



REKTORKOLLEGIET

The Danish Rectors' Conference

Cooperation with South African Universities

Report on Visits to South African Universities by Representatives from The Danish Rectors' Conference, March 1996

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1. Introduction

By invitation from the Committee of University Principals The Danish Rectors' Conference visited South Africa in March 1996. Even though it had been necessary to limit the visit to one week, a most intensive programme guaranteed that the Danish delegation had the possibility of visiting 13 of the 21 South African universities as well as having meetings with the Committee of University Principals, the Committee of Technikon Principals and the National Commission on Higher Education.

During all the visits the delegation had the opportunity to meet with the principals or vice-chancellors of the universities as well as administrative personnel and policy representatives of the governing bodies. The visits and joint discussions with the South African representatives gave the Danish delegation a rough, but fairly clear impression of the state of art of higher education in South Africa as well as the major challenges which the universities are facing in the years to come. It was the impression of the delegation that the universities are very committed to these tasks and strive to overcome them.

International cooperation forms a natural part of the strategy and the delegation discussed various issues and forms of cooperation with the universities. After further consultations both in South Africa and in Denmark a number of topics have been identified as possible future cooperation areas.

The potential issues for future cooperation are outlined in chapter 4 of this report. The outline is far from being exhaustive but is merely intended as a basis for further discussions and negotiations for cooperation projects both within the suggested themes and in other areas. The report also contains a chapter on higher education in South Africa and brief introductions to the universities and committees visited and issues discussed at the meetings with the various bodies.

The introductions to the universities are based on oral and written presentations by the universities as well as information from the *International Handbook of Universities*. The introductions to universities not visited derive from *A Guide to South African Universities* compiled by the Committee of University Principals and the Australian High Commission.

2. Higher education in South Africa - State of the art and challenges

South Africa is facing vast challenges in the field of education. The new democratic structures launched through the first free and democratic elections in April 1994 are still only weakly founded. Much depends on the ability of the Government to meet the expectations of the majority of the population of financial and social progress. Concrete actions and reforms will have to take place in several fields, not least the educational, in order to solve the enormous poverty and employment problems of the black population.

The institutions of higher education are important actors in the development process to lead South Africa from apartheid to modern democracy and industrialisation. They offer emergency assistance to the immediate environment by launching "community programmes" where teaching staff and students render community service in for instance health and counselling clinics, adult education centres etc. Several of the research initiatives taken by the higher education institutions support the Reconstruction and Development Programme of the Government and are designed as anti-poverty programmes and to ensure financial reconstruction and structural changes in the production sector, development of human resources and democracy. The higher education institutions also contribute to the development process by taking steps to ensure within their own framework equal access for students and teachers irrespective of race.

However, whatever resources may be allocated for the purpose of eliminating the results of more than 40 years of racial discrimination within the educational system, this is not achieved overnight.

In 1995, the first full year with Nelson Mandela in office, 20 per cent of the public expenditure were used for educational purposes. Many countries would be proud of such budgetting. By way of comparison Denmark only spends in total about 12 per cent for educational purposes. The number of South Africans passing higher education is also favourable as compared to other countries. 1 574 South Africans out of 100 000 study at higher education institutions. The figure may not impress if compared to for instance the USA (5 608), but compared to developing countries like India (581) and other African countries like for instance Zimbabwe (508) the share of South Africans having achieved higher education is three times bigger.

However, a good look at the figures reveals a heavy racial imbalance. Three quarters of the 40 mio citizens are black. The last 10 mio comprise three other ethnic groups of which white people number about 5 mio which means less than 13 per cent of the total population. Nevertheless nearly 50 per cent of the students at the institutions of higher education are white. In 1993 white students numbered 153 513 whereas black students numbered 135 482 only.

This disproportion is, of course, also reflected in South African university history. Today South Africa has 21 universities (to which should be added the 15 so-called *Technikons* - institutions of higher education offering professional education) which all reflect their original racial attachment. The first South African universities were predominantly for the White. This type of universities, of which the oldest one, the University of Cape Town, was founded in 1829 and the youngest, the Rand Afrikaans University, as late as in 1966, have opened up to other ethnic groups in the course of time. The opening has certain modifications, however, as the teaching language of 5

out of these 10 historically white universities is Afrikaans whereas nearly all the schools qualifying black South Africans for higher education teach in English. Except for the above possibilities the black population has had to attend its own universities. Until the early 1960s the University of Fort Hare was the only university with a significant share of black students. In the 1960s the former Government founded another four universities for black students, to be followed up with the foundation of a medical school for black people and a multi-campus university, the Vista University, with decentralised campuses throughout the country. The last chapter of this story was made up by the establishment of three universities in the so-called "homelands" after independence had been achieved.

In the same way the financial and educational/research conditions of the universities have been very different. Today South Africa has universities which in all fields can compare with the best European institutions as well as universities in a state of development and readjustment to which the lack of resources set most unfortunate and critical limits.

According to official statistics, the funding of the university system was as follows in 1992: government appropriations (including subsidies), 41.5 per cent; student fees, 17.8 per cent; donations, 10.2 per cent; investment income, 9.2 per cent; whilst the rest came from a diversity of other minor sources.

The major single source of South African university funding is state subsidies. Due to a steady increase in student numbers over time, and other factors, the funding level of the university system has steadily eroded from 89.1 per cent in 1986 to 62.8 per cent in 1995. The government subsidies are allocated according to a subsidy formula, partly calculated on the basis of student enrolments and the number of successful students. This works to the disadvantage of the historically black universities as "risk" students with a small chance of success and left to their own devices constitute a big proportion of the enrolled students. Another element of the formula relates to research productivity. Again, the historically black universities are at a disadvantage. Having poorer staffing ratios than the historically white universities, having on average a less well qualified staff and infrastructural problems, they are unable to compete in research productivity.

The second source of university funding, the student tuition fee varies considerably from university to university, the most expensive being more than twice the least expensive. The historically black universities have kept their fees low because they provide for financially disadvantaged communities where the population cannot afford high tuition fees. Even so, these universities face major problems with unpaid fees. A national student loan scheme has been announced and might help to pay fees in the future.

The third source of university funding is donations. In general the older institutions are more fortunate since they have more alumni in positions of influence and a large body of relatively affluent graduates to appeal to. The historically white institutions are therefore in a better position.

They also have better possibilities of generating alternative funding, i.e. by offering courses, letting facilities and through contract research. Active research groups with adequate equipment are available at these universities whereas the historically black universities have limited facilities.

Although formal differences between universities have been abolished the effects of former discrimination will no doubt make themselves felt for many years to come.

It is noticeable, however, that the reforms of recent years have had an effect. Thus enrolment of black students increased by 160 per cent from 1989 to 1993. During the same period the total enrolment only increased by 5 per cent.

Some of the reasons for the improved balance are the facts that Afrikaans universities offer more and more courses in English and that admission policies have been developed to ensure that the proportion of black students in the pool of qualifying applicants is reflected in the proportion of black students being offered places.

Yet, for a long time to come there will be plenty of obstacles to overcome before inequities are done with. Due to decisive inequalities in contents and quality of education available to the various groups in society, white and black students have very different qualifications. Black schools have i.a. had many more pupils per class than white schools and their teachers have not been as well trained as white teachers. In the times of apartheid five times as many public means were used in educating white upper secondary school pupils as compared to black pupils. Nearly all white pupils in upper secondary education pass their examination whereas only a little more than half of the black pupils succeed.

Thus 50 per cent of black students in the first year of university have been accepted on the basis of examination results which just made them meet the admission requirements. Therefore they are in the group of students that have little chance of completing university studies. In comparison, white students will only fail in a number corresponding to 15 per cent of the *total* number of students enrolled in a given year.

A particular problem for black students is lack of knowledge in mathematics and science. Only 17 per cent of black students admitted in 1992 had mathematics or physics at high level. The corresponding figure for white students was 47 per cent. The approach of the universities to these problems is two-pronged. Through *bridging or outreach programmes* the universities aim at identifying the successful student and improving his/her ability to succeed before he/she is admitted to university. The programmes help teachers and give school pupils considerable support in mathematics and science in order to increase their enrolment in the field of science at university. *Academic support and academic development* offer support to the student in the crucial initial stages of his/her studies. They are focused in making the material more accessible to the student and may include attention to lecturing skills, particularly across the boundaries of cultures, and curriculum development. Those programmes as well as the community programmes can in some cases be a burden on the universities' core finances.

Thus the immediate and most challenging task facing South African Universities is to ensure quality and standards in education, meeting at the same time the demand of the black population for higher education. This demand is expected to grow considerably. In 1993 66 000 students qualified to enter higher education. 27 000 of them were black students. By the year 2000 80 000 Black are expected to qualify. How could such growth be financed?

Fighting illiteracy and solving the quite fundamental problems at the primary school level in the South African educational system will command a considerable share of the public means for education. It is nearly impossible to imagine how many means will be required for making up for the educational impoverishment of the majority of the population due to apartheid. Many new schools will have to be built, many old ones will have to be reconstructed, new educational material will have to be produced and many new teachers will have to be trained and employed to provide equal opportunities for the white and the many millions of black children. At present there

are examples of 1st classes of 140 6-year old, examples which may help to explain that only 40 per cent of the class will move on to the next class. It will be up to the Government to decide on a reallocation of the educational budget that will make it possible to fight illiteracy and offer equal opportunities for the young generation irrespective of race as it will hardly be possible to raise the total budget for the educational sector. Consequently universities cannot expect major additional public funding in their struggle to ensure quality in education and research.

3. National Commission on Higher Education

Right from its establishment the Government of National Unity has paid much attendance to the post secondary sector as one of the major vehicles for the further development of the new democratic South Africa. Accordingly, in 1995 - after a prolonged period of investigation and consultation - the Government approved the Minister of Education's proposal to appoint an advisory commission on higher education.

The National Commission of Higher Education was established with the broad aim to investigate all aspects of higher education and make policy recommendations to the Government on:

- the national goals of the system of higher education
- the institutional types required for the system, their particular functions and missions, their respective inter-relationships and their relationship with the state
- the structures required to govern and administer higher education
- funding mechanisms for institutions and students in higher education

A discussion document - *A Framework for Transformation* - was published by the Commission in April 1996 and sent out for consultations among all stakeholders. On the basis of the feedback on the report the Commission will compile its final report and recommendations to the Government.

The discussion document provides a new framework for transforming the higher education system based on the following three central and important features:

- Steadily increasing student participation in the higher education system to meet the human resource needs of the country.
- Increased cooperation and partnerships between higher education and other social actors and institutions.
- Greater responsiveness to a wide range of social and economic needs.

The main goals and principles behind the proposals are increased equity and democratisation, continuous development, high quality, academic freedom and institutional autonomy and greater efficiency.

The policy proposals of the Commission cluster around three central components of higher education: the structure of the higher education system, the governing structures and the funding of higher education.

The proposals concentrate on national development plans. From the Danish delegation's discussions with the National Commission it is clear that the Commission also pays attention to international education and scientific cooperation as an important component in the further development of South African higher education: both interinstitutional cooperation and cooperation which derives from bilateral or international cooperation programmes as e.g. the cooperation programme with the EU.

4. Future cooperation between South African and Danish Universities

Issues for cooperation

During the visit to the South African universities the below issues/projects were identified for which there was a scientific and professional interest from both parties to investigate the possibilities of further cooperation:

- *Management and entrepreneurship*
- *Democratisation processes and public administration*
- *Teacher training, didactics, curriculum development etc.*
- *Development of community programmes*
- *Quality assurance and evaluation*

Apart from these issues which were especially identified as projects that could support the country in the reconstruction and development process the following areas were suggested as areas for more traditional interinstitutional scientific cooperation.

- *Biotechnology*
- *Environmental care*
- *Material science*

These are fields within which Danish research is rather outstanding and where the delegation found strong scientific departments and institutes at South African Universities. An intensified cooperation could prove of equal benefit to both parties.

Ways of cooperation

Exchange of Ph.D. students and researchers either on an individual basis or in connection with joint projects was identified as the most appropriate way of cooperation.

The exchanges and the cooperation could be organised in at least three different ways:

- Bilateral cooperation and exchanges between one university in each country, based either on new projects or on further development of existing projects.
- Cooperation and exchanges between groups of Danish universities and either one or several South African universities within some of the project areas mentioned above.
- Cooperation and exchanges where The Danish Rectors' Conference acts as coordinator.

Financing

The Danish universities intend to find some resources to further the cooperation, e.g. by inviting South African Ph.D. students and researchers on short term study visits to Denmark and by financing visits by Danish guest lecturers/researchers to South Africa.

The possibilities of finding means from other resources internationally or nationally should be further investigated.

5. Visits to South African committees and universities

Committee of University Principals

The Committee of University Principals (CUP) is the representative body of the chief executive officers of the South African universities. The CUP in its present form was formally constituted in 1955. The rectors/principals of the 21 universities of South Africa are members of the CUP. The vice-chancellor of the University of Namibia has observer status.

The CUP has a number of statutory functions, e.g. it makes recommendations to the Minister or Director General of Education on higher education issues. It administers various bursary funds and awards certain bursaries. The CUP also lays down requirements for matriculation endorsement which represents the minimum requirement for registration for a first university degree and certain joint regulations concerning credit transfer.

Furthermore the CUP presents a forum for debate on issues of importance to the university system both internal issues and policy issues deriving from government initiatives. It is actively promoting contact between the South African university system and overseas counterparts.

The CUP is served by several sub-committees that advise it on matters of common concern:

Academic Planning Committee

Finance Committee

Matriculation Board

Research Committee

Education Committee

Committee on Staff Matters

Sports Advisory Committee

Interuniversity Library Committee

The Committee has been active trying to establish international linkages with rectors conferences in other countries. Delegations from the Australian High Commission and the Dutch rectors' conference had previously been invited to South Africa on visits similar to the Danish rectors' visit.

The discussions with the Committee's Directorate concentrated on the challenges for the higher education institutions in South Africa and the issues for further cooperation which the Danish delegations had identified during their visit. It was much regretted by both parties that there had not been time for the delegation to visit all universities including some of the more rural based universities. The Directorate declared its readiness to help facilitate and coordinate negotiations on further cooperation plans.

Committee of Technikon Principals

The Committee of Technikon Principals is a statutory body which advises the Ministry of Education on national education policy relating to Technikons. Furthermore it co-ordinates education matters amongst all Technikons in the country and forms a forum for open discussions and formulation of strategies.

There are 15 technikons in South Africa. They are higher education establishments offering professionally oriented diploma and degree courses in areas such as technology, business, informatics, design, architecture and engineering.

The technikons were granted the right to award the following degrees in 1993:

Bachelor degree in technology (B TECH)

Master degree in technology (M TECH)

Doctorate (D TECH)

The institutions also offer shorter diploma courses. Part-time courses and distance education constitute an important part of their tasks.

Courses are offered in modules giving excellent possibilities of credit transfer and recurrent education. Most programmes are conducted in partnership with commerce and industry and much attention is paid to the specific needs for education and research of the surrounding communities and many technikon students participate in community projects as part of their experiential training.

Further development and expansion of the technikons form part of the national educational policy.

It had not been possible for the Danish delegation to find time to include a visit to one or more of the technikons. The possibilities of cooperation were thoroughly discussed with the Committee and its executive directorate. Engineering, entrepreneurship and management were mentioned as potential fields of future cooperation. The Committee was planning a study-visit to the Scandinavian countries and it was agreed that such a revisit could form a basis for further discussions and investigations concerning future cooperation.

University of Durban-Westville

Private Bag X54001, Durban, 4000

Phone 031 820 9111, Fax 031-820 2383

Vice-chancellor and rector: Doctor MM Balintuto

Founded: 1961 as an educational establishment for students of Indian heritage.

University status: 1972. Since 1978 the university is allowed to admit students from all ethnic groups.

Statistics:

University budget: R 160 mio

Student tuition: R 5 000 (app)

Student population 1995: 10 500

- *Undergraduate: 8 900*
- *Postgraduate: 1 600*

University profile

Faculties:

Arts (including political science and library science)

Commerce

Dentistry

Education

Engineering

Health Science

Law

Science

Theology

Reference was made to the following special activities:

- A Department for Social and Economic Research involved in the development of low-cost housing and informal settlements
- A Center for Asian Studies
- A Unesco Chair in Engineering. Engineering is a field given high priority in which special bridging courses for African students are offered.

The university participates in a regional cooperation with the University of Natal and the University of Zululand. Furthermore it cooperates with the University of Port Elisabeth.

The university tries to strengthen its Master's and Ph.D. programmes in order also to strengthen its research activities.

It stresses community activities e.g. in fields such as health services and educational activities.

Internationally it cooperates with for instance the University of Trondheim and some universities in the USA. The cooperation involves student and teacher exchanges.

Student body and academic staff profile

The student population has changed during the last years from a majority of Indian students to a more African dominated one. In 1995 the distribution was 50% black students, 46% Indian, 3% White and 1% Coloured.

Through its admission policy the university tries to admit students from former underprivileged groups. This, however, has created major financial problems, partly because of unpaid student fees (R 5.5 mio in 1994), partly because of an extra need

for scholarships, which the university mainly has to finance from its own resources as there is no national student support system. The bridging courses for underprivileged students also require resources which the university has to find in its own budget. The pass rate is about 50-60 per cent. The university strives to raise it.

