical both at the national and regional levels. No country should be seen to lag behind if the final goal of the Protocol and indeed the Treaty are to be achieved. This applies not only of the establishment, but also the application of the SADCQF and the NQFs once in place and the two expected to mirror or influence the other.
Time frame	With the envisaged commitment by all Member States and their experts and stakeholders the establishment of the SADCQF should take less than five years and to be in place by 2010 although it will need to be continually reviewed and adjusted.

Source: SADC, *Towards a Southern African Development Community Qualifications Framework: Concept Paper and Implementation Plan*, Maseru, March 2005, pp. 10 – 11.

The main structure for the SADCQF is a Regional Steering Committee (RSC), which will report to the Committee of Ministers of Education through the Committee of Senior Officials of Ministries of Education. An Implementation Unit (IU) would be formed responsible for the work, and reporting to the Regional Steering Committee. The eventual goal is to set up the SADC Qualifications Agency (SADCQA).

The Technical Committee worked out a Five Stage Plan up until 2010 as follows:

Stage 1 Setting up of SADCQA (2005 – 2006)

Stage 2	Advocacy for SADCQF (2006-2010)
Stage 3	Implementation of the SADCQF (2006 – 2010)
Stage 4	Capacity building and sustainability (2007 – 2010)
Stage 5	Monitoring and evaluation (2008 and 2010).

The TCCA met in May 2007 to follow up on developments and to work out the way forward, based on a study of how far each Member State had gone in developing its National Qualifications Framework (NQF). A number of countries had advanced considerably in this area, although the majority are still lagging behind. Quite a lot of work had been done in the area of technical/vocational education. It was agreed that the SADC Qualifications Framework would be based on the National Qualifications Framework. In the last six years improvements had been made in the following areas:

- Improve comparability of quality assurance systems in SADC Member States through the development of regional guidelines for quality assurance
- Common mechanisms for the evaluation of qualifications through the development of guidelines and training
- Alignment of quality assurance development with regional, African and international developments through increased involvement in such processes, particularly the Arusha Convention
- Support to Member States to develop NQFs by identifying and contracting key experts within the Region
- Human resource development, specifically through the development and delivery of a SADC training course on quality assurance
- Establishment of a regional qualifications framework, including a regional database and a small and nimble coordinating agency that can oversee regional quality assurance processes, such as the accreditation of regional providers and registration of regional qualifications.

The recommendation is that a small agency, to be hosted either within the SADC Secretariat or by a Member State institution, be established to carry on this work.

5.3 Collaboration between Teachers' and Students' Associations

5.3.1 Teachers' Associations and Teachers' Unions within SADC

All SADC Member States have some form of teachers' associations or unions. These are formed to facilitate both professional enhancement and negotiations over conditions of service. Some of the associations/ unions have developed linkages with their sister organizations in other SADC countries. From the point of view of SADC, it may be useful to work with such associations/ unions to increase and improve the professional inputs of teachers into the education system.

The Moçambican teacher's association, National Teachers Association (ONP), unites teachers at all levels including the university lectures. It appears to play a different and more expanded role than other teachers' unions, in terms of working closely with the

Ministry of Education and Culture on the Education and Culture Sector Strategic Plan. The organization has worked with Ministry on teacher training in particular, and representatives of the organization have participated in the regional meetings organized the regional teachers unions and contribute to the regional debate on teacher status. The ONP plays an important role in the implementation of projects on HIV/AIDS prevention education among teachers.

The Southern Africa Teachers' Association (SATO) joins together teachers' unions across twelve SADC countries, including Angola (SINPROF); Botswana (BTU); Lesotho (LAT); Malawi (TUM); Mauritius (GTU); Moçambique (ONP); Namibia (NANTU); Swaziland (SNAT); South Africa (SADTU); Tanzania (TTU); Zambia (ZNUT); and Zimbabwe (ZIMTA). It is notable that SATO has selected only one trade union per country, even though there may be several trade unions. SATO's activities include trade union issues; professional matters; academic matters; and research. SATO achievements include the harmonisation of teacher trade union policies and practices in the Region; improvement of the welfare of teachers in the Region; comparative analysis of education practices in the Region; and educational issues such as enrolment patterns, curriculum, academic qualifications for teachers, and gender.

SATO faces a number of challenges and problems. These include inadequacy of resources and lack of co-operation with the SADC Secretariat. They are mainly financed by Nordic countries.⁷² It would be useful for SATO to be more closely linked to the SADC Secretariat so that its coordinating and networking functions can be more closely linked to SADC's aims and processes.

The South African Council of Educators (SACE) does not deal directly with the *Protocol* but they interact with other related education bodies, in particular the Department of Education and teacher unions. It is the statutory responsibility of SACE to determine minimum criteria for registration as an educator in South Africa. SACE is a reputable accrediting agency in the SADC Region and teachers from the Region and beyond seek accreditation through SACE. SACE sees itself as providing a service to SADC teachers. An important point made was that accreditation did not mean that such accredited teachers would teach in the Region but that this functioned as a springboard to enter the teaching profession in other countries, often in the north.⁷³

Table F is based on information provided in the SADC Country Reports (2007), and provides a picture of both teachers' unions and associations. See Table 141 of Appendix for greater detail.

⁷² Based on interview with Mr. Peter Mabande, CEO of ZIMTA.

⁷³ Information from SADC South Africa Country Report 2007.

Table F. Number of Teachers' Associations/ Unions in SADC Member States

Member State	Teachers Unions	Professional Associations
Angola	4	Not known
Botswana	1	1
Democratic Republic of the Congo (DRC) ⁷⁴	3	3
Lesotho	2	1
Madagascar	1	Not known
Malawi	1	4
Mauritius	Not known	Not known
Moçambique	1	Not known
Namibia	2	Not known
South Africa	4	1
Swaziland	1	Not known
United Republic of Tanzania	1	Not known
Zambia	3	7
Zimbabwe	2	Not known
Total	26	17

Note that insufficient data was available from the Country Reports on Professional Associations. They constitute an important vehicle for strengthening professional capacities in the Region.

A number of the professional associations play an important role in improving the quality of teaching and learning within the education system. For example the Zambia Maths, Science and Technology Association, has made an important contribution to Continuous Professional Development according to the Ministry of Education. The Association has developed strategies and implementation guidelines for strengthening mathematics and science education in secondary schools, within the existing framework, and resource provision, of the school - based Continuing Professional Development (CPD) programme of the Ministry of Education. The guidelines were informed by a comprehensive baseline study undertaken in 2002. The main aim of the programme is to improve teaching and learning activities through lesson study by strengthening CPD activities of the science and mathematics teachers. Such associations can link up across the Region to strengthen their areas of specialization.

5.3.2 Student Associations and Unions

All Member States had student associations and unions at tertiary level, but not at lower levels of education. Such student associations tended to play an important political role in situations of political flux, such as in Madagascar and the DRC, forming political opinion within the country. In the DRC they have worked as associations fighting for student rights, as well as as intellectual and political centres for human rights. On the other hand they may also play an important developmental role, as in Moçambique where the *Associação dos Estudantes Finalistic Universitarios de Mozambique* initiated capacity building and community work for poverty reduction. They deploy the university finalists into the field in particular districts to participate with their knowledge in the fight against poverty. See Table 143 of Appendix for details.

⁷⁴ The DRC has an association of parents common in francophone countries. There is an Africa-wide association under CONFEMEN.

5.4 Multi-lateral Organizations

A number of important collaborative programmes joining together countries within SADC, or joining together countries within the continent, are already in existence. Some of these programmes have been highly successful in their areas of specialization. This part summarizes programmes which are being utilized by Member States. Some of the programmes have already been working in collaboration with the SADC Secretariat, whereas others have been operating independently. A number of them offer models of highly successful collaboration, and such models can be extended and adapted to cover other fields.

5.4.1 African Economics Research Consortium (AERC) (www.aercafrica.org)

The African Economics Research Consortium (AERC) is highly successful in sharing human resources in the specific area of economics education and training throughout the continent, training at masters and doctoral levels. Lecturers from the Region come together annually to teach courses at their Nairobi centre. Students from one country can enjoy the services not only of their own nationals, but of all the AERC partner institutions. AERC also undertakes joint research programmes. Their model could well be extended to cover other disciplines. Located in Nairobi, it aims to strengthen research and teaching of economics in Africa. It joins together a number of universities, including ten universities from within SADC. These are the Universities of Botswana, Dar es Salaam, Malawi, and Zimbabwe, termed Group B universities, which have adequate capacity to offer core courses. Group A universities include the universities of Lesotho, Mauritius, Eduardo Mondlane in Moçambique, Namibia, Swaziland, and Zambia. Group A universities share and utilize the facilities of Group B universities. The AERC programme offers Masters and Ph.D. studies, Senior Policy Seminars, National Policy Workshops, a web-linked information service, and a variety of publications. A total of 135 Research Papers and 17 Special Papers have been published to date. The AERC programme is one of the most successful regional research and training programmes in existence. It offers a highly successful model for the sharing of institutional capacities within partner universities, with some joint courses being offered in Nairobi, utilizing the staff from the various partners. It is well funded.

5.4.2 Distance Education Association of Southern Africa (DEASA) (www.deasa.org.za)

DEASA is striving to become the regional powerhouse in Open and Distance Education (ODL) in the SADC Region. Member countries include nine SADC Member States, viz, Botswana, Lesotho, Madagascar, Moçambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe.

DEASA's specific objectives are:

- To provide a platform for discussing issues related to and affecting the field of distance education;
- To encourage the exchange of expertise among member institutions as efficiently and widely as possible;
- To exchange information and materials on distance education and to promote co-operation among member institutions;
- To promote educational activities and opportunities for those who are not part of the conventional education system;
- To promote assistance from national governments and international organizations to distance education;
- To collaborate with governmental as well as non-governmental organizations to promote effective distance education policies, methods and practices;
- To represent and promote to governments and funding agencies the interests of distance education as a set of learning and teaching methods and practices that require particular interventions and cost allocations; and
- To encourage members to maintain DEASA's Code of Ethics in advancing distance education.⁷⁵

DEASA has added the integration of information and communications technologies (ICTs) into programme delivery. It has also added the goal to support initiatives which address social problems and HIV and AIDS in Open Distance Learning.

5.4.3 Educational Research Network in East and Southern Africa (ERNESA) www.adeanet.org/newsletter/Vol10no3/en_2.html

ERNESA's mission is to "revitalize education and training in Africa in general, and in Eastern and Southern Africa in particular. ERNESA seeks to contribute to the enhancement of a culture where the development of education and training systems is informed by research and other forms of analytic work. While recognizing the utilitarian value of applied research, ERNESA equally values basic research and strives to contribute to the development of knowledge, and theoretical, conceptual, and analytical paradigms that emerge from indigenous and endogenous contexts. In pursuance of this mission, ERNESA will remain conscious of, and responsive to, the emerging global influences, challenges, opportunities and threats".

Its objectives are:

- To develop educational research capacity in the Region;
- To develop national and regional capacities for using research and other forms of analytic work to inform policy development and management;
- To bridge the communication gap between researchers, policy makers and practitioners, and to promote their collaboration in using research to inform policy and practice;
- To effectively disseminate research findings inside and outside the Region;

⁷⁵

From DEASA Strategic Perspective: 2004 and Beyond, p. 2.

- To coordinate educational research and to provide forums for debating issues in educational research;
- To promote collaboration among researchers;
- To provide technical support to Ministries of Education, other education institutions and international agencies in the Region.

Presently four research programmes are underway: firstly one on Africa policy dialogue involving Botswana, Lesotho, Swaziland and Zimbabwe; secondly one on education and the environment involving Namibia and Swaziland out of SADC countries; thirdly one on the impact of non-formal education programs involving Lesotho and Namibia; and finally one on the provision of quality basic education for marginalized groups through out-of-school delivery systems, in Botswana, funded by UNICEF.

ERNESA is also running training programmes, developing a database of research abstracts, and involved in sector analysis.

5.4.4 Southern African Comparative and History of Education Society (SACHES)

SACHES holds conferences periodically which allow Southern African as well as international researchers to present and discuss their research work on education in Southern Africa. All the presented research work is then summarized, and made available to all members on request. It provides good opportunities for researchers to learn about each other's work through conferences and in a digital format.

5.4.5 Forum for African Women Educationalists (FAWE) (www.fawe.org) and the Association for Strengthening Higher Education for Women in Africa (ASHEWA)(www.ashewa.org)

These two sister organizations concentrate on the area of education for girls and women. FAWE, founded in 1993, has national chapters in 13 out of the 14 SADC countries, including Angola, Botswana, Lesotho, Madagascar, Malawi, Moçambique, Namibia, DRC, South Africa, Swaziland, The United Republic of Tanzania, Zambia, and Zimbabwe.

