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**THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN  
DEVELOPMENT OF POST-APARTHEID SOUTH AFRICA:  
CASE STUDY OF STELLENBOSCH UNIVERSITY**

Diploma Thesis

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Olomouc, 2011

I declare in lieu of oath that I wrote this thesis by myself. All information derived from the work of others has been acknowledged in the text and list of references is given.

Olomouc, 2011

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Signature

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## **Abstract**

The aim of the diploma thesis is to analyze the emerging role of the higher education institutions (HEIs) in development of post-apartheid South Africa. The first part discusses brief history of the higher education system in the country. The special attention is paid to the development and current position of Stellenbosch University. The second part of the thesis presents the possible ways how to make HEIs in South Africa more involved in solutions of practical development problems in the country especially within the communities where activities of particular HEIs are taking place. The description of service learning activities at universities throughout South Africa is provided as a new approach in development paradigm. In the last part case study of Stellenbosch University is elaborated. It has an ambition to show positive examples of connection between the needs identified by local communities and the learning needs of students at Stellenbosch University. Possibilities for future integration of research and community service learning practices are outlined.

**Key words:** higher education transformation, higher education institution, community, service-learning, community engagement

## **Abstrakt**

Cieľom diplomovej práce je analýza vychádzajúcej úlohy vysokoškolského systému v rozvoji Južnej Afriky po páde apartheidu. Prvá časť sa v rýchlosti venuje histórii vysokého školstva v krajine. Dôraz je kladený na vývoj a súčasnú pozíciu Stellenbosch University. Druhá časť diplomovej práce predkladá možné cesty ako vysokoškolské inštitúcie v Južnej Afrike zapojiť do riešenia praktických rozvojových problémