



**Tshwane University  
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# A Perspective on the Transformation of Higher Education in South Africa

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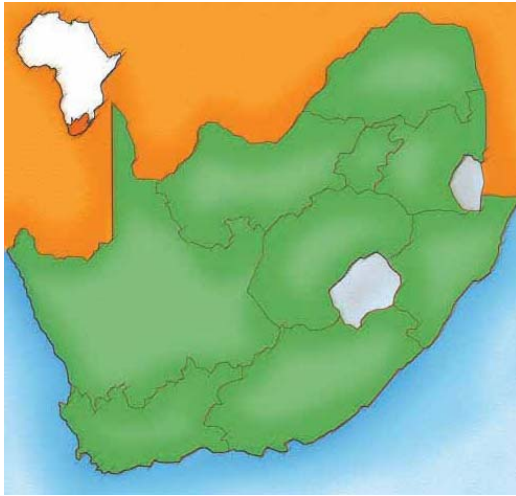
# Outline

- Introduction
- Background
- Some History
- Framing Conditions
- Funding of HE
- Key Challenges: National Responsiveness and Neo-liberalism
- Key Challenges: Cont.
- Some Public Debate Issues
- Role in NSI
- Timeline
- Concluding thoughts ...





# Introduction to SA



Republic of South Africa

since 1994, a united non-racial, non-sexist democracy

Population: +/- 45 million

Pop. Growth Rate: 2% (HIV & AIDS)

GDP: +/- 200billion USD

GDP Growth Rate: 5% for 2005 [?]





# Introduction to HE in SA

22 Higher Education Institutions:

11 Traditional Universities

5 Universities of Technology

6 Comprehensive Universities

8 Science Councils

agriculture, medicine, geosciences, human sciences, minerals & metallurgy, engineering, Africa & research funding.

460, 428 University enrolments (2002)