Possible cooperation

Staff and student exchanges, especially in fields that support the Reconstruction and Development Programme (RDP) of the Government.

University of Cape Town (UCT)

Private Bag, Rondebosch, 7700
 Phone 021-650 9111, Fax 021-650 2138
 Vice-chancellor: Doctor SJ Saunders
 Founded: 1829

Statistics:

University budget: R 344.1 mio
Student tuition: ?
Student population 1994: 14 194

- *Undergraduate: 10 078*
- *Postgraduate: 4 116*

University profile

Faculties:

Architecture	Arts
Commerce	Education
Engineering	Fine Arts
Law	Medicine (including Pharmacy)
Music	Science
Social Science	

Institutes:

Energy research	Child Health
Oceanography	Marine Law
Criminology	Advanced Studies in Philosophy
Molecular Biology	Photogrammetry and Remote Sensing
African Ornithology	

Centres:

African Studies
 Heart Disease and Immunology
 Intergroup Studies (including Race and Language)
 Extramural Studies

The University of Cape Town is the oldest university in South Africa and, accordingly, a historically white university. Today UCT is determined to stand as one of Africa's leading research universities and has succeeded in achieving a more representative student body. It now has a majority of black enrolment.

To develop Science and Technology in Africa, UCT has launched *the University Science and Engineering Partnerships in Africa* (USEPIA) as a collaborative programme with a range of African universities (in the initial phase: Botswana, Kenya, Tanzania, Zambia and Zimbabwe. To be included in the next phase: Malawi

and Uganda). The goal is to develop a network of African scientists and engineers capable of addressing the developmental requirements of the Sub-Saharan Africa.

Student body and academic staff profile

In 1984 UCT's 11 900 students constituted 6% of South Africa's 199 000 university students, and over 9% of students enrolled at residential universities. In 1993, UCT's 14 194 students (29% at postgraduate level) constituted 4% of the country's 350 000 university students and 7.5% of residential students.

During 1994, for the first time, black students comprised a majority (52%) of UCT's first year enrolment (28.3% African, 16.8 % Coloured and 6.8% Indian). The attainment of a first year majority of black students was an important milestone and a result of desegregation strategies initiated already in 1984. The equal opportunity strategies included a research project aimed at identifying students with the potential to succeed at university despite poor primary and secondary education (in 1994, about half of the first year African students were admitted via UCT's special admission programme) and a comprehensive programme (*Academic Development Programme*) to provide academic support in order to make up educational deficits (flexible curricular routes and opportunity of planning for two additional years to complete an undergraduate degree as well as a range of support schemes including bridging programmes, language development programmes etc.).

While UCT has made progress in the transformation of its student body and can show growth in black students, its progress as regards its academic staff has been much slower. Only 10.3% of UCT's academic staff are black. An *Equal Opportunity Policy* which requires the university to help prepare persons who are black and/or women to compete for appointment was adopted by Senate and Council in 1991.

Possible cooperation

No specific areas for cooperation were mentioned.

UCT stressed that they give priority to interinstitutional cooperation developed through traditional scientific cooperation, e.g. through student (Ph.D. level) and staff exchange.

University of Fort Hare (UFH)

Private Bag X1314, Alice, 5700

Phone 0404-32 011, Fax 0404-31 643

Vice-chancellor and rector: Professor MV Mzamane

Founded: 1916

Statistics:

Student population 1992: 5 851

University profile

Faculties:

Agriculture

Social Sciences

Humanities

Economics and Administration

Education

Law

Science

Theology

Institutes:

Management

Agricultural and Rural Development Research

Centres:

Cultural Studies

Academic Development

Fort Hare was founded in 1916 designed especially for black South Africans and was the only specific provision for university education for South Africans until the period of high apartheid in the 1960s.

Fort Hare had its own distinctive and distinguished tradition, providing many leaders of independent Sub-Saharan Africa. In May 1992 a process of institutional evaluation and transformation, called "Towards a New Fort Hare" was initiated. The strategic planning initiative includes:

- 1) short-term actions for *capacity-building* and
- 2) long-term goals of *academic excellence* within the following institutional priorities:
 - Science and Information Technology
 - Rural, Social and Economic Development
 - Management Science and Human Resource Empowerment.

Re 1: Strategic Plan for Capacity Building

The three pillars of the UFH Capacity Building Plan are administrative, academic and community outreach:

Administrative:

An efficient and capable administrative capacity will be achieved through reorganisation. Technology enhancement will facilitate strengthened networks, linkages and communication systems in the administration of the UFH.

Academic:

Quality and excellence in the academic capacity will be achieved through staff development, infrastructure enhancement and the effecting standards consistent with

those of external examiners such as the Committee for University Principals' (CUP) evaluations, and the academic requirements for national and global linkages.

Action steps (among others):

- Re-configure the UFH academic calendar for semesterization
- Develop or reconstruct academic programme initiatives to include support programmes and recruitment initiatives to promote science and technology, advance rural, social and economic development and management of science and human resource empowerment
- Develop new course proposals in support of institutional priorities
- Assure quality by implementing a process of academic programme review as specified by CUP.

Community Outreach:

Responsive and community outreach capacity will be achieved through the provision of sustainable programmes which promote the development of the town and the region in which Fort Hare is situated.

Re 2. Strategic Plan for Academic Excellence

Science and Information Technology:

Action steps (among others):

- Develop an Institute of Education with a Distance Education Centre at core (focus: teacher training development)
- Provide a Foundation Year of Developmental Studies to enhance students' academic preparation for university work, especially in areas of science, economic and agricultural studies. Increase the number of graduates in the areas of science and technology through retention programmes and the provision of bursaries
- Provide computer literacy training for constituents of the University and for youth in the neighbouring communities. Acquire institution-wide access to Internet
- Provide new programmes of study in: Occupational Therapy, Physiotherapy, Speech Therapy, Psychology and Dentistry
- Upgrade equipment in all laboratories.