FAWE concentrates on four main objectives:

- Influencing policy formulation, planning and implementation in favour of increasing access, improving retention and performance of girls.
- Building public awareness and consensus on the social and economic advantages of girls' education through advocacy.
- Demonstrating through interventions on the ground, how to achieve increased access, improved retention and better performance.
- Influencing replication and mainstreaming of best practices from the demonstrative interventions into broader national education policy and practice.

FAWE's concentration is on the education of girls at primary and secondary school levels. It is one of the most successful organizations in terms of achieving its goals. A

number of FAWE national chapters have made major achievements in the promotion of girls' education. One of the most outstanding has been the Zambian national chapter, FAWEZA, which has pioneered work on programmes to enable the return of primary and secondary school dropouts to school; scholarships for girls at secondary school level; the involvement of mothers and daughters in programmes where mothers teach their daughters traditional skills, and daughters teach their mothers literacy; and the establishment of reading groups. FAWEZA has been so successful that many of its projects have now been integrated into national programmes.

Its sister organization, ASHEWA, formed in 2005, concentrates on the education of women at tertiary level, as well as on the position of women staff in tertiary institutions. Its objectives are to:

- Document and analyze the status of women in universities and other higher education institutions in Africa.
- Support and promote programmes to strengthen and improve women leaders and women's leadership roles. One outcome will be the strengthening of women academic leaders.
- Support and promote degree and non-degree programmes utilizing information and communications technologies (ICTs) to provide distance education courses for women. This is to enable the massification of higher education for women at affordable costs.
- Promote and support research, development and curriculum that are of vital interest for women including the political, scientific, technical, social, health and economic spheres.
- Promote and support stronger linkages between higher and basic education with a view to strengthening the quality and relevance of basic education, with special emphasis on the education of girls.
- Create a network of women in higher education and of education programmes targeted at women and dealing with issues of concern to women in Africa and globally.
- Advocate and promote gender mainstreaming at existing universities in Africa. This will include focus on the educational needs of women, with emphasis on the critical importance that women can play in the process of development.
- Promote the establishment of women's colleges and women's universities in the Region where these are needed.

ASHEWA's first task has been to initiate studies on the situation of women students and staff in tertiary education in a selection of African countries. ASHEWA is an ambitious new organization, aiming at making its impact over the next decade.

5.4.6 National Education Statistical Information System (NESIS)

[\(http://intoweb.co.za/en/\)](http://intoweb.co.za/en/)

NESIS was established in 1989 by the Association for the Development of Education in Africa, ADEA, Working Group on Education Statistics. It is located in the UNESCO

Harare office. The majority of SADC countries have been able to benefit from the NESIS training programmes. These training workshops have been conducted for planners, statisticians, information officers from ministries of education, UNESCO national commissions, and journalists. A smaller number of SADC states have received basic computer equipment to enable them to be more efficient and effective.

The vision of NESIS includes to:

- Help build strong EMIS infrastructure in all countries in Africa.
- Bring together in EMIS all types of information that is relevant for enhanced policy, planning and implementation processes.
- Expand information systems to cover all education fields and levels in a coherent manner.
- Contribute to the establishment of institutional mechanism for effective interactions between information provision and decision-making at all levels.
- Promote and facilitate enhanced partnerships at national, (sub-) regional and international level around NESIS initiatives.
- Establish a sustainable African institution aimed at supporting effective and high-quality information-based decision-making.
- Operate firmly within current Africa-wide political and socio-economic development initiatives related to the AU, NEPAD and sub-regional formations.
- Maintain and strengthen NESIS strategic focus on the principles of: country ownership, advocacy, capacity building, documentation and dissemination, networking and partnership.

NESIS has worked to improve EMIS coverage not only at national level, but also at provincial and district levels to support local policy-makers and technicians plan, monitor and evaluate their decentralised systems.

5.4.7 Programme d'Analyse des Systèmes Educatifs de la CONFEMEN (PASEC) (Website : www.confemen.org)

PASEC has four objectives:

- To identify effective and affordable school models, by comparing, on a national and international scale, pupil performance, teaching methodologies and the resources utilized.
- To develop, in each one of the participating states, an internal and permanent capacity to evaluate the education system.
- To disseminate freely the results obtained, as well as the methods and the recommended evaluation instruments.
- To strengthen the role of the observatory of education systems within the CONFEMEN technical office.

PASEC is a decision making tool. In terms of educational policies, Ministers of Education face two major challenges: to make judicious choices which will allow

everyone to receive a quality education and to ensure that these choices are achievable, taking into account limited resources.

In carrying national evaluations of the quality of primary education, PASEC has the role of directing these choices. Based on precise and quantifiable criteria, PASEC studies provide decision makers in Member States of CONFEMEN with objective information on the strengths and weaknesses of their education system. Up till now, PASEC has carried out 15 studies on the determinants and school successes in Sub Saharan Africa and the Indian Ocean.

Each year PASEC organises an international conference to help develop the capacities of national teams. These workshops are hands-on exercises to enable participants to carry out practical evaluations. They also allow participants to share experiences. In addition PASEC provides technical support to Member States.

PASEC carries out three types of studies:

- Diagnostic evaluation based on pupil achievement in the course of a year. Such studies help to identify the factors which influence learning positively or negatively.
- Follow up of a cohort of students over a period of five years, measuring each year the level of their school achievements. This type of evaluation is useful for analysing the effects of repetition.
- Thematic evaluations, such as the effects of a specific policy, such as double sessions or the employment of teachers on contract (as compared to civil service employment).

Madagascar is the only SADC country which has had PASEC studies.

5.4.8 Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) (website: www.sacmeq.org)

SACMEQ has been operational since 1991, and includes eleven of the fourteen SADC Member States, viz, Botswana, Lesotho, Malawi, Mauritius, Moçambique, Namibia, South Africa, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe.⁷⁶ SACMEQ's programme is approved by its Assembly of Ministers which meets every second year at the time of the UNESCO General Conference. It is located within the UNESCO Sub-regional Office in Harare, Zimbabwe. The broad aim of SACMEQ is to expand country capacities for the generation of information for informed policy decisions, to enable Ministries to:

- Determine if the reading and mathematics achievement of Grade 6 pupils and their teachers in the participating countries has improved, remained the same or deteriorated as compared to earlier studies;

⁷⁶ SADC States not included in SACMEQ studies include Angola, Madagascar and DRC.

- Determine if the conditions of primary schooling have improved, remained the same, or deteriorated over the periods covered by the studies;
- Determine the changes in the degree of equity with regard to the allocation of human and material resources within countries;
- Undertake a special sub-study of the effect of HIV/AIDS on the functioning of the primary schools;
- Identify the major factors affecting pupil achievement in 2006; and
- Take steps to begin to obtain a measure of growth in reading and mathematics achievement across at least adjacent grades in SACMEQ education systems.⁷⁷

The achievements of SACMEQ include the following:

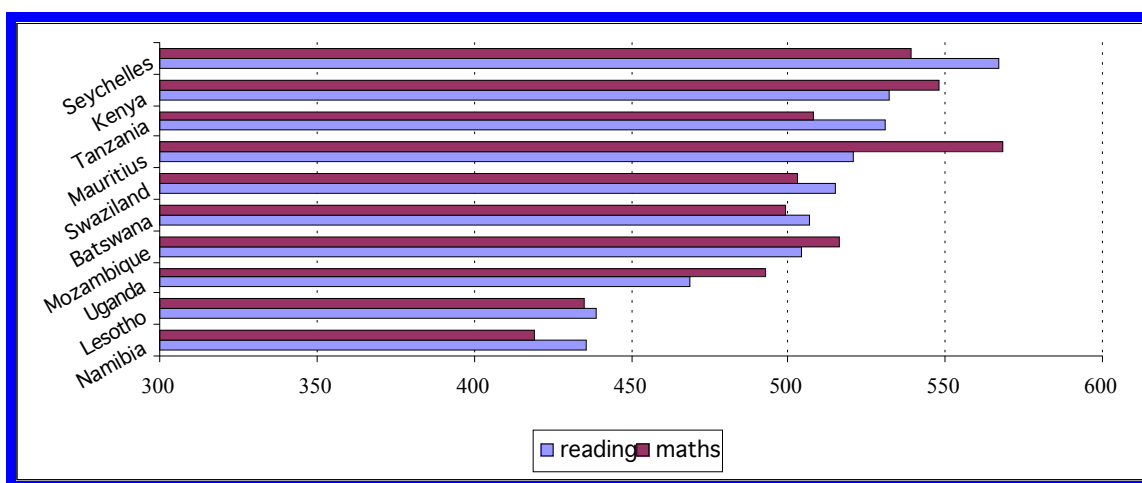
- Ministers of Education were able to meet every 2 years, and SACMEQ Managing Committees at least once every year, to debate issues of a policy nature, especially those emerging from the SACMEQ research findings;
- Countries were able to learn from each other about how countries have dealt with common or country specific educational challenges using which strategies and with what results; what are the benchmark standards of inputs, processes and outcomes in terms of learning achievement and how are they related to broader contextual issues of different countries (economic, historical, cultural, social, political, etc.)
- It provided key players in the education systems – education planners – with opportunities to “co-ordinate” education systems.
- It provided capacity building of Ministries of Education using collaborative “hands-on” training for planning personnel.
- Its studies have enabled countries to gauge the quality of their Grade 6 education in comparison not only with their past performance but also in comparison with each other. At the same time it provides specific recommendations which are tailored to the realities in each country. Some of these recommendations do not require additional financing, and so can be implemented immediately. Other recommendations may require long term planning and provision.

The Country Reports indicate a high level of appreciation for the SACMEQ programme. However, one Report notes the importance of enabling such evaluations of quality to be utilized at school and district level for actual school improvement. This is an important challenge facing all programmes: to ensure that the studies actually help to improve the quality of education at ground level, enabling every school to utilize the studies to improve the quality of education offered in that specific school.

Figure 1 compares the SACMEQ results of ten countries. The maximum is 600 marks in Reading and Mathematics. Such a comparison allows countries to gauge the challenges they face. It is notable that countries like Tanzania where reading is tested in Swahili have higher scores than countries which are utilizing reading in English.

⁷⁷ From SACMEQ information documents.

Figure 1. Reading and Mathematics SACMEQ Score (2000)



Source: MOE Statistics (2000). Taken from Swaziland Report, p. 31.

5.4.9 Southern Africa Regional Universities Association (SARUA)

SARUA was founded in February 2005 and includes the 14 SADC countries. Since its establishment 58 public universities have officially joined the Association.

SARUA has identified four specific programmes that deal with obvious areas of critical need in the Southern African higher education context, and these are:

- ICTs;
- Leadership development;
- HIV/AIDS; and
- Science and technology.

It is generally agreed that information and communication technology (ICT) should form the backbone for science and technology innovation, research and communication, and the development of the knowledge economy. SARUA has found that in recent surveys, more than 80% of sub-Saharan universities were inadequately connected. This is clearly an important area of focus if SADC is to make the great leap forward into modern industrialisation and a knowledge-based economy.

In the area of leadership development, SARUA is focusing on institutional governance and leadership, recognising the need for training and support in such key areas as research development, HR policy, institutional planning, leadership development and financial and resource management. SARUA will institute relevant training for key personnel and hold regular high-level symposia and leadership summits. Participants will form the basis of an increasingly powerful regional leadership and management network.

Since 1990, Africa has been losing 20 000 professionals annually. In response, SARUA's programme relating to science and technology development is based on four fundamental needs to encourage new scientists, especially women scientists; to retain and support leading African scientists; to improve the quality and quantity of science and scientific publications; and to build a vibrant knowledge economy in the Region.

Piyushi Kotecha, SARUA CEO, states: "A successful SARUA will mean that students and staff could circulate more freely throughout the Region, and in the process kindle a cultural and intellectual infusion of different kinds of knowledge from different origins. A successful SARUA will also have implications for the internal governance of nation states within the Region. It will impinge upon a country's immigration laws and its information technology networks, to mention but a few. What will be essential for SARUA to achieve – in fact, this is how its success will be measured – is a strong sense of collective leadership bound by a common vision that sees higher education not only as a catalyst for national economic development but also for a broader regional development. If that is achieved, it will be possible for us to negotiate real change."

