

INTRODUCTION

South African Higher Education in the First Decade of Democracy

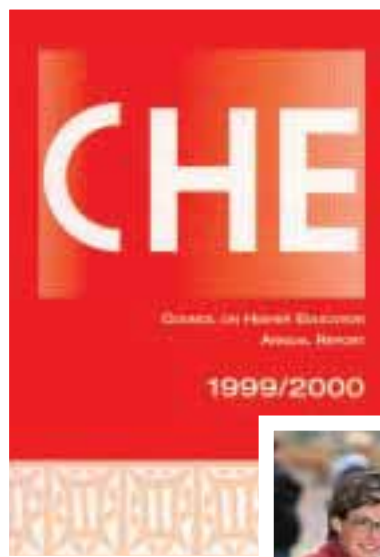


South African Higher Education in the First Decade of Democracy describes and analyses the contemporary state of South African higher education, with reference to what was inherited in 1994 and the changes that have occurred over the past ten years.



Through this report, the Council on Higher Education (CHE) hopes to:

- Stimulate debate and discussion among policy-makers, stakeholders and scholars around the information and analysis produced.
- Produce a valuable resource for researchers, administrators and policy-makers concerned with higher education.
- Give further effect to the CHE's commitment to the publication and dissemination of knowledge and information on higher education.



In particular, the report aims to describe the state and conditions of South African higher education in 1994, and in 2004, given the available information, data and statistics; to trace the changes that have occurred in the past ten years; to crystallise the key trends within South African higher education, indicating continuities, developments and changes; and to identify the major challenges that now confront South African higher education at system and institutional levels.

With these purposes in mind, the report begins by setting out the 'case' for higher education, in particular the relationship of higher education to the reconstruction and transformation agenda in South Africa. It goes on to highlight selected higher education issues, chapter by chapter, within the following rubric:

- What was the inheritance in 1994?
- What have been the developments in the last ten years?
- What is the situation today?
- What are the critical issues and key challenges?

It concludes with an integrated evaluation of South African higher education's past, present and future.

Framing the report is the double transformation challenge for South African higher education. The first element of this dual challenge emanates from the historical context of South Africa – and in particular the apartheid legacy; it has to do with achieving social equity, economic growth and development, and building and consolidating democracy. The second element is related to contemporary global developments, namely: addressing the challenges of globalisation and the competitive global economy, and enabling South Africa to participate in, and engage with, this global order in a proactive way.

SOUTH AFRICAN HIGHER EDUCATION IN THE FIRST DECADE OF DEMOCRACY

From the standpoint of South Africa's apartheid legacy, higher education transformation poses challenges in terms of three critical policy goals which have particular implications for the governance, management and financing of higher education:

- Equity and democratisation.
- Effectiveness (including the relevance, quality and appropriate quantities of programmes and outputs).
- Efficiency.

Simultaneously, the higher education system must meet the manifold challenges presented by the radical changes which are occurring globally in terms of the new role of knowledge in late modern cultural and economic development – especially with regard to the production, dissemination, application (networking), structure, management and quality of knowledge.

Thus the transformation challenges that are spelled out in the *White Paper*¹ on higher education and the *National Plan for Higher Education*², as well as the broader challenges that global imperatives present, provide the framework for the description and analysis in the report.

The report builds on previous CHE Reports³ on the state of South African higher education (1998–1999 and 2000–2001) and draws on a wide range of policy documents, published reports, articles and books, and expert views and opinions. It uses the latest available data and statistics wherever possible: i.e. 2002 enrolments figures and 2001 figures where it has not been possible to obtain accurate figures of more recent date. In this way it aims to deliver an accurate, objective, and considered report and reflection on the health of the South African higher education system.



SOUTH AFRICAN HIGHER EDUCATION IN THE FIRST DECADE OF DEMOCRACY

Chapter Notes and References

- ¹ Department of Education (1997). 'A Programme for the Transformation of Higher Education'. Education White Paper 3. Government Gazette No. 18207, 15 August 1997. Pretoria: Government Printers.
- ² Ministry of Education (2001). National Plan for Higher Education. Pretoria: Ministry of Education (MoE).
- ³ Council on Higher Education (1999). Annual Report 1998/1999. Pretoria: Council on Higher Education (CHE); Council on Higher Education (2001). The State of Higher Education. Annual Report 2000/2001. Pretoria: Council on Higher Education (CHE).



● City/Town

● University

■ Technikons



Universities

- 1** The University of the North and the Medical University of Southern Africa (University of Limpopo from January 2005)
- 2** The University of KwaZulu-Natal
- 3** The University of Zululand
- 5** The University of Fort Hare
- 6** Rhodes University
- 7** The University of Transkei (Walter Sisulu University of Technology and Science from January 2005)
- 8** University of Port Elizabeth (The Nelson Mandela Metropolitan University from January 2005)
- 9** The University of Cape Town
- 10** Stellenbosch University
- 11** The University of the Western Cape
- 13** North-West University
- 14** The University of the Free State
- 16** Rand Afrikaans University and Vista (Soweto and East Rand) (University of Johannesburg from January 2005)
- 17** The University of Pretoria
- 18** The University of South Africa
- 19** The University of Venda for Science and Technology
- 20** The University of the Witwatersrand

Technikons

- 4** Durban Institute of Technology (Mangosuthu Technikon to join DIT)
- 7** The Border and Eastern Cape Technikons (Walter Sisulu University of Technology and Science from January 2005)
- 8** Port Elizabeth Technikon (The Nelson Mandela Metropolitan University from January 2005)
- 12** Cape Technikon and Peninsula Technikon will merge (Cape Peninsula University of Technology from January 2005)
- 15** Central University of Technology, Free State
- 16** Technikon Witwatersrand (University of Johannesburg from January 2005)
- 21** Tshwane University of Technology
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