Rural, Social and Economic Development:

Action steps (among others):

- Develop and monitor quality assurances for academic programmes
- Broaden the outreach efforts of the Agricultural and Rural Development Research Institute. Disseminate more broadly the information it generates
- Training of more researchers at all levels
- Increase output in studies that have policy impact potentials
- Broaden the geographic regions in which the *mobile research laboratory* provided by the Faculty of Agriculture operates. The mobile laboratory assists area farmers in veld management and animal/plant interaction in different vegetation types.

Management Sciences and Human Resource Empowerment:

Action steps (among others):

- Offer a degree programme in adult basic education

- Support the In-Service Teacher-training and the English Language Curriculum Renewal Projects
- Strengthen the Institute of Governance
- Equip the library and student hostels to provide extended educational opportunities and effective learning centres.

Possible Cooperation

The university expressed a strong wish for cooperation at all levels in the fields of priority of the UFH's strategic planning.

University of Natal

Private Bag X10, Dalbridge, 4014

Phone: 031-260 1111, Fax 031-260 1189

Vice-chancellor and university principal: Professor BM Gourley.

Founded: 1910

Statistics:

University budget: R 304.4 mio

Student tuition: R 7 340

Student population 1995:

- *Undergraduate: 11 826*
- *Postgraduate: 3 822*

University profile

The university has 2 campuses - one in Durban and one in Pietermaritzburg.

Faculties:

Agriculture

Architecture

Arts

Business

Education

Engineering

Law

Medicine

Science

Social Science

Furthermore the university has special units for African Studies and Jazz Music. The university participates in regional cooperation and development with other universities in the province of KwaZuluNatal involving education, research and administration. The cooperation is supported by the Ford Foundation, the aims being to facilitate a coherent education and training approach to the specific human resource and development need of the region, to rationalise and eliminate duplication as well as to develop joint ventures and areas of specialisation within the region. The university has a mission statement and a strategic plan for education and research. It stresses international cooperation in all its activities.

Strategies for *the Pietermaritzburg Campus* (among others):

- A multidisciplinary School of Environment Sciences is being set up
- A School of Molecular Biology and Biotechnology
- A School of Rural Community Development
- A School of Management and Policy Studies is envisaged
- A School of Southern African Studies.

Strategies for *the Durban Campus* (among others):

- A School of African Studies
- A School of Education which focuses on policy studies, teacher training and education development programmes.

The university supports *the Reconstruction and Development Plan* of the Government by a number of activities, e.g.

- Curriculum development in science and engineering
- Policy planning/public administration
- Rural development studies
- Environmental studies
- Community internships and placements
- Distance education.

Furthermore it is involved in various kinds of community programmes, e.g. within legal aid, nursing and social work.

The university has more than 80 research centres, development project and institutes.

The major research institutes are:

- Built Environment Support Group
- Centre for Advancement of Science and Mathematics
- Centre for Social and Development Studies
- Centre for Socio-Legal Studies
- Community Law Centre
- Education Policy Unit
- Economic Research Unit
- Institute for Maritime Law
- Marine Geoscience Unit
- Plasma Physics Research Group
- Pollution Research Group
- Space Physics Research Group

Student body and academic staff profile

The university used to be a primarily white university, with a Medical School for black students. In 1993 the student population included 51% white students, 26% coloured/Asian students and 23% black students. In 1995 the distribution was one third in each group, apart from the Medical School where the majority is still black (85%).

Equal opportunities and affirmative activities are given high priority, e.g. by bridging courses, special academic support for students from underrepresented groups and in the appointment policy of the university.

Possible cooperation

The university stressed traditional scientific cooperation, e.g. exchanges of researchers and students (Ph.D. in fields of common interest for both partners as well as cooperation in fields that supports *the Reconstruction and Development Programme* of the Government.

University of Port Elisabeth (UPE)

PO Box 1600, Port Elisabeth, 6000

Phone 041 5311-928, Fax 041 5311-280

Vice-chancellor and principal: Professor JM Kirsten

Founded: 1964

Statistics:

University budget: R 97.5 mio

Student tuition: R 4 600 - 6 500

Student population 1995: 4 600

University profile

Faculties:

Arts (including Music and Nursing)

Education

Economics (including Architecture)

Law

Science

Institutes:

Science and Mathematics Education

Planning Research

Uranium Chemistry Research Unit

Study of Conflict Resolution

Coastal Research

Statistical Consultation and Methodology

Centres:

Continuing Education

The university stressed that the UPE wants to be actively involved in the reconstruction and development process which the whole of South Africa is undergoing. The report from the National Commission of Higher Education was therefore highly expected. During the past couple of years the university had already been involved in an intensive process of institutional transformation and realignment with a view to establishing itself as a democratic, multicultural university. The goals are to be an academic institution providing teaching, research and complementary services which are "internationally competitive, relevant to national goals, locally sensitive and everywhere excellent".

In this regard UPE is attending and providing for among other things:

- greater accessibility to the University through affirmative actions aimed at redressing historical imbalances in the student and staff composition
- the creation of equal opportunities for success for students and staff through academic and staff development programmes
- the relevance of curricula, course content and research priorities to the socio-economic, human and natural resource needs of the region and to the African context
- the educational needs of the disadvantaged and rural communities through the development of teaching and delivery models that can contribute to open learning systems and life-long learning opportunities

- the development needs of society and especially the socio-economic empowerment and upliftment of underdeveloped communities, by initiating and participating in RDP related projects.

The language of instruction is both Afrikaans and English. More and more lectures are given in English. The aim is that no black student should be excluded because of language problems.

In its research activities the university emphasises research that supports the Government's Reconstruction and Development Programme, e.g. human resource development, community health, environment sustainment, industrial and business development, labour relations research.

A fairly new *institute for the study and resolution of conflicts* is very much involved in training programmes for democratisation, conflict management, leadership development etc.

The university was also involved in developing open and distance education.