SARUA is presently undertaking a baseline survey of all universities in the Region, as requested by the SADC Secretariat. The primary focus of the study will be two pronged:

- To collect key information and perspectives on the role, size, scope and orientation of higher education in the 14 countries that constitute the SADC Region.
- To provide an overview of the existing challenges and opportunities facing higher education institutions and their country governments that can assist in the development of national and regional strategies to strengthen higher education.

SARUA is fortunate to have received substantial financial support from the Netherlands Ministry of Foreign Affairs (R19 million) and the British Department for International Development (DFID) of nearly R50 million for its present work.

5.4.10 Standing Conference of Eastern, Central and Southern Africa Libraries and Information Associations (SCECSAL) (www.scecsal.org/)

SCECSAL is a regional grouping of library and information associations in Africa. All 14 SADC Member States, viz, Angola, Botswana, DRC, Lesotho, Malawi, Madagascar, Mauritius, Moçambique, Namibia, South Africa, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe, are members of SCECSAL.

SCECSAL was first established in 1972. It meets every two years. Its aim is to develop the profession, exchange information and experiences, enable training to take place, etc. A number of university training programmes for librarians have been established as a result. More recently SCECSAL has extended its remit to the areas of information and communications, as a result of the important development of computers and the internet.

5.4.11 Conclusions

There is already a substantial degree of collaboration amongst SADC countries either through bilateral agreements or through participation in multi-lateral programmes. However there is room for further strengthening and refining of such collaboration in line with the new developments as defined through the SADC Protocol on Education and Training; RISDP; the African Union Second Decade of Education; and the Millenium Development Goals (MDGs). The SADC structures and Secretariat can play a pivotal role in facilitating such work.

Chapter 6

Conclusions and Recommendations

Introduction

The conclusions and recommendations are divided into twelve sections, covering:

- 6.1 Establishment of Policies, Legislation and Strategies
- 6.2 National and Regional Structures
- 6.3 Development of a Strong Data Base
- 6.4 Financing the Implementation of the SADC Protocol
- 6.5 Qualitative Improvement of Education
- 6.6 Qualifications Framework
- 6.7 Distance Education
- 6.8 Capacity Building
- 6.9 Facilitating Movement of Students and Staff in the Region
- 6.10 Gender
- 6.11 Monitoring and Evaluation
- 6.12 Communications.

6.1 Establishment of Policies, Legislation and Strategies

6.1.1 *Conclusions on the Establishment of Policies, Legislation and Strategies*

There is evidently need to update the *SADC Protocol on Education and Training* in line with new developments as enunciated in RISDP, NEPAD, MDGs, and the *African Union Second Decade of Education*. Such changes will require effective political support from Member States and from the SADC Secretariat. Member States will need to incorporate aspects of the Protocol into their national legislative and regulatory system, and the SADC Secretariat will need to assist in terms of coordination, technical advice and regular monitoring and evaluation. Envisaged changes include:

- Inclusion or strengthening of areas in the present *Protocol* which are either not dealt with or receive low emphasis such as Early Childhood Development; improvement of the quality of education; and gender.
- One of the main functions of education and training is improvement of the social and economic systems within a country. This is very clearly stated in RISDP. There is therefore need for closer linkages between education and training and the socio-political-economic aims of SADC. This can be done through incorporation of developmental concepts, knowledge and skills within the school curriculum, and through closer training, research and development collaboration between the productive sectors and the education and training sector.

- Greater support for national policy and strategy development and incorporation into existing Member State legislation, statutes, regulations and work plans on education and training.
- Stronger partnerships for education and training with the private sector, both in terms of private sector participation in educational provision, and in terms of better linkages between technical/vocational education at secondary and tertiary level with private sector requirements and experience. Whilst the private sector cannot be seen as a panacea for national problems, it can play an important role, when working in close collaboration with government, in extending capacity and funding. The example of Mauritius and Zimbabwe, which have involved “private sector”⁷⁸ in the provision of pre-primary, secondary and tertiary education, has enabled these two countries to expand access as well as improve quality in these sectors.

6.1.2 Recommendations on the Establishment of Policies, Legislation and Strategies

The following recommendations are made:

- 6.1.2.1 A small and effective SADC Steering Committee be established in each Member State, meeting two or three times a year to ensure that the *Protocol* is practically incorporated into national legislation, statutes and regulations. This Committee will comprise state and non-state representatives, including the private sector, teachers’ associations, and other stakeholders. Such a committee should, as a part of its mandate, annually examine progress made and determine factors that impinge upon the successful implementation of the Protocol, and further suggest appropriate interventions to address such impediments.
- 6.1.2.2 Areas which were omitted in the present Protocol such Early Childhood Development; improvement of the quality of education; and gender to be included.
- 6.1.2.3 Each Member State to do an in-depth revision of the existing education laws, statutes and regulations in the light of the revised SADC Protocol on Education and Training.
- 6.1.2.4 Each Member State to establish a five year education and training plan incorporating the SADC goals, targets and activities, with annual benchmarks for monitoring and evaluation.
- 6.1.2.5 Each Member State to provide sufficient funding for SADC targets and activities, particularly at national level.

⁷⁸ As noted earlier, “private sector” in Zimbabwe includes the involvement of churches and local communities. The State subsidizes the “private sector” quite heavily. Nevertheless the model has allowed local participation, to a very large extent, to control their own schools, with the State controlling the content and quality of education through its control of the curriculum, teacher training and inspection.

6.1.2.6 A universal monitoring framework should be worked out preferably at regional level to ensure consistent monitoring in all countries.

6.2 National and Regional Structures

6.2.1 Conclusions on National and Regional Structures

In addition to the establishment of national SADC Steering Committees, each Member State should appoint a full time education officer to be in charge of coordinating SADC related programmes within the country, liaison with sister programmes in other SADC countries, and liaison with the SADC Secretariat. This officer will be in charge of collecting data and providing information regarding SADC related programmes. S/he will be a leader able to inspire, advise and monitor programmes.

The SADC Secretariat will link up directly with educational support organizations within the Region, such as AERC, DEASA, ERNESA, NESIS, PASEC, SACMEQ, SARUA, SCECSAL, teachers' associations, etc. Some of these organizations are already generously funded, so do not need SADC funds. However, others are not well funded, and it may be appropriate for SADC to provide them with funding for specific programmes through its Centres of Specialization funds.

The SADC Technical Committees and Standing Committee of Senior Officials need to be reviewed, and re-instituted where necessary. These Committees can play a key role in ensuring that the Protocol is effectively implemented in each Member State. They can also ensure closer coordination between Member States and with the Secretariat. These Committees can carry the burden of the work of implementing the Protocol. Member States or their designated institutions can play a leadership role in various specialized programmes. This will enable some of the tasks to be decentralized and administered at institutional or national levels, rather than centralizing everything at the Secretariat level. Each Technical Team will establish a realistic time frame and bench marks.

The three major language groups, viz, English, French and Portuguese, can be structured and assisted to work more closely together, sharing work already done, such as the Quality Frameworks already developed at national level. Work should be initiated to enable other Member States to institute Portuguese language training at teacher training level initially, so that the language can be introduced in selected secondary schools in due course.

6.2.2 Recommendations on National and Regional Structures

The following recommendations are made :

6.2.2.1 Member States should assign an education specialist on a full time basis to coordinate SADC work in-country. Such officers should be provided with a small budget which will enable them to carry out their duties effectively.

6.2.2.2 There should be closer collaboration between SADC and the existing multi-lateral specialist organizations in order to enable Member States to benefit optimally from the technical expertise and coordination offered by these organizations. SADC should prioritize what it wishes to achieve and how it aims to achieve it, utilizing these organizations as partners which can be instrumental to achievement of these aims.

6.2.2.3 SADC should promote closer staff collaboration across Member States in specific disciplines along the lines of the AERC in order to promote greater synergies and to offset the problems created by the brain drain through the sharing of capable and experienced staff by different universities. SARUA may be the ideal institutions, working in collaboration with the Technical Team on the Qualifications Framework, to carry out this work. The area of joint research programmes through ERNESA would also assist in bringing about greater efficiency.

6.3 Development of a Regional Education and Training Information Management System

6.3.1 Conclusions on Development of a Regional Education and Training Information Management System

There is a recognized requirement of a stronger data base for the purposes of planning, monitoring and evaluation. The NESIS programme offers SADC the framework and instruments to achieve this effectively. For example, the NER is a much more refined and dependable measurement of school attendance than the GER, yet most national statistical systems place greater emphasis on the GER, and may not have enough information on NERs.

There is need to strengthen the statistical information gathering on the student mobility at higher education level. Teacher mobility at secondary school and higher education levels has also become problematic, and more data is needed in order to enable Member States to develop suitable strategies and plans to cope with this phenomenon. The brain drain within and outside the Region has been cited in a number of Country Reports.

Data is also needed regarding the current stage of technological development and knowledge production at universities and research institutions to lay the basis for the establishment of a country data base that could be used for identification of crucial areas for regional cooperation.

A data base of SADC specialists will also provide Member States with useful information in terms of consultancy requirements.

6.3.2 Recommendations on Development of a Regional Education and Training Information Management System

The following recommendations are made:

- 6.3.2.1 A simple and useful statistical framework be agreed upon within SADC that will include gender disaggregated data, and each Member State to provide such information to the SADC Secretariat on an annual or biennial basis, in collaboration with existing training and capacity building institutions such as NESIS.
- 6.3.2.2 Data on student and staff mobility be collected and shared, with a view to initiating programmes to share facilities, degree programmes, and staff within the Region.
- 6.3.2.2 Data be collected annually regarding technological and knowledge production work, with a view to sharing such work in progress.
- 6.3.2.3 A data base of SADC specialists in agreed upon disciplines be established and circulated to enable Member States to utilize expertise within the Region.

6.4 Financing

6.4.1 Conclusions on Financing

The Country Reports show a consensus that there should be adequate funding for the SADC work. This funding should be at different levels, viz, at regional, national, local, and institutional levels. Unless such funding is made available it will be difficult to implement the SADC goals. Adequate financial resources should be allocated to implementing institutions. Determining the financial requirements of these institutions and reaching agreement on how these can best be met, will definitely be a good start. Setting realistic targets within which requisite financial resources will be provided to benefiting institutions will also assist SADC countries in realigning their budgetary forward plans in order to factor in the consequent financial requirements in this respect. SADC Secretariat funding can be divided into Core Funding and Project Funding. This differentiation will enable core functions to continue, funded by SADC itself, whilst project funding can be made available through country allocations and through donor partners.

The issue of the funding of education needs to be addressed. The percentage of the GDP allocated to education by Member States varied from 2.8 – 9%, whilst the percentage of Government budget devoted to education and training varied from 5.7 – 19.5%. Inadequate funding for education is an important issue. The aspect of efficient unit costs also requires to be addressed. Too much is spent on salaries and insufficient on teaching/learning materials, with deleterious effects on the quality of education.

6.4.2 Recommendations on Financing

The following recommendations are made:

- 6.4.2.1 The SADC Secretariat allocates sufficient funding to education and training to enable the work to be effectively implemented.
- 6.4.2.2 Member States allocate funds to enable second of their staff to the SADC Secretariat for specific functions and periods of time.
- 6.4.2.3 Each Member State allocates sufficient funding to allow its SADC Steering Committee and SADC Education Officer to work effectively at country level. In addition a modest amount should be allocated for travel within SADC.
- 6.4.2.4 The financing of education in terms of percentage of the GDP and percentage of the Government budget be examined critically in each Member State in terms of efficient unit costs, allowing sufficient funding for teaching/learning materials.
- 6.4.2.5 The financing of implementation of SADC programmes should go down to institutional level to be effective.

6.5 Qualitative Improvement of Education

6.5.1 Conclusions on Qualitative Improvement of Education

There is general agreement from all Country Reports that whilst enrolments have definitely increased, much more needs to be done to improve the quality of primary and secondary education. One suggested approach is to enable some funding that can bring about qualitative changes to be available at district and school levels. Decision making regarding quality such as the purchase of teaching/learning materials, the employment of and upgrading of teachers, should be made at district or school level. Whilst nearly all Member States praised the SACMEQ Programme to evaluate the quality of English and Mathematics at Grade 6 level, it was felt that the district and school structures were not adequately involved in utilizing SACMEQ to improve quality of education school by school. It was essential that the quality of education is measured at school level, and that a school improvement programme be instituted over a short and medium time frame to improve learning achievement and other measures of quality at each school. SACMEQ indicated that there were vast differences within many countries regarding the quality of education.

The community should participate at these levels of decision making, as parents have a great stake in the quality of their children's education, and are more likely to ensure that the funds are well used and the right decisions are made to bring about quality education. Training of parents and communities to enable them to participate more effectively is important.