77% Undergraduate, 23% Postgraduate

214, 690 Technikon enrolments

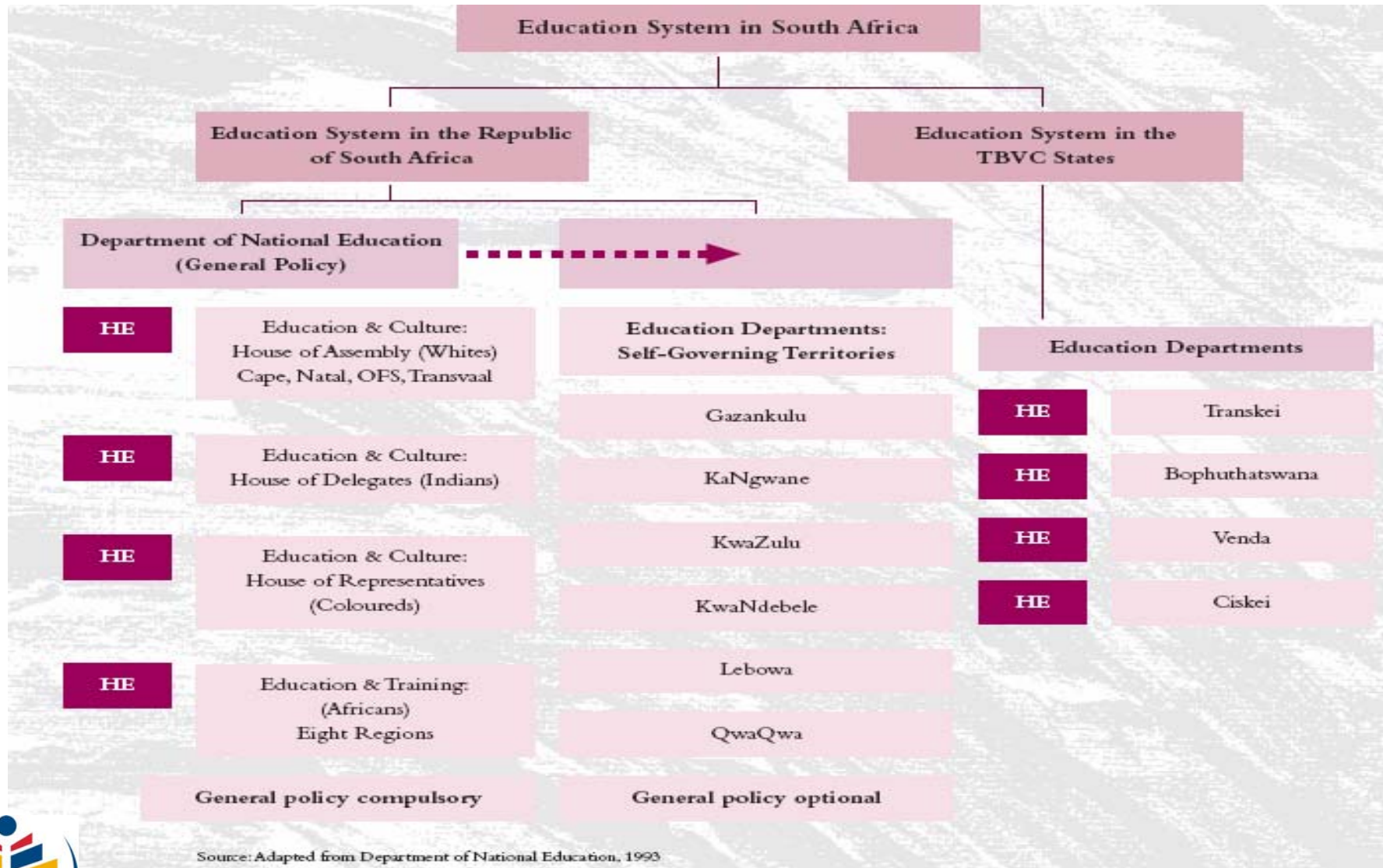
98% Undergraduate, 2% Postgraduate

43,312 total staff





# Background





# Some History

- Long history including:
  - Pioneering developments in Engineering and Natural Sciences (Royal Society - astronomy, paleontology, hydrology, etc.)
  - Academic isolation, sanctions and boycotts with growth
  - Post-apartheid restructuring





# Framework Conditions

- Apartheid and colonial legacies
- Military-energy complex
- Racism and limits on access
- Geo-Politics of Apartheid

## REFORM PROCESSES

- phases of restructuring:
  - RDP to GEAR [1994 – 1997]
  - NCHE and White Paper
  - Size and Shape of the HE System
  - National Plan for HE





# Funding

- 85% subsidy & 15% earmarked funds
- Public: R9.2 billion, Private R9.6 billion
- Government Expenditure on R&D  
Target of 1% of GDP [Presently under 1%]





# Role in NSI

- The role of universities in the national innovation system and for economic development post apartheid. Various government departments involved in framing the NSI Challenges. The White Paper Process critically involves in addition to the HE system:
  - Science & Technology [Research Councils]
  - Education [HE Sector]
  - Trade and Industry [THRIP and accelerated high skills]
  - Department of Labour [HRD, Skills and Levies]
  - Other *sector* issues e.g. Health and Agriculture, etc





# Key Challenges

- National Responsiveness and Neo-Liberalism and Globalization
- National Goals and Responsiveness – White Paper – issues of Public Good, and African Expansion





# Key Challenges: Cont.

- Fiscal Restraint, Massification and capping
- Marketization –GATTS and privatization and the ‘Kept University’
- Managerialism, increasing ‘internationalization’ not drawing on indigenous research capability of existing institutions and ‘South’ collaborations
- Context: Neo-Liberal Policies –Fiscal Restraint, Commodification and Marketization, Managerialism
- Re-organization and Quality
- Higher Participation Rates and Access across disciplines
- Responsiveness to national democratic agenda [economy and society]
- Critique and intellectual role





# Context of Public Debate: Key Issues

- Growth and development
- Dualisms in the economy





# Timeline

- 2005
  - Initiation Workshop
  - Globelics 2005 Africa
- 2006
  - Havana Workshop
  - National Working Group
  - National Workshop
  - Globelics 2006 India?
- 2007
  - Draft National Report





# Methodology

- Responsiveness examined as key question
- Quantitative desktop research
- Assembly of Comparative Indices
- Deeper Case Work on 3 Institutions
  - (TUT, DIT & CAPUT)
  - Stakeholder Interviews
  - Role player Analysis
- Innovation – conceptualization and study
  - HE and Industry, State & Agencies
- Drafting Outcomes





# Conclusion

- Progressive agenda affected by neo-liberalism and constrained choices
- Mobility of Highly Skilled People and the African Diaspora
- HE as Agencies for shared growth and development, critical voice and intellectual development





# Thank You

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