The university is furthermore actively involved in in-service training for teachers and many community service programmes, e.g. education programmes for the illiterate, health programmes continuing education etc.

The transformation process also involves changes in the governing and administration of the institution with a view to democratisation and greater involvement at all levels. The university participates in regional cooperation with other universities and technikons in the Eastern Cape Province.

Student body

UPE is a historically white university but the student composition is changing rapidly due to an active and focused policy. In 1987 around 8% of first year students were black. In 1995 52% were black. As is the case for other universities the student composition differs greatly in the various fields of study. There is still a majority of white students in Science, Law and Economic and a majority of black students in Arts and Education.

Possible cooperation

International cooperation is given high priority and the university already cooperates with a number of institutions in other countries, e.g. the USA.

Student and staff exchanges were discussed. The university is in favour of this kind of cooperation but mentioned some major obstacles, e.g. the financial aspects. It is very difficult for South African students (and staff members) to finance a study period in another country and due to a limited number of study places it would also be difficult for the university to accept very many foreign students. Visits in the second semester of the academic year would be given priority.

Exchanges of administrative personnel were also of interest, partly because of the high priority given to administrative development in the transformation programme of the university.

Finally cooperation in the field of teacher training, especially in-service training, was mentioned.

University of Pretoria

Pretoria, 0002

Phone 012-4209111, Fax 012-3422712

Vice-chancellor and rector: Professor P Smit

Founded: 1908

Statistics:

University budget: R 537.1 mio

Student tuition: Average R 5 500

Student population 1995: 24 139

University profile

Faculties:

Agriculture	Arts
Commerce	Dentistry
Education	Engineering
Law	Medicine
Science	Theology

Institutes:

Strategic Studies	Sport Research and Training
Geological Research on the Bushveld Complex	Mammal Research
Seed Research	Agricultural Extension
Missiological Research	Study of Disease Phenomena Peculiar to South Africa
Clinical Pharmacology	Pathology
Micro-Electronics	

Centres:

Stomatological Research

The University of Pretoria is the largest residential and most comprehensive university in South Africa. It is an Afrikaans language institution. However, a new language policy has been adopted. Although Afrikaans remains the official medium of instruction, courses are also presented in English from the first-year level to the graduate level.

The university states to be one of the top three universities in South Africa. Research is increasingly becoming problem-oriented and is being directed at problems in the agricultural, mining and industrial fields as well as problems of a socio-economic and social nature.

5 500 students graduate each year from the broad spectrum of faculties of the university. For instance it produces 185 of the natural scientists who qualify in South

Africa annually, more than 90% of all veterinarians, 20% of all medical doctors, 19% of all dentists and 22% of all engineers.

Community service:

Community service is rendered to communities in all population groups. The training center at Hammanskraal is a particular focal point in this regard. At this centre, students are trained in primary health, legal aid is provided, teachers and nurses are trained and retrained, animals belonging to black people are treated by members of the Faculty of Veterinary Science and contributions are made to the School for the Deaf. Training at the centre is specifically directed at enriching students' preparation for their working lives by facilitating their contact with and rendering of services to the community.

Student body

More than 27 000 students registered at the university in 1996. More than 7 000 students are post-graduates and more than 6 000 attend after-hours classes. The satellite campus at Witbank serves the whole of the Eastern Transvaal and approx. 1 000 attend classes there.

During the past two years the composition of the student body has changed. The number of black students has doubled during each of these years. At present approx. 5 800 black students are enrolled, which represents approx. 21.5% of the total student population.

The number of English-speaking students enrolled at the university is increasing. At present 26% of the student population are not Afrikaans-speaking.

In order to create more opportunities for educationally disadvantaged students and to ensure that the composition of the student body gets more representative of the population of the country, the following strategies have been followed:

- *Outreach programmes* to schools have been commenced to assist teachers to improve the standards for teaching. The interactive teleteaching system at the university is currently linked to 21 secondary schools and broadcasts to them 8 hours per week.
- *Bridging programmes* and *academic support programmes* (including a tutor system) have been introduced as well as greater flexibility into the admission requirements.

Possible cooperation

The University of Pretoria aims at expanding international scientific cooperation. At present the university has formal agreements with 22 institutions abroad concerning research collaboration, student, staff and researcher mobility. Of special interest is the increasingly active cooperation with other universities in Africa.

The university stressed that future cooperation should be based on common scientific projects or interests and traditional bilateral agreements, transfer of credit being a prerequisite for student exchanges

Rand Afrikaans University

PO Box 524, Auckland Park, 2006

Phone 011 489-2911, Fax 011 489-2191

Vice-chancellor and rector: Professor JC van der Walt

Founded: 1966

Statistics:

University budget: R 173 mio

Student tuition: R 5 500

Student Population: 11 895

University profile

Faculties:

Arts

Economics and Management Science

Education (including Nursing)

Engineering

Law

Science (including Optometry)

Institutes:

Child and Adult Guidance

Energy Studies

Centres

Islamic Studies

The university is committed to participate in the transformation and development process and is involved in the following main kinds of activities:

- The classical academic study programmes and research activities
- Evening classes to support the transformation process
- Rands Afrikaans College of Education: upgrading and further qualifications for teachers and nursing staff which have so far not had sufficient training. Many of the teachers are from the townships. The education is conducted partly as distance education partly as lectures
- community programme activities, e.g. high school activities, primary health training in rural areas, juvenile counselling, legal advice services, school management support, etc.

The university is involved in regional cooperation and other kinds of partnerships with several South African universities and universities abroad.

Student body

From being a predominantly white university the student composition is now changing. The language of instruction in the regular undergraduate and postgraduate programmes is primarily Afrikaans.

Possible Cooperation

The person responsible for the community programmes (Katja Naumann) expressed a major interest in support and cooperation in further development of the community programmes.

University of South Africa (UNISA)

PO Box 392, Pretoria, 0001

Phone 012-4299111, Fax 012-4292533

Vice-chancellor and rector: Professor M Wiechers

Founded: 1916

Statistics:

University budget: R 460 3 mio

Student tuition: R 1 497

Student Population 1995: 128 198

University profile

Faculties:

Arts	Economics and Administration
Education	Law
Science	Theology

Institutes:

Behavioural Sciences	Continuing Education
Criminology	Educational Research
Foreign and Behavioural Sciences	Theological Research
Market Research	

The University of South Africa differs from most universities in its method of tuition, namely distance teaching. As a distance education institution, UNISA caters for students unable to attend a residential university - the community bound student. To facilitate its services to students, regional offices have been established in Cape Town, Durban and Pietersburg. UNISA has the largest research library in South Africa. Students also have free access to information in six regional libraries. The dominant instruction medium is print. Study guides and tutorial letters form the main components of a typical study package. Other media are increasingly being integrated into the package: audio cassettes, radio UNISA, tele-conferencing, videos, computer-assisted learning and multimedia packages. UNISA awards both undergraduate and postgraduate degrees and diplomas.

Student Body

One out of every three university students in South Africa studies through UNISA. In 1993, UNISA's student body numbered approximately 123 000 (18 000 of whom were studying at postgraduate level). Over 40% of all UNISA students have an African language as their home language. The majority of students - over 80% - are fully employed (more than 30 000 are teachers at primary and high schools) and study to upgrade their qualifications. The average age is 31 years.

The Faculty of Arts has the largest number of students: 45% = 54 000 students. The Faculty of Economics and Management Sciences has 30% = 36 600 students (5 580 of whom are at postgraduate level).

Possible cooperation

Because of the special nature of UNISA no obvious fields of cooperation were identified during the visit.

University of Stellenbosch

Private Bag X5018, Stellenbosch, 7600

Phone 02-808 9111, Fax 021-808 4499

Vice-chancellor and rector: Andreas H van Wyk

Founded: 1866

Statistics:

University budget: R 580 mio

Student tuition: R 5 800

Student population 1995:

- *Undergraduate: 10 541*

University profile

The university comprises 3 campuses: one in Stellenbosch, two near Cape Town.

Faculties:

Agriculture	Arts
Commerce and Administration	Dentistry
Education	Engineering
Forestry	Law
Medicine	Military Science
Science	Theology

Institutes:

Applied Business Science	Applied Computer Science
Biotechnology	Cartographical Analysis
Industrial Engineering	Polymer Science
Soviet Studies	Sport and Movement Studies
Theoretical Nuclear Physics	Futures Research
Mathematics and Science	Structural Engineering
Transport Technology	Thermodynamics and Mechanics

Centres:

Applied Ethics	Contextual Hermeneutics
Electrical and Electronic Engineering	Entrepreneurship

Stellenbosch is ranked as one of the top three research institutions in South Africa and stressed high quality both in its educational and in its research activities as a major concern. A 5-year plan for research was approved in 1993.

Attention is given to cooperation agreements with the other four tertiary institutions in the Western Cape with a view to better utilization of joint resources.

A system for evaluation of its departments at the undergraduate and early postgraduate levels was introduced in 1993 in order to assure high quality education.

The evaluation involves a panel of experts from other universities.

Stellenbosch is and wants to remain an Afrikaans-speaking university. Language courses in Afrikaans are provided for prospective students lacking an adequate command of the language.

The university also offers other kinds of academic support programmes to help broaden access and dispel disadvantages. It is involved in upgrading underqualified teachers at its Institute for Mathematics and Science and through Saturday schools.

The latter being run by student volunteers. It is also involved in other kinds of community programmes.

Finding funds for this kind of activities is a constant challenge since so far the State has made no provision in this regard.

The following fields were mentioned as especially strong research areas: law, biotechnology, business administration, engineering (electronical and chemical), science (physics, geography and mathematics).

The university also stressed that it has the only Faculty for Forestry in the whole of South Africa.

Many of the research activities of the university are financed by external contributions.

The total research allocation for 1994/95 was R 26.7 mio.

The university tries to further postgraduate studies, e.g. by increasing the number of scholarships and bursary loans and the research activities of its staff.

Student body and academic profile

The university used to be a white university with Afrikaans as the language of instruction. The student population has now changed. In 1993 non-whites only constituted 8% of the student body. In 1995 24% of the undergraduate students were non-whites. Its aim is to broaden the access of formerly underrepresented groups without lowering the standards.

The university has also adopted a staff policy, which gives joint pride of place to equal opportunities and to career-long opportunities of individual development.

Possible cooperation

The university already has many international contacts and cooperation partners both in Europe (Germany, the Netherlands, Belgium and the United Kingdom) and in the USA, but so far not very much cooperation with Scandinavian countries. The university also stressed the importance of the regional cooperation in the Sub-Saharan region. This cooperation is given support by the European Community.

Traditional scientific cooperation which develops through cooperation on specific research projects was considered the best way of interacting. Exchanges of Ph.D. students, staff and guest lecturers were mentioned.

Biotechnology would be one field of common interest both for the University of Stellenbosch and some of the Danish universities.

made the university a centre of leadership for the new South Africa. Several cabinet ministers, directors-general etc. are from UWC.

From being a coloured institution, UWC now has Africans as the largest group (49%). The majority is Xhosa speaking, but a significant minority come from other language groups. No other university in South Africa has as widely representative an intake.

UWC is committed to maintain its historical rural roots.

An outreach programme which began in 1982 has helped blacks acquiring mathematical skills. Urban pupils come to the campus. Rural pupils from quite afield are reached by means of a mobile laboratory with 16 computer terminals. The result of the outreach programme has been such an increase in university science enrolment that UWC now has the highest undergraduate science intake in the country.

To ensure ongoing access for candidates from rural areas, UWC has developed an admission policy which ensures that the proportion of rural people in the pool of qualifying applicants is reflected in the proportion of rural people in the group offered places.