Some Country Reports found that the quantity as well as the quality of most primary and secondary school teachers are not adequate. Much more needs to be done to improve the quality of teaching. The use of distance education for in-servicing of teachers was recommended. There was need to improve the both language skills and the pedagogy of teachers.

Entrepreneurship and life skills are not taught in education sub-sectors attended by the vast majority of beneficiaries. These two areas are essential in order to increase employment opportunities for the youth especially at the basic education level which caters for the majority of students.

Special programme for illiterate youths aged 14 – 25 are needed in many countries as about 20% of this age group are illiterate. Many countries have experimented in this area, and one of the most outstanding is the Tanzanian primary school programme for older children, which can well be emulated by other countries.

Country Reports were supportive of the concept of Centres of Specialization and Centres of Excellence. They wanted a more transparent bidding process which would enable smaller countries to build up their capacities. There was a fear that larger and better resourced countries may have more advantages vis-à-vis smaller less endowed countries. A system by which such Centres helped to build up sister centres should be established, with exchange of staff and experiences.

There was concern over HIV/AIDS education as well as the HIV/AIDS status of teachers. More work needs to be done in both areas.

6.5.2 Recommendations on Qualitative Improvement of Education

The following recommendations are made:

- 6.5.2.1 SADC Member States should support the improvement of the quality of education through such programmes such as PASEC and SACMEQ and through the development of Quality Frameworks. In particular the recommended steps to improve the quality of education should be implemented at all levels, including at the institutional school and community levels.
- 6.5.2.2 Parents and communities should participate more actively in school management and decision making at school level. This process is a sensitive one, with participation increasing in phases combined with suitable training and experience.
- 6.5.2.3 In-service upgrading and updating of teachers at primary and secondary school levels are essential, utilizing distance education. The quality of teaching and learning can improve if suitable strategies were adopted for improving both the teachers and the teaching/learning tools such as textbooks.

6.5.2.4 More work should be done on HIV/AIDS education and on the HIV/AIDS status of teachers. Both aspects of the disease are not sufficiently addressed: even though large numbers of teachers are affected, there may not be a pro-active approach to address the problems.

6.5.2.5 Primary education programmes for youths aged 14 – 25 should be instituted.

6.5.2.6 Centres of Specialization and Centres of Excellence should be expanded in such a way as to enable stronger, better resourced institutions to work closely with less endowed sister institutions so as to benefit a large number of students.

6.6 Qualifications Framework

6.6.1 Conclusions on Qualifications Framework

There was consensus regarding the need for a joint Qualifications Framework. Such a Framework will enable SADC institutions to deliver services which are of a high and uniform quality. Credits would be recognized, and this would enable student to do parts of their degree programmes in different countries. It will also enable professionals to move freely to teach in institutions of their choice within the Region.

6.6.2 Recommendations on Qualifications Framework

The following recommendations are made:

6.6.2.1 Work should continue more vigorously on establishing an acceptable Qualifications Framework, based on the Frameworks already done by the Member States. In particular more details regarding specific disciplines should be worked out.

6.6.2.2 A SADC Qualifications Framework Agency should be set up.

6.7 Distance Education

6.7.1 Conclusions on Distance Education

There is consensus that distance education can play an important role in providing tertiary education and training. It can be very important in improving the academic training and pedagogical skills of teachers. Distance education will include the traditional text media, as well as more innovative information and communications technologies.

6.7.2 Recommendations on Distance Education

The following recommendations are made:

- 6.7.2.1 DEASA and well established distance education colleges and universities in the Region should be utilized to improve the knowledge and practical skills of all tertiary education institutions. This will enable open distance learning to become more widespread within tertiary education in the Region. Particular emphasis should be placed on upgrading and updating primary and secondary school teachers. Open distance learning can play an important role in increasing access to higher education, as well as in improving the quality of education as a whole. Many conventional institutions may well find it important to include some distance education within their offerings, in order to provide flexibility and quality to their students.
- 6.7.2.2 SADC's drive to boost distance education in the Region should be strongly supported.
- 6.7.2.3 The mass media should be used as instruments for education on a regular basis at country and regional levels.

6.8 Capacity Building

6.8.1 Conclusions on Capacity Building

The Centres of Specialization and Centres of Excellence programmes are seen as critically important institutions which can help the Region to upgrade its universities, colleges and technical institutions. Such Centres can play an important role in assisting sister institutions across the Region to upgrade their degree and non-degree programmes, particularly so at graduate level.⁷⁹

All Member States had some form of teachers' associations and teachers' unions. SADC can play a role in enhancing the role of these organizations in professional areas, so that teachers can play a more important part in improving the quality of education in their institutions. Teachers can play an important role in ensuring that SADC principles and initiatives are well known and well understood by their students.

The issue of languages was covered by the Country Reports. In general, Member States have remained with the international language they inherited, viz, English, French or Portuguese. In addition most countries have introduced national languages at primary school level, following the policy of teaching literacy in the mother tongue. Some countries have capacity to teach another international language at secondary and at tertiary levels, although such capacity appears to be rather limited. Swahili is only commonly used in the United Republic of Tanzania and the DRC. There is a suggestion from the Angolan Report that SADC should consider supporting the establishment of a Regional Language Institute, which may be supported by the World Bank. This may be a medium term possibility. In the immediate term it is possible to utilize the existing capacities to improve the teaching of the four SADC languages, so that it will be easier for culture, trade and industry to operate within the Region as a whole.

⁷⁹ As mentioned earlier, the AERC programme offers a workable model.

There is urgent need for technology and management to be improved in Member State industries. This requires serious capacity building within the Region, utilizing the existing institutions, and upgrading them.

Policy planning, curriculum development, textbook writing, the use of information and communications technologies for education, teacher education, special education, and technical/vocational education were also areas of capacity building identified. All of these specializations already exist in some form in all countries, but all countries also recognized the need to upgrade and update them.

6.8.2 Recommendations on Capacity Building

The following recommendations are made:

- 6.8.2.1 Centres of Excellence and Centres of Specialization should be identified following transparent criteria. Such Centres will link up with the relevant Technical Committees, and will be given the task of upgrading and updating sister institutions with the same specializations, through consultancies, staff exchanges, joint graduate programmes, etc.
- 6.8.2.2 Special attention should be paid to support for the upgrading and updating of the technology and management systems utilized in the industries within the Region. Educational, research, development and training institutions which specialize in these areas should be identified and enabled to work together through the Centres and Technical Teams system within SADC. They should receive funding for such work.
- 6.8.2.3 Existing initiatives to strengthen Quality Frameworks, Policy Planning and Management, Teacher Education, Curriculum Development, Gender Equality, Distance Education, etc., should be reinforced. This would mean strengthening multi-lateral organizations such as NESIS, PASEC, SACMEQ, FAWE, ASHEWA, SARUA, etc., and utilizing their capacities to strengthen national and regional capacities. A number of bilateral programmes are also in place, and these programmes can also be usefully strengthened and expanded.
- 6.8.2.4 New areas such as the use of ICTs for education, the use of the media for education, special programmes for primary education for youths aged 14 – 25, should be supported, benefiting from a regional rather than only a narrower national approach.
- 6.8.2.5 Steps should be taken, initially at teacher education and university levels, to introduce and strengthen the four SADC languages, viz, English, French, Portuguese, and Swahili. At the same time textbooks, grammar books, dictionaries, should be prepared for the introduction of these languages at upper primary and secondary level, at selected schools. In due course these languages

can become more widespread, and taught in a more effective and practical way than at present.

6.9 Facilitating Movement of Students and Teachers within the Region

6.9.1 Conclusions on Facilitating Movement of Students and Teachers within the Region

There was unanimous support from the Country Reports in favour of facilitating the movement of students and teachers within the Region. Presently, most of this movement is organized in an *ad hoc*, individual and unsystematic manner, with a few notable exceptions. Student visas have apparently already been simplified in most Member States. However students from other countries are not eligible for grants which make education more affordable. For example in Malawi the actual unit cost of university education is over US\$4000 a year including boarding, whereas home students are only required to pay US\$167. This entails a huge subsidy which is not available to non-home students. If student movements were more organized, state subsidies could be made available for key education and training areas, such as veterinary sciences, medicine, industrial technology, SADC languages, etc. SADC could also offer scholarships to cover some of these areas.

Student exchanges, through cultural activities, sports, etc. should be encouraged.

It is strongly recommended that movement of professional staff should be organized, and should include agreements regarding the payment of taxes in the case of professionals moving from one country to another. The establishment of linkages between tertiary educational institutions could ensure that such movement, usually from Member States where salaries are low to Member States where salaries are higher, could be done in such a way as to be mutually beneficial to both countries.

6.9.2 Recommendations on Facilitating Movement of Students and Teachers within the Region

The following recommendations are made :

6.9.2.1 Immigration facilities should be simplified for students and staff.

6.9.2.2 Member States should develop policies and funded programmes for the movement of students so that such movements are in line with the human resource development needs of the country and of the Region. Such movements should be systematized rather than random.

6.9.2.2 Movement of professional staff should be systematized, in such a way as to ensure that no Member State is undermined by the movement in the form of a brain drain. Such movements should include fixed term contracts which involve the agreement of both contributing and receiving institutions. Permanent

appointments systems can also be devised for staff who have decided to emigrate. Staff development in both contributing and receiving countries, combined with an organized system of staff exchanges, can diminish the harm caused by a brain drain. A taxation system by which contributing countries will continue to enjoy some benefit from the staff they have trained will be very useful to lower income countries.

6.10 Gender

6.10.1 Conclusions on Gender

Whilst there is little gender gap at primary education, except in remote rural districts in some countries, the gender gap becomes more significant at secondary level, and in general becomes serious at tertiary level. Although the Region has six countries where there are more women than men at undergraduate level⁸⁰, the gender gap becomes more marked at graduate level studies. In terms of staffing there is a similar pattern, with larger numbers of women in junior positions, and very few in leadership, management and decision making positions. There is a wide gender gap in vocational, technical and engineering fields both in terms of enrolment and staffing.

6.10.2 Recommendations on Gender

6.10.2.1 Studies should be carried out in Member States to ascertain the actual situation of girls and women in education systems, and to identify what are the causes and possible solutions to these challenges.⁸¹

6.10.2.1 Policies and strategies should be developed to increase the number of women students and staff in tertiary education.

6.10.2.2 Institutions should introduce more equitable and diversified criteria and processes so as to ensure that more women are appointed and promoted into leadership roles.

6.10.2.3 Discriminatory regulations which hamper the appointment and promotion of women should be identified and corrected.

6.11 Monitoring and Evaluation

6.11.1 Conclusions on Monitoring and Evaluation

There is a consensus that this is the major role that can be played by the SADC Secretariat. Many Country Reports indicate that after the dissemination of the Protocol

⁸⁰ Countries with more women than men at undergraduate level include Botswana, Lesotho, Mauritius, Namibia, South Africa, and Swaziland.

⁸¹ The Association for Strengthening Higher Education for Women in Africa (ASHEWA) has embarked on such studies in a few countries. However it appears to be underfunded.

there were no follow up activities or evaluation, and that as a result implementation was haphazard, dependent on individual rather than concerted endeavour. Each of the target areas of the revised Protocol can be placed within an action plan, with benchmarks and adequate funding, and an annual monitoring and evaluation exercise undertaken nationally and regionally.

6.11.2 Recommendations on Monitoring and Evaluation

6.11.2.1 All target goals and activities should be monitored on an annual basis.

6.12 Communications

6.12.1 Conclusions on Communications

Country Reports indicate that there is insufficient communication about key policies and events, such as the Protocol, the African Union Second Decade of Education, key SADC decisions, etc. Many of these important documents end up filed in the Ministries of Education or Foreign Affairs, and do not affect what is happening at the institutional level. Instead different types of fora should be used to disseminate information. This will greatly assist in raising awareness on this document and will also guarantee better accountability in terms of implementation. The information should reach all stakeholders. Member States are also not communicating well with each other. In this regard workshops followed by use of email could do much to ensure closer collaboration, not only at ministerial level, but also at institutional level.

6.12.2 Recommendations on Communications

The following recommendations are made:

6.12.2.1 The SADC Secretariat should publish a quarterly newsletter with an attractive format which can be widely distributed, including at institutional level.

6.12.2.2 The Secretariat should establish its own website which should contain useful information as well as distance education materials which can be downloaded by institutions and individuals. This website should be easy to use, and should be updated quarterly.

6.12.2.3 The Secretariat should issue monthly press updates so that all stakeholders are well informed through the mass media.