UWC has a record of producing significant numbers of black graduates. Over 2 800 students completed their studies successfully in 1994, and left the university with tertiary qualifications. More than 40% of this entire group would not have gained access to university on the criteria applied at most universities in South Africa.

This success rate is seen as the result of UWC's way of addressing the problem of disadvantage in its intake. UWC's *Academic Development Programme* has provided a conceptual model addressing the problem in the mainstream teaching and not - like most South African institutions - in parallel support programmes.

Conscious recruitment and development of a corps of black academics mean that about 60% of UWC's staff are black. Staff development is one of UWC's key priorities. UWC hopes to be able to reduce the teaching burden of the academic staff either by appointing more staff or by changes in the mode of delivery. There is also a need for a steady programme of staff development to improve the qualifications of the teaching staff and the competence of the administrative and support staff.

Possible cooperation

UWC gives high priority to extending its international relations and cooperation. It already has cooperation agreements with the University of Missouri and the University of Utrecht in the Netherlands and is developing partnerships with institutions in the United Kingdom, France, Belgium, Germany, Norway and Sweden. Teacher and post-graduate exchanges and guest lecturing were given the highest priority.

Vista University

Private Bag X634, Pretoria, 0001
 Phone 012-322 8967, Fax 012-320 0582
 Vice-chancellor and rector: Professor HP Africa
 Founded: 1982

Statistics:

University budget: R 196 mio
Student tuition: R 2 850
Student population 1994: 34 000

University profile

Faculties:

Arts
 Economics and Management Sciences
 Education
 Law
 Science

Centres:

Further Education

Vista University is the second largest university in South Africa. It was founded in 1982 with the purpose to provide university facilities in major urban areas throughout South Africa. Vista has a number of decentralised campuses throughout the country. The Further Training Campus provides distance tuition courses that enables teachers to upgrade their qualifications.

Teaching is the primary concern of Vista university, whether in form of contact tuition or distance tuition.

Student Body

Maximum enrolment was achieved in 1994 with over 34 000 students being registered. This includes approximately 19 000 students enrolled at the Further Training Campus. Most students, almost 9 000, are registered in the Faculty of Arts, almost 3 000 in the Faculty of Economics and Management Sciences and almost 2 000 in the Faculty of Education.

Most students come from socio-economically and educationally disadvantaged backgrounds. To assist these students Vista University offers a number of facilities through the Department of Student Development. The department provides students with the necessary support structure: an Academic Skills Programme, a Student Orientation Programme, tutor systems etc.

Possible cooperation

The University expressed an interest in cooperation and support in fields such as: student and staff exchanges, curriculum development, quality assurance, university management.

University of Witwatersrand

PO Wits, 2050

Phone 011 716 1111, Fax 011 716 8030

Vice-chancellor and principal: Professor RW Charlton

University profile

Founded: 1896

Statistics:

University budget: R 378.9 mio

Student tuition: Approx R 5 300 - 7 800

Student Population: 18 275

University profile

Faculties:

Architecture	Arts
Commerce	Dentistry
Education	Engineering
Law	Management
Medicine	Science

The University started as the Kimberley-based South African School of Mines. It achieved university status in 1922.

It aims at being one of the leading research universities not only in South Africa, but in Africa as a whole.

According to its mission statement its immediate priorities are to:

- foster its capacity in science and engineering and increase its output of graduates in these areas, especially from underrepresented groups
- prepare students for managerial positions in the public and private sectors and produce social scientists with the capacity for skilled research on issues of critical importance to the country
- produce more postgraduates, especially from underrepresented groups, in its areas of strength
- develop flexible study programmes to facilitate interaction between disciplines, mobility between institutions in post-secondary education and part-time study
- participate with other institutions and the State in developing a rational and effective system of higher education and research.

A growing problem for the university is the drawbacks in government financing, combined with growing needs for special activities to support the academic preparation of black students, and the growing needs for bursaries for these students. Wits gives priority to research and tries to support the research activities in various ways, especially centres and persons of excellence. It has also established an internal peer review system. Research units are evaluated every fifth year. In 1993 around R 98 mio were available for research from a variety of sources both internally and

externally. Especially in research the university has established cooperation abroad (also with a few Danish universities).

In its research it tries to support the development of the region. For instance it has unique research units in areas such as: geology, mining, geophysics, patheontology, archeology (bushman arts) medicine, dentistry, engineering and rural development. International cooperation in education and in the form of student mobility is so far not very developed, but the university is prepared to further activities in these fields. However, more expanded student mobility activities have implications for the curricula in many fields which so far are not designed for study-periods abroad and subsequently credit transfer.

The university stressed the importance of supporting the Reconstruction and Development Programme and it is involved in a wide range of *community service activities*, e.g.

- In the field of education, outreach programmes include adult literacy, teacher upgrading, rural education and development, teaching of mathematics, science and English as a second language
- In the health field projects include urban primary healthcare, community dentistry, life skills programmes for mentally handicapped, sexual health, a speech and hearing clinic
- Outreach courses are conducted in areas of local government, community empowerment and the sociology of the workplace
- Constitutional training, street law, rural law, land ownership and dispute settlement, music and art workshops and legal aid provision for the poor
- STEP - a student-organised tutoring scheme for black school pupils is another initiative.

Student body

The university has been a primarily white university, but strives to have a more representative student body. In 1974 4.3 % of the student population were black. In 1995 the percentage of black students was 40.2. Successful bridging courses in science and technology have had the implication that Wits has one of the largest proportions of black students in its engineering programmes compared with other universities.

Possible cooperation

Staff and student exchanges were discussed and given priority, especially in the form of staff exchanges. The academic staff at Wits has a sabbatical term every seventh year with the possibility of support for going abroad.

However, financial problems both for the university and for the individual staff members and students limit the possibilities. Furthermore, it is a problem for South African universities to receive many foreign students because the pressure for study places for South African students is very strong.