6.12.2.4 Participating institutions and professionals should be encouraged to utilize innovative and creative media to disseminate SADC principles, courses, etc. This would include CD ROMS, DVDs, videos, TV, radio, audio-tapes, internet, etc. Such materials can be widely utilized in schools, colleges and universities.

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SCECSAL	www.scecsal.org

Appendix: Information Tables and Statistical Data

Table 1. Gross Domestic Product of SADC Countries, 2004

Country	GDP in billions of US\$ PPP	% of total
1. South Africa	509.3	67.8
2. Democratic Republic of the Congo (DRC)	39.4	5.2
3. Angola	33.8	4.5
4. Zimbabwe	26.7	3.6
5. United Republic of Tanzania	25.4	3.4
6. Mozambique	24.0	3.2
7. Botswana	17.6	2.3
8. Madagascar	15.5	2.1
9. Namibia	14.9	2.0
10. Mauritius	14.8	2.0
11. Zambia	10.8	1.4
12. Malawi	8.1	1.1
13. Swaziland	6.3	0.8
14. Lesotho	4.7	0.6
Total	751.3	100.0

Source: UNDP, *Human Development Report*, New York, 2006, pp. 332 - 334.

Table 2. Manufactured Exports as Percentage of Total Exports

Country	%
1. Swaziland	76
2. Mauritius	71
3. South Africa	58
4. Namibia	41
5. Zimbabwe	28
6. Madagascar	22
7. United Republic of Tanzania	20
8. Malawi	16
9. Zambia	10
10. Mozambique	3
11. Angola	No information
12. Botswana	No information
13. Lesotho	No information
14. Democratic Republic of the Congo	No information

Source: UNDP, *Human Development Report*, New York, 2006, pp. 340 – 342. Figures for 2004.

**Table 3. SADC Countries with Higher Per Capita GDP
(with incomes of over PPP⁸² US\$ 7400)**

Country	In US\$ PPP
1. Mauritius	12 027
2. South Africa	11 192
3. Botswana	9 945
4. Namibia	7 418
Mean	10 146

**Table 4. SADC Countries with Medium Per Capita GDP
(with incomes of between PPP US\$ 2000 – 6000)**

Country	In US\$ PPP
5. Swaziland	5 628
6. Lesotho	2 619
7. Angola	2 180
8. Zimbabwe	2 065
Mean	3 123

**Table 5. SADC Countries with Lower Per Capita GDP
(with incomes of below PPP US\$1999)**

Country	In US\$ PPP
9. Mozambique	1 237
10. Zambia	943
11. Madagascar	857
12. République Démocratique du Congo	705
13. United Republic of Tanzania	674
14. Malawi	646
Mean	844

Source: Per Capita GDP, from UNDP, *Human Development Report*, New York, 2006, pp. 332 - 334. Figures for 2004.

Table 6. SADC Countries with Large Populations

Country	Population in millions
Democratic Republic of the Congo	55.9
South Africa	47.2
United Republic of Tanzania	37.6
Total	140.7

⁸² PPP stands for Purchasing Power Parity, a system used by economists to compare the purchasing power of a currency as opposed to the official exchange rate.

Table 7. SADC Countries with a Medium Sized Population

Country	Population in millions
Mozambique	19.4
Madagascar	18.1
Angola	15.5
Zimbabwe	12.9
Malawi	12.6
Zambia	11.5
Total	90.0

Table 8. SADC Countries with Small Populations

Country	Population in millions
Namibia	2.0
Botswana	1.8
Mauritius	1.2
Lesotho	1.8
Swaziland	1.0
Total	7.8

Source: UNDP, *Human Development Report*, New York, 2006, pp. 298 – 300 for population figures. Figures for 2004.

Table 9. Percentage of Population Below Income Poverty Line 1990 – 2004 (from lowest to highest percentage earning under US\$1 per day)

	US\$1 a day	US\$2 a day
1. South Africa	10.7	34.1
2. Botswana	23.5	50.1
3. Namibia	34.9	55.8
4. Lesotho	36.4	56.1
5. Mozambique	37.8	78.4
6. Malawi	41.7	76.1
7. Zimbabwe	56.1	83.0
8. United Republic of Tanzania	57.8	89.9
9. Madagascar	61.0	85.1
10. Zambia	75.8	94.1
11. Angola	N/A	N/A
12. Swaziland	N/A	N/A
13. Mauritius	N/A	N/A
14. Democratic Republic of the Congo	N/A	N/A
Mean	43.6	70.3

Source: UNDP, *Human Development Report*, New York, 2006, pp. 292 - 294.

Table 10. Gender Related Development Index (GDI)

Country	%
1. Mauritius	0.792
2. South Africa	0.646
3. Namibia	0.622
4. Botswana	0.555
5. Zimbabwe	0.493
6. Lesotho	0.486
7. Madagascar	0.483
8. Swaziland	0.479
9. Angola	0.431
10. United Republic of Tanzania	0.414
11. Zambia	0.396
12. Malawi	0.394
13. Mozambique	0.387
14. Democratic Republic of the Congo	0.378
Mean	0.497

Table 11. Net Enrolment Ratios (NER) at Primary Level, 2004

Country	NER
1. Malawi	95
2. Mauritius	95
3. South Africa	89
4. Madagascar	89
5. Lesotho	86
6. The United Republic of Tanzania	86
7. Zimbabwe	82
8. Botswana	82
9. Zambia	80
10. Swaziland	77
11. Namibia	74
12. Mozambique	71
13. Angola	No information
14. Democratic Republic of the Congo	No information
Mean	83.8

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 12. Net Primary Enrolment Female Ratio, 2004

Country	%
1. Malawi	98
2. Mauritius	96
3. Lesotho	89
4. Madagascar	89
5. S. Africa	89
6. The United Republic of Tanzania	85
7. Botswana	83
8. Zimbabwe	82
9. Zambia	80
10. Namibia	77
11. Swaziland	77
12. Mozambique	67
13. Angola	No information
14. Democratic Republic of the Congo	No information
Mean	84.3

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 13. Primary School Female Enrolment Ratio as % of Male Ratio, 2004

Country	%
1. Namibia	1.08
2. Lesotho	1.06
3. Malawi	1.05
4. Botswana	1.03
5. Mauritius	1.02
6. S. Africa	1.01
7. Swaziland	1.01
8. Zimbabwe	1.01
9. Madagascar	1.00
10. Zambia	1.00
11. The United Republic of Tanzania	0.98
12. Mozambique	0.90
13. Angola	No information
14. Democratic Republic of the Congo	No information
Mean	1.0

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 14. Percentage of Pupils Reaching Grade 5, 2003

Country	% Reaching Grade 5
1. Mauritius	99
2. Zambia	98
3. Namibia	88
4. Botswana	88
5. The United Republic of Tanzania	88
6. South Africa	84
7. Swaziland	77
8. Zimbabwe	70
9. Lesotho	63
10. Madagascar	57
11. Mozambique	49
12. Malawi	44
13. Angola	No information
14. Democratic Republic of the Congo	No information
Mean	74.4

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 15. Youth Literacy (aged 15 – 24), 2004

Country	%
1. Mauritius	94.5
2. Botswana	94.0
3. South Africa	93.9
4. Namibia	92.3
5. Swaziland	88.4
6. The United Republic of Tanzania	78.4
7. Malawi	76.0
8. Angola	72.2
9. Democratic Republic of the Congo	70.4
10. Madagascar	70.2
11. Zambia	69.5
12. Lesotho	No information
13. Mozambique	No information
14. Zimbabwe	No information
Mean	81.8

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 16. Youth Literacy (aged 15 – 24) Female Rate, 2004

Country	%
1. Botswana	95.6
2. Mauritius	95.4
3. South Africa	94.3
4. Namibia	93.5
5. Swaziland	89.8
6. The United Republic of Tanzania	76.2
7. Malawi	70.7
8. Madagascar	68.2
9. Zambia	66.2
10. Angola	63.2
11. Democratic Republic of the Congo	63.1
12. Lesotho	No information
13. Mozambique	No information
14. Zimbabwe	No information
Mean	79.7

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 17. Youth Literacy Female Ratio as % of Male Ratio, 2004

Country	%
1. Botswana	104
2. Namibia	103
3. Swaziland	103
4. Mauritius	102
5. S. Africa	101
6. Madagascar	94
7. The United Republic of Tanzania	94
8. Zambia	91
9. Malawi	86
10. Democratic Republic of the Congo	81
11. Angola	75
12. Lesotho	No information
13. Mozambique	No information
14. Zimbabwe	No information
Mean	94

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 18. NER Secondary, 2004

Country	%
1. Mauritius	80
2. South Africa	62
3. Botswana	61
4. Namibia	37
5. Zimbabwe	34
6. Swaziland	29
7. Malawi	25
8. Zambia	24
9. Lesotho	23
10. Madagascar	11
11. Mozambique	4
12. Angola	No information
13. Democratic Republic of the Congo	No information
14. The United Republic of Tanzania	No information
Mean	35.5

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 19. Net Secondary Enrolment Female Ratio, 2004

Country	%
1. Mauritius	80
2. S. Africa	65
3. Botswana	64
4. Namibia	43
5. Zimbabwe	33
6. Swaziland	32
7. Lesotho	28
8. Malawi	23
9. Zambia	21
10. Madagascar	11
11. Mozambique	4
12. Angola	No information
13. Democratic Republic of the Congo	No information
14. The United Republic of Tanzania	No information
Mean	36.7

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 20. Secondary School Female Ratio to Male Ratio, 2004

Country	%
1. Lesotho	1.54
2. Namibia	1.35
3. Swaziland	1.24
4. S. Africa	1.12
5. Botswana	1.11
6. Madagascar	1.03
7. Mauritius	1.00
8. Zimbabwe	0.93
9. Malawi	0.86
10. Mozambique	0.78
11. Zambia	0.78
12. Angola	No information
13. Democratic Republic of the Congo	No information
14. The United Republic of Tanzania	No information
Mean	1.07

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 21. Technical Vocational Enrolment at Secondary Level, 2003 - 2004

Country	%
1. Botswana	14
2. Mauritius	13
3. Mozambique	11
4. South Africa	6
5. Madagascar	3
6. Namibia	2
7. Malawi	2
8. Zambia	2
9. Lesotho	2
10. Swaziland	1
11. Angola	No information
12. Democratic Republic of the Congo	No information
13. The United Republic of Tanzania	No information
14. Zimbabwe	No information
Mean	5.6

UNESCO BRED, Sub-Regional Statistics and Analysis, Education for All in Africa 2006, Dakar, 2005, pp. 132 – 139, 142 – 143, 150 – 153, 166 – 175.

Table 22. Gross Enrolment Tertiary, 2003

Country	%
1. Mauritius	15.3
2. South Africa	15.0
3. Namibia	7.5
4. Botswana	4.7
5. Swaziland	4.7
6. Zimbabwe	3.9
7. Lesotho	3.0
8. Zambia	2.4
9. Madagascar	2.1
10. Angola	1.0
11. The United Republic of Tanzania	0.9
12. Malawi	0.4
13. Mozambique	No information
14. Democratic Republic of the Congo	No information
Mean	5.08

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, 332-335.

Table 23. % of Higher Education in Science, Engineering, Manufacturing and Construction, 2002/2003

Country	%
1. Mauritius	71.0
2. South Africa	58.0
3. Namibia	41.0
4. Zimbabwe	28.0
5. Madagascar	22.0
6. The United Republic of Tanzania	20.0
7. Malawi	16.0
8. Zambia	10.0
9. Swaziland	7.6
10. Mozambique	3.0
11. Botswana	No information
12. Angola	No information
13. Lesotho	No information
14. Democratic Republic of the Congo	No information
Mean	27.66

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, pp. 356 -359.

Table 24. Public Expenditure on Education as % of GDP 2002 - 04

Country	%
1. Lesotho	9.0
2. Namibia	7.2
3. Swaziland	6.2
4. Malawi	6.0
5. South Africa	5.4
6. Mauritius	4.7
7. Madagascar	3.3
8. Zambia	2.8
9. Botswana	No information
10. Mozambique	No information
11. Angola	No information
12. Democratic Republic of the Congo	No information
13. The United Republic of Tanzania	No information
14. Zimbabwe	No information
Mean	5.58

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

**Table 25. Public Expenditure on Education as % of Total Government Budget
2002 - 04**

Country	%
1. Swaziland	19.5
2. Madagascar	18.2
3. South Africa	18.1
4. Zambia	14.8
5. Mauritius	5.7
Mean	15.26

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

**Table 26. % of Education Budget on Pre-primary and Primary Education
2002 - 04**

Country	%
1. Zambia	63.5
2. Malawi	62.7
3. Lesotho	50.8
4. South Africa	40.5
5. Swaziland	37.7
6. Mauritius	31.4
Mean	47.77

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 27. % of Education Budget on Secondary Education 2002 - 04

Country	%
1. Mauritius	40.2
2. South Africa	36.1
3. Swaziland	28.0
4. Lesotho	25.6
5. Zambia	13.4
6. Malawi	10.2
Mean	25.58

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 28. % of Education Budget on Tertiary Education 2002 - 04

Country	%
1. Swaziland	26.6
2. Lesotho	19.7
3. Zambia	18.2
4. Mauritius	14.0
5. South Africa	13.9
Mean	18.48

Source: UNDP, *Human Development Report 2006*, UNDP, New York, 2006, pp. 324 – 326.

Table 29. Unit Cost as Percentage of Per Capita GDP 2003 - 04

Country	Primary	Secondary	Tertiary
1. Angola	N/A	N/A	N/A
2. Botswana	6	6	90
3. Democratic Republic of the Congo	N/A	N/A	N/A
4. Lesotho	18	47	578
5. Madagascar	8	36	189
6. Malawi	8	28	149
7. Mauritius	9	14	49
8. Mozambique	10	32	791
9. Namibia	21	25	93
10. S. Africa	14	18	53
11. Swaziland	11	29	245
12. The United Republic of Tanzania	16	N/A	N/A
13. Zambia	7	19	24
14. Zimbabwe	16	24	201
Mean	12	25.27	223.82

UNESCO BREDIA, *Sub-Regional Statistics and Analysis, Education for All in Africa 2006*, Dakar, 2005, pp. 132 – 139, 142 – 143, 150 – 153, 166 – 175.

Table 30. Primary School Dropouts All Grades 2001 - 02

Country	%
1. Mauritius	2.4
2. Zambia	12.5
3. Namibia	14.1
4. Botswana	19.1
5. The United Republic of Tanzania (2003 – 04 figures)	26.1
6. Zimbabwe (2003 – 04 figures)	37.9
7. Lesotho	41.3
8. S. Africa	42.6
9. Swaziland	42.7
10. Madagascar	47.1
11. Mozambique	50.8
12. Malawi	78.2
13. Angola	No information
14. Democratic Republic of the Congo	No information
Mean	35.57

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, pp. 332 – 335.

Table 31. Percent Survival Rate to Last Primary Grade 2001 - 02

Country	%
1. Mauritius	97.6
2. Namibia	94.7
3. Botswana	80.9
4. The United Republic of Tanzania (2003 – 04 figures)	73.9
5. Zambia	65.2
6. Zimbabwe (2003 – 04 figures)	62.1
7. Lesotho	58.7
8. S. Africa	57.4
9. Swaziland	57.3
10. Madagascar	52.9
11. Mozambique	49.2
12. Malawi	21.8
13. Angola	No information
14. Democratic Republic of the Congo	No information
Mean	64.31

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, pp. 332 – 335.

Table 32. Percentage of Trained Teacher at Primary Level 2002 - 03

Country	%
1. Mauritius	100
2. The United Republic of Tanzania	100
3. Zambia	100
4. Zimbabwe	95
5. Swaziland	91
6. Botswana	89
7. S. Africa	81
8. Lesotho	73
9. Mozambique	60
10. Malawi	51
11. Namibia	50
12. Angola	No information
13. Democratic Republic of the Congo	No information
14. Madagascar	No information
Mean	80.91

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, pp. 365 – 367.

Table 33. Primary Teacher Pupil Ratios 2002 - 03

Country	%
1. Democratic Republic of the Congo (1998 – 99 figures)	25
2. Mauritius	25
3. Botswana	27
4. Namibia	27
5. S. Africa	35
6. Swaziland	35
7. Zimbabwe (2003 – 04 figures)	39
8. Angola (1998 – 99 figures)	42
9. Zambia	43
10. Lesotho	47
11. Madagascar	52
12. The United Republic of Tanzania (2003 – 04 figures)	56
13. Malawi	62
14. Mozambique	67
Mean	41.57

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, pp. 365 – 367.

Table 34. Percentage Repetition at Primary Level of All Grades 2002 - 03

Country	%
1. Botswana	3.2
2. Mauritius	4.7
3. The United Republic of Tanzania	5.5
4. S. Africa	7.4
5. Zambia	7.6
6. Namibia	13.1
7. Malawi	15.6
8. Swaziland	15.5
9. Lesotho	21.2
10. Mozambique	23.2
11. Madagascar	29.3
12. Angola (1998 – 99 figures)	29.5
13. Democratic Republic of the Congo	No information
14. Zimbabwe	No information
Mean	14.65

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, pp. 324 – 327.

Table 35. Transition to Secondary 2001 - 02

Country	%
1. Botswana	93.9
2. S. Africa	91.9
3. Namibia	83.3
4. Malawi	80.3
5. Swaziland	78.1
6. Zimbabwe (2003 – 04 figures)	69.7
7. Lesotho	66.9
8. Mauritius	62.7
9. Mozambique	58.6
10. Zambia	54.5
11. Madagascar	44.6
12. The United Republic of Tanzania (2003 – 04 figures)	18.8
14. Angola	No information
15. Democratic Republic of the Congo	No information
Mean	66.94

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, pp. 332 – 335.

**Table 36. Pre-primary Private Enrolment as Percent of Total Enrolment
2002 - 03**

Country	%
1. Lesotho	100
2. Namibia	100
3. Democratic Republic of the Congo	93
4. Madagascar	90
5. Mauritius	82
6. Angola (1998 – 99 data)	23
7. S. Africa	7
8. The United Republic of Tanzania	1
9. Botswana	No information
10. Malawi	No information
11. Mozambique	No information
12. Swaziland	No information
13. Zambia	No information
14. Zimbabwe	No information
Mean	62

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, pp. 380 – 382.

**Table 37. Primary Private Enrolment as Percent of Total Enrolment
2002 - 03**

Country	%
1. Zimbabwe (2003 – 04 data)	87
2. Mauritius	24
3. Madagascar	20
4. Angola (1998 – 99 data)	5
5. Botswana	5
6. Namibia	4
7. Zambia	3
8. Mozambique	2
9. S. Africa	2
10. The United Republic of Tanzania	0.5
11. Lesotho	0.1
12. Malawi	No information
13. Democratic Republic of the Congo	No information
14. Swaziland	No information
Mean	13.87

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, pp. 380 – 382.

**Table 38. Secondary Private Enrolment as Percent of Total Enrolment
2002 - 03**

Country	%
1. Mauritius	73
2. Zimbabwe	71
3. Angola (1998 – 99 data)	18
4. Mozambique	10
5. Botswana	4
6. Namibia	4
7. S. Africa	3
8. Zambia	3
9. Lesotho	0.2
10. Democratic Republic of the Congo	No information
11. Madagascar	No information
12. Malawi	No information
13. Swaziland	No information
14. The United Republic of Tanzania	No information
Mean	20.69

Source: UNESCO, EFA Global Monitoring Report 2006 – Literacy for Life, UNESCO, Paris, pp. 380 – 382.

Table 39. Bilateral and Potential Bilateral Collaboration amongst SADC States

Type of Programme	Location	Countries involved
1. Angola		
Teacher education; technical vocational education; university education	Angola	Has high potential for collaboration with Moçambique
Portuguese Language	Angola	Has high potential for providing language teachers and courses for Portuguese for other SADC countries
Quality Framework. Angola has developed its national framework.		It can be shared with Moçambique, and can become part of the overall SADC Quality Framework
Special Education	9 specialist schools, 13 specialist classes, and 630 integrated classes	Can share with Moçambique initially, and with other SADC states in the medium and long term
2. Botswana		
Primary school teachers	6.1% non-Batswana in 2004	Teachers recruited from neighbouring countries, but on

Secondary school teachers	14.3% non-Batswana in 2004	neighbouring countries, but on an individual basis. Botswana has now become self-sufficient in teachers except for science and technology teachers. They can export teachers to other countries....
International Tourism Research Centre	Un. of Botswana	Jointly with the French Embassy and the French Institute of South Africa.
Okavango Research Centre		Applied and theoretical research.
Centre for Scientific Research, Indigenous Knowledge and Innovation (CESRIKI)	Un. of Botswana	
Centre for Culture and Peace	Un. of Botswana	
Centre for Strategic Studies (CSS)	Un. of Botswana	Regional, supported by DANIDA. Includes Un of Dar es Salaam, Un of Namibia, Un of Zimbabwe, Eduardo Mondlane Un, Un of Kinshasa, Un of Zambia, Mzuzu Un.
Centre for Continuing Education	Un. of Botswana	Multi-disciplinary outreach arm offering non-degree and degree courses. Linked to Zimbabwe Open Un to offer the Commonwealth Youth in Development Programme. Also offers NGO Management programme by distance education.
Centre for Specialisation Public Administration and Management	Un. of Botswana	SADC institution
Graduate School of Un of Botswana		18% of students are from the Region. They pay the same fees as nationals.
Botswana College of Open and Distance Learning (BOCODOL)		Working with Zimbabwe Open Un, Namibia College
3. DRC		
Curriculum development, data collection, management and evaluation	Ministry of Education	Little contact with other countries.
Research centres in University of Kinshasa and provincial universities		Need financial and technical inputs
Teacher education and technical		Weak

education		
4. Lesotho		
Degree courses in Agriculture ; Education ; Law ; Health Sciences ; Humanities ; Science and Technology ; Extra-Mural Studies ; and Southern African Studies	National University of Lesotho (NUL)	Presently has less than 2% SAD students, but has a policy to accept 20% SADC students
Distance Education	Lesotho Distance Training Centre	
5. Madagascar		
Centre National de Recherche en Environnement (CNRE); Centre National de Formation à la Profession Bancaire (CNFPB) ; Centre National de Recherche Pharmaceutiques (CNRP) ; Centre National d'Etudes et d'Applications du Génie Rural (CNEAGR); Centre National d'Education Ouvrière (CNEO) ; Centre National d'Enseignement de la Langue Anglaise (CNELA) ; Centre National de Recherche Industrielle et Technique (CNRIT)	Madagascar	Has potential in some cases for immediate linkages with the DRC, and with other SADC countries in due course.
6 Universities, one in each province, offering a wide range of academic courses	Different Provinces of Madagascar	Could have immediate useful linkages with DRC, and with other SADC countries in due course.
French distance education courses	Campus Numerique de l'Agence Universitaire de la Francophonie (AUF)	Provides access to distance education courses in French. However only about 50 students are enrolled. This could be useful for other francophone countries.
Law and Sociology	Universities of Fianarantsoa and Antananarivo	Linked to Universities of Johannesburg and Cape Town, South Africa
Economics	University of Antananarivo	Linked to a University in Tanzania
Chemical characteristics of textile	L'Ecole Supérieur Polytechnique d'Antananarivo	Linked to University of Mauritius
Chemistry and Bio-diversity	Universities of Antananarivo and Fianarantsoa, Madagascar	University of KwaZulu, Natal, South Africa

English literature	University of Antananarivo	Universidade Pedagogica de Moçambique
Specialist institutes including l'Institute d'Odonto-Stomatologie Tropicale de Madagascar (IOSTM); l'Institut des Sciences et Techniques de l'Environnement (ISTE); l'Ecole Nationale de l'Informatique (ENI); l'Institut d'Halierutique et des Sciences Marines (IHSM); l'Ecole Normale Supérieure pour l'Enseignement Technique (ENSET); le Technopôle le l'Institut de Gestion (ISPG).	Different Provinces of Madagascar	Could have immediate useful linkages with DRC, and with other SADC countries in due course.
6. Malawi		
Agricultural Science	Bunda College, Malawi	Has potential to enrol SADC students
Medicine	College of Medicine	Has potential to enrol SADC students
Industrial Research	Malawi Industrial Technology, Research and Development (MITRD)	Has potential for collaboration with other Member States
Educational research and training	Malawi Centre for Educational Research and Training	Has potential for collaboration with other Member States
Between 1989 and 1994, Bachelor of Science in Technical Education for the SADC Region as a five year project funded by Overseas Development Administration (ODA). The programme drew students from Lesotho, Tanzania, Swaziland, Zambia, and Zimbabwe. This project stopped because SADC countries could takeover funding from ODA.	Polytechnic of the University of Malawi.	The Malawi Polytechnic has continued offering the programme and currently there are some students from Zambia who are being paid for by the Zambian Government.
Language teaching	Centre for Language Studies, Chancellor College, Malawi	Has potential to enrol SADC students
Masters degrees in Economics, Education, Biology, Geography, Environmental Science, Chemistry, Mathematics, English, History	Chancellor College, Malawi	Most of these masters programmes could be expanded to include SADC students, as they are under-

		subscribed.
Doctorate in Biology	Chancellor College, Malawi	Under-subscribed
7. Mauritius		
Promotion of the teaching of English and French	Mauritius	Excellent capacity for both languages.
Primary and Secondary school curriculum development	Mauritius Institute of Education, Mauritius College of the Air and Mauritius Research Council	Some excellent work already done which can be shared. Good potential for capacity building in curriculum development in both English and French, with particular emphasis on environmental science
Introduction of information and communications technologies into primary and secondary schools, and tertiary institutions both in terms of hardware and software	Ministry of Education and Human Resources and Mauritius Institute of Education	They have done some pioneering work in this area which may be useful to other SADC countries.
Management of the 1% training levy	Mauritius Human Resource Development Council and Industrial Vocational Technical Board	This partnership between state and private sector can well be the model for other SADC countries.
Qualifications framework for hospitality industry; literacy standards for adults; printing; jewellery; para-medicals; and information and communications technologies	Mauritius Qualifications Authority	Can usefully be shared with SADC countries. Can help build capacities in this area.
Extensive experience in testing, including for technical/vocational education and workplace assessments	Mauritius Examination Syndicate	Can help build up capacities in both English and French.
Pre-primary and Primary school teacher education	Mauritius Institute of Education	High potential for sharing with other SADC countries in both English and French.
Distance education, including use of radio, television, DVDs, interactive learning as well as print	Mauritius College of the Air	Good quality materials which can be shared. Training capacities in both English and French.
8. Mozambique		
Curriculum Development	National Institute of	Collaborating with Angola

	Educational Development (INDE)	and the UNESCO Institute of Education (IBE) on integration of poverty reduction elements into the curricula and promotion of quality education in 9 African countries.
Curriculum development in terms of poverty reduction programme and the improvement of the quality of education	Angola and Moçambique	Working with the UNESCO Institute for Basic Education (IBE) in Geneva
National Languages		Collaborating with Malawi and Zimbabwe which share some of the same languages
Education Policy Initiative – training educational planners	Pedagogical University, Maputo	Collaborating with Un. of Dar es Salaam and Un. of Witswatersrand
Basic education review	INDE	Visits to South Africa and Zimbabwe
Portuguese Language Teaching		Has high potential for offering staff and courses to other SADC countries
9. Namibia		
Curriculum Development - Joint Development, provision and exchange of educational materials to improve the quality and relevance of education	Namibia Institute for Educational Development (NIED)	Has high level capacities and experience which can be utilized by the Region. Collaborates with The United Republic of Tanzania and UNISA on ICTs. Exchange visits with Botswana, Lesotho and South Africa.
Vocational education and training	Namibia	Has exchanged information and experiences with other SADC member countries notably Botswana, South Africa, Zambia, Zimbabwe and to a lesser extent Mauritius.
The Directorate of Vocational Education and Training (DVET) has benefited immensely from expertise in developing a competency based curriculum provided by an expert from Zimbabwe.	Namibia	
In 2006, Namibia hosted a	Namibia	

Conference on which brought together a host of experts from the SADC Region and beyond to exchange experiences and knowledge in the strategic area of vocational education and training		
Desert Research Foundation of Namibia (DRFN) have hosted research fellows and students from the SADC Region as well as internationally.	Namibia	
Exchange visits to other SADC institutions: <ul style="list-style-type: none"> • Visits by NIED staff to to exchange experiences on curriculum development issues; • Visits by Inspectors of Education, Advisory Teachers and Library staff to Botswana and Lesotho on monitoring and supervision of the standard of education offered as well as the provision of library and archival services; • Visits undertaken to South Africa to explore possible areas of further cooperation as well as exchange experiences on policy and planning issues as well as issues pertaining to adult literacy. 	Botswana, Lesotho, South Africa,	
Distance Education		Working through DEASA with UNISA, South Africa; Botswana College of Distance and Open Learning; Open University of Tanzania; Zimbabwe Open University;
Diploma in Conciliation	University of Namibia	In collaboration with Lesotho and South Africa
Undergraduate diploma on Land Management	Polytechnic of Namibia	Supported by Dutch Government as a SADC Programme
Masters Degree in Security	University of Namibia	In collaboration with Botswana and Zimbabwe
UNAM's Marine and Coastal Resources Center in Henties Bay,	Namibia	Could be useful to other SADC States.

<p>was declared a SADC Center of Specialization after having successfully met rigorous requirements set by SADC for the establishment of such centers. The center has seven (7) research areas, namely:</p> <ul style="list-style-type: none"> ○ Mariculture Research and Development ○ Seaweed Research and Development ○ Mushroom Research and Development ○ Coastal Agriculture and Plant Diversity ○ Renewable Energy Program ○ Water Resources, and ○ Coastal Marine 		
10. South Africa		
Health Science Cooperation	Port Elizabeth Technicon	Evelyn Hone College, Zambia; SADC Health Ministries
Nurse Leadership in Angola	UNISA	University Agostinho Neto, Angola
New Institutional Cooperation in Economics, Engineering and Plant, Animal and Environmental Science	University of Witswatersrand	Universities of Namibia and Eduardo Mondlane, Moçambique
ZAWECA HIV/AIDS Peer Education	Universities of Western Cape and Venda	Universities of Botswana and Zambia
SASCO Student Leadership	University of Pretoria	6 SADC universities
Distance Education	UNISA	Active in nearly all SADC countries. Provides support in rebuilding of higher education in war ravaged countries such as DRC and Rwanda.
35 725 SADC Students in South African universities including 676 doctoral students	South African universities	SADC students pay same fees as South African students, i.e. are subsidized by S. Af. state
Department of Science and Technology Centre of Excellence-National Research Foundation (DST-NRF) Centre for Biomedical TB Research. Research into all	DST-NRF Centre for Biomedical TB Research co-hosted by University of Stellenbosch and	SADC can benefit from this Centre of Excellence

aspects of TB diagnosis, testing and treatment	Witswatersand	
DST-NRF Centre for Invasion Biology. Biology of invasive species' impact on Southern Africa's biodiversity, agriculture and ecotourism	Stellansbosch University	SADC can benefit from this Centre of Excellence
DST-NRF Centre of Excellence in Strong Materials. Study of strong materials such as hard metals, metal alloys, metal oxides, ceramics, diamond and diamond-like materials and composites including carbon nanotubes	University of Witswatersrand	SADC can benefit from this Centre of Excellence
DST-NRF Centre of Excellence in Birds as Keys to Biodiversity Conservation at the Percy FitzPatrick Institute	University of Cape Town	SADC can benefit from this Centre of Excellence
DST-NRF Centre of Excellence for Catalysis, mainly for the conversion of gas to liquid fuels and for downstream processing aimed at adding value to bulk chemicals.	University of Cape Town	SADC can benefit from this Centre of Excellence
DST-NRF Centre of Excellence in Tree Health Biotechnology at the Forestry and Agriculture Biotechnology Institute (FABI)	University of Pretoria	SADC can benefit from this Centre of Excellence
DST-NRF Centre of Excellence in Epidemiological Modeling and Analysis, dedicated to modelling disease transmission and progression, especially HIV/AIDS	Stellansbosch University	SADC can benefit from this Centre of Excellence
Telcom Centre of Excellence	Rhodes University	University of Namibia
11. Swaziland		
Teacher Education	5 institutions	Has potential for taking SADC students
University of Swaziland (UNISWA) has Faculties of Agriculture; Commerce; Education; Health Sciences; Humanities; Science; Social Science; Post Graduate Studies; Institute for Distance Education		Presently SADC students comprise 2% of total (122 out of 5620 students). Has potential for taking more SADC students.
12. United Republic of Tanzania		
Distance Education	Open University of	Can offer distance education

	Tanzania	courses to other SADC countries. Uses mainly print materials.
Teaching of Swahili		Large capacity for introducing the language in other SADC countries
13. Zambia		
Insurance	Zambia Insurance Business College	Can offer courses to other SADC students
Aviation and Aeronautic Engineering	Zambia Air Services Training Institute	Has potential to accept SADC students
Special Education	Zambia Institute of Special Education	SADC students occupy 6.7% of places (10 students out of 150 students)
Architecture and Building Science	Copperbelt University, Zambia	Can offer courses to other SADC students
Agroforestry	Copperbelt University, Zambia	Can offer courses to other SADC students
Master of Science (Agronomy)	Un. of Zambia	Only 10 students, 8 from SADC
M Sc in Plant Breeding and Seed System	Un. of Zambia	Beginning in 2008
Veterinary Science	Un. of Zambia School of Veterinary Medicine	Has served SADC students
14. Zimbabwe		
Veterinary Science diploma, B.Sc. and M.Sc.	Un of Zimbabwe Faculty of Veterinary Science	Has students from Moçambique, Malawi, Namibia, United Republic of Tanzania, and Zambia. Can serve more SADC students
Waternet Programme	University of Zimbabwe Faculties of Engineering, Science, Arts and Social Studies	Includes 42 university departments from SADC and Africa Region, including Namibia, the United Republic of Tanzania, South Africa and Malawi
Regional Universities Forum for Capacity Building in Agricultural Sciences (RUFORUM) Projects – M.Sc. research into biotechnology, input into the Limpopo Transfrontier Park and management of vegetables for small holder farmers	University of Zimbabwe Faculty of Agriculture	Unites 12 universities from 8 African countries , including Malawi, Moçambique, South Africa, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe
Science, mathematics and	Zimbabwe teacher	Organized programme for

agriculture teacher training	training colleges	Namibian students
ICART - M.Sc. Programme in SADC Region on the implementation and coordination of agricultural research and training	Un of Zimbabwe Faculties of Veterinary Science and Agriculture	Linked to Malawi, Mozambique, Namibia, the United Republic of Tanzania and Zambia
Tropical Animal Health	Un of Zimbabwe	Linked to Malawi, Mozambique, and Zambia
Master's degree in Women's Laws; production of a textbook based on the course	University of Zimbabwe Faculty of Law	Involves Universities of Oslo, Cape Town, Makerere, Nairobi and Malawi

Table 140. List of Universities in SADC Region

Angola	1. Benguela e Kwanza-Sul
	2. Cabinda, Zaire e Uíge;
	3. Huambo, Bié e Moxico
	4. Huíla, Namibe, Kwando-Kubango e Cunene
	5. Luanda, Bengo e Kwanza-Norte
	6. Lunda-Norte
	7. Lunda-Sul e Malange
Botswana	1. University of Botswana
Democratic Republic of the Congo (DRC)	1. Academie des Beaux Arts
	2. Centre interdisciplinaire pour l'education permanente CIDEP Kinshasa
	3. Ecole d Informatique d'electronique et d.'expertise comptable EIECO
	4. Institut des batiments et des travaux publics IBTP Kinshasa
	5. Institut facultaire des sciences de l information et de la communication IFASIC Kinshasa
	6. Instiitut superieur des techniques appliquees ISTA Kinshasa
	7. Institut superieur des techniques medicales ISTM/Kin Kinshasa
	8. Institut superieur de statistique de Kinshasa ISS.Kin Kinshasa
	9. Institut superieur des arts et metiers ISAM Kinshasa
	10. Institut superieur pedagogique ISP Kinshasa
	11. Facultes catholiques de Kinshasa FACAKIN
	12. Universite de Kinshasa UNIKIN
	13. Universite americaine de Kinshasa
	14. Universite Cardinal Malula Kinshasa
	15. Universite chretienne de Kinshasa UCKIN
	16. Universite centrale de Kinshasa
	17. Universite Kinshasa Binza
	18. Universite libre de Kinshasa ULK
	19. Universite pedagogique nationale UPN Kinshasa
	20. Universite protestante du Congo UPC Kinshasa
	21. Universite Simon Kibangu Kinshasa
	22. Universite William Booth UWB Kinshasa
	23. Universite de Bandundu UB Kikwit

	24. Institut superieur pedagogique de Kikwit,Bandundu
	25. Institut superieur de commerce ,Bas Congo
	26. Institut superieur pedagogique de Mbanza-Ngungu Bas Congo
	27. Institut superieur pedagogique de Mbanza-Ngungu Bas Congo
	28. Universite Kongo, Bas Congo
	29. Universite Kasavubu,Bas Congo
	30. Institut superieur pedagogique ISP Lubumbashi
	31. Institut superieur de statistique ISS Lubumbashi
	32. ISEC Lubumbashi
	33. ISTC Lubumbashi
	34. Grand Seminaire de L ubumbashi
	35. Universite de Lubumbashi UNILU
	36. Universite de Kisangani
	37. Universite Catholique de Bukavu
	38. Universite de Goma
Lesotho	1. National University of Lesotho
Madagascar	1. Anatanarivo
	6. Franarantsoa and 5 other provincial universities
	7. Campus Numerique de l'Agence Universitaire de la Francophonie
Malawi	1. University of Malawi comprising Chancellor College, Bunda Agricultural College, the College of Medicine, and the Malawi Polytechnic
	2. Mzuzu University
	3. Livingstonia University of the Central African Presbytery of Livingstonia
	4. Catholic University
	5. 7 th Day Adventist University
Mauritius	1. University of Mauritius
	2. University of Technology, Mauritius
	Numerous branches of foreign universities from Australia, India and UK
Moçambique	1. Eduardo Mondlane University
	2. Universidade Pedagogica
	3. Catholic University
Namibia	1. University of Namibia
South Africa	1. Cape Peninsula University of Technology
	2. Central University of the Free State
	3. Durban University of Technology
	4. Fort Hare University
	5. Mangosuthu Technikon
	6. Nelson Mandela Metropolitan University
	7. North-West University
	8. Rhodes University
	9. Tshwane University of Technology
	10. Vaal University of Technology
	11. Walter Sisulu University of Technology
	12. University of Cape Town
	13. University of the Free State
	14. University of Johannesburg
	15. University of KwaZulu-Natal
	16. University of Limpopo
	17. University of Pretoria
	18. University of Stellenbosch

	19. University of South Africa
	20. University of Venda
	21. University of the Western Cape
	22. University of the Witwatersrand
	23. University of Zululand
Swaziland	1. University of Swaziland
United Republic of Tanzania	1. The University of Dar es Salaam (UDSM)
	2. The Muhimbili University College of Health Sciences (MUCHS)
	3. The University College of Lands and Architectural Studies (UCLAS)
	4. Dar es salaam University Colege of Education (DUCE) of the UDSM
	5. Mkwawa University College of Education (MUCE) of the UDSM
	6. The Sokoine University of Agriculture (SUA)
	7. Moshi University College of Cooperatives and Business Studies (MUCCoBS)
	8. The Open University of Tanzania (OUT)
	9. Mzumbe University (MU)
	10. The State University of Zanzibar (SUZA)
	11. St. Augustine University of Tanzania (SAUT)
	12. Mwenge University College under SAUT (MWUCE)
	13. Bugando University College of Health Sciences under SAUT (BUCHS)
	14. Ruaha University College under SAUT (RUCO)
	15. Tumaini University Dar es Salaam College (TUDARCO)
	16. Tumaini University Iringa College
	17. Tumaini University Makumira College
	18. Tumaini University KCMC College
	19. The Hubert Kairuki Memorial University (HKMU)
	20. The International Medical and Technological University (IMTU)
	21. The Zanzibar University (ZU)
	22. Aga Khan University -Tanzania Institute of Higher Education (AKU-TIHE)
	23. Mount Meru University (MMU)
	24. University of Arusha (UoA)
	25. Muslim University of Morogoro (MUM)
	26. Teofilo Kisanji University (TEKU)
	27. The College of Zanzibar of the International University of Africa Khartoum (UCEZ)
Zambia	1. University of Zambia (UNZA)
	2. Copperbelt University
	3. Zambia Open University
Zimbabwe	1. Africa University (Methodist)
	2. Bindura State University
	3. Catholic University
	4. Chinhoyi Technical University
	5. Lupane State University
	6. Masvingo State University
	7. Midlands State University
	8. National University of Science and Technology
	9. Solusi Seventh Day Adventist University
	10. University of Zimbabwe
	11. Women's University in Africa
	12. Zimbabwe Open University

Note: The list of SADC universities is not complete as only those mentioned in the Country Reports have been noted here. There are clearly a number of omissions.

Table 141. Teachers' Associations/ Unions in SADC Member States

Member State	Associations/Unions	Functions and Linkages
1. Angola	A Associação de Professores de Angola (APA); O Sindicato Nacional dos Professores SINPROF); O Sindicador nacional dos Professores Superior (SINPES) (for higher education); O Sindicato dos Trabalhadores de Apoio no Ensino Superior (SINTRAEN) (for technicians and support staff)	Unknown
2. Botswana	Botswana Teachers' Union (BTU)	Represents the interests of primary, secondary and tertiary teachers. Has linkages with Education International; Southern Africa Teachers' Organization (SATO), Norwegian (CTF), World Confederation of the Teaching Profession (WCT), All Africa Teachers' Organization (AATO).
	Botswana Open and Distance Learning Association (BODOLA)	Newly formed of all Open Distance Learning institutions in Botswana, and wants to link up with SADC institutions and with DEASA.
3. Lesotho	Lesotho Association of Teachers; Lesotho Teachers' Union; Lesotho Principals Association	They participate within the country on teacher education and curriculum development programmes
4. Madagascar	Syndicat des Enseignants Chercheurs de l'Enseignement Supérieur (SECES)	Union of Higher Education Researchers. Other levels of teachers appear not to be unionized.
5. Malawi	Teachers' Union of Malawi	
	The Association of Distance Education in Malawi; Mathematics Teachers' Association; Association of the Teaching of English in Malawi, Malawian Geographer, and such other subject-based associations.	These associations are aimed at improving teaching and learning.
6. Mauritius	No information	

7. Moçambique	<p>There is only one teacher's association- National Teachers Association (ONP) for teachers at all levels including the university lectures.</p>	<ul style="list-style-type: none"> • The organization is part of the EFA Movement in Mozambique and has been engaged in dialogue with MEC on issues related to teacher status and working conditions. • They have worked with MEC on teacher training in particular, and the Education and Culture Sector Strategic Plan. • The representatives of the organization have participated in the regional meetings organized the regional teachers unions and contribute to the regional debate on teacher status. • The ONP plays an important role in the implementation of projects on HIV/AIDS prevention education among teachers.
8. Namibia	<p>Teachers' Association in Namibia; (b) Teachers' Associations There are two Teachers' Associations in Namibia. These are the Namibian National Teachers Association (NANTU)⁸³ and the Teachers Union of Namibia (TUN). Both Unions have established links with sister Unions in the SADC Region, namely Botswana Teachers Association (BTU), Zambia National Union of Teachers (ZANUT), Zimbabwe Teachers Association (ZIMTA), Lesotho Association of Teachers (LAT), South African Democratic Teachers Union (SADTU), Swaziland National Association of Teachers (SNAT), and</p>	<p>Botswana Teachers' Association; Botswana Secondary School Teachers' Union; Lesotho Association of Teachers; Teachers Union of Malawi; South African Democratic Teachers' Union; Swaziland National Association of Teachers; Zambia National Union of Teachers; Zimbabwe Teachers' Association.</p>

⁸³ Official bargaining Union for Teachers in Namibia

	<p>Teachers Union of Malawi (TUM) in case of NANTU and Botswana Secondary School Union (BOSETU) in case of TUN⁸⁴. Unions in different SADC countries resort under the umbrella body Southern African Teachers' Union (SATU) which coordinates their activities. While both Unions are critical stakeholders in the education and training sector, it is disappointing to note that both were not privy to the contents of the Protocol and the AU Decade on Education and Training. Therefore, establishment of cooperative relations with sister unions in the SADC Region was not a conscious fulfillment of the relevant provisions of the Protocol, but may have been done out of necessity in pursuit of their mandates.</p>	
DRC	<p>Le Syndicat des enseignants du Congo (SYECO) ; le Syndicat national des enseignants catholiques du Congo (SYNECAT) ; et la Confédération syndicale des enseignants libres du Congo (COSEL).</p>	<p>These unions are very active, particularly so during the 1990s when the State failed to support the education system. They have been responsible for mobilisation, demonstrations and demands made within the education system, for example the demand that the State should pay more for education, and that parents pay less.⁸⁵</p>
	<p>Association des professeurs de l' Université de Kinshasa (APUKIN) ; Réseau congolais de défense et de promotion des droits humains et des libertés académiques (RECODELAC) ; Groupement d' intellectuels congolais en Belgique (GICB) ; Association des intellectuels congolais en Belgique etc</p>	<p>Higher education teachers are actively involved in intellectual and human rights activities both in DRC and overseas.</p>

⁸⁴ Membership to Teacher Unions in the remaining SADC countries could not be verified at the time of undertaking the audit owing to the unavailability of responsible officials at TUN.

⁸⁵ To date education, including at primary level, is mainly financed by parents.

	Association Nationale des Parentes d'élèves et étudiants de la DRC (ANAPECO and APEC)	Association of parents common in francophone countries. There is an Africa-wide association under CONFEMEN.
10. South Africa	South African Council of Educators (SACE)	Statutory body that regulates the teaching profession
	South African Democratic Teachers' Union (SADTU)	
	National and Professional Teachers' Organisation of South Africa (NAPTOSA)	
	The National Teachers' Union	
	The South African Teachers' Union	
11. Swaziland	Swaziland National Association of Teachers (SNAT)	Affiliated to the Southern African Teachers Organization (SATO); Education International; Canadian Teachers' Federation (CTF); American Federation of Teachers (AFT).
12. United Republic of The United Republic of Tanzania	Teachers' Professional Association	Unknown
13. Zambia	Unions: Basic Education Teachers' Union (BETUZ0; Secondary School Teachers' Union of Zambia (SESTUZ); Zambia National Union of Teachers (ZANUT).	Their role is to provide checks and balances to the Ministry of Education and to ensure that their members are well motivated.
	Professional Associations: Zambia Mathematics Association (ZAME); Zambia Association of Science Education (ZASE); Zambia Industrial Arts Teachers' Association (ZIATA); Zambia Mathematics, Science and Technology Association (ZIMASTE); Home Economics Association; Languages Association; Social Sciences Association	These professional associations contribute to educational development and uplifting of professional standards. They are linked to sister organizations in the Region.

14. Zimbabwe	Zimbabwe Teachers' Association (ZIMTA)	ZIMTA has been established longer and has long standing relations with other teachers' association through the Southern African Teachers' Association. It is larger, and seen to be supportive of Government.
	Progressive Teachers' Union of Zimbabwe (PTUZ)	PTUZ is more politically active, particularly in challenging Government.
	There are a large number of subject specific associations such as science teachers, technical subject teachers, etc.	Have a potential for linking up with similar subject associations.

Table 142. Student Associations and Unions

Member State	Associations/Unions	Functions and Linkages
1. Angola	Higher education students' associations exist	No information
2. Botswana		No information
3. Lesotho	No information	
4. Madagascar	All higher education institutions have students' unions	Highly organized students' unions which play a part in politics. They have organized strikes and influenced public opinion on socio-political issues.
5. Malawi	University of Malawi Students Union with college based chapters; and Mzuzu University Students' Union. There are no students' organizations at primary and secondary school levels.	No information.
6. Mauritius	No information	
7. Moçambique	Each University has its own student union but only some few have been active in the public universities like UEM, ISRI, and UP etc. There is a Forum integrating all student unions.	The association also trains its members in issues related to entrepreneurship culture in order to prepare the university finalist and new graduates for the world of work and implementation of income generation projects and self-employment.

	A new association (Associacao dos Estudantes Finalistic Universitarios de Mozambique) integrating final year student from Mozambican Universities emerged since 2004	Initiated capacity building and community work for poverty reduction. They deploy the finalists into the field in particular districts to participate with their knowledge in the fight against poverty. with final year students and young graduates from the University.
8. Namibia	Namibian National Students' Organization (NANSO)	Powerful before Independence.
9. DRC	There are numerous students' associations, such as La Fédération des élèves et étudiants congolais et de l' étranger (FEDECE) ; Dynamique des étudiants du Kivu ; Association générale des étudiants congolais en Belgique AGECE, Cercle des étudiants du Congo Kinshasa à l' Université libre de Bruxelles etc)	These unions act as students' unions, as well as political and intellectual movements. They have taken part in the political dialogue in recent times. Some of them were banned during the transitional government.
10. South Africa	South African Students' Union (SASCO)	Has branches in most higher education institutions. Linked to the Norway Tertiary Education Programme (SANTED) which links 26 universities, 6 from other SADC countries.
11. Swaziland		No information
12. United Republic of Tanzania	Students' unions exist in higher education institutions.	
13. Zambia	All universities and colleges have student councils	Their role is to safeguard students' academic and social interest. They participate in student governance. The University of Zambia Union (UNZASU) mobilizes financial resources for the construction of student hostels.
14. Zimbabwe	Links all tertiary education students.	National Union of Students

Note: It was not possible to obtain information on most student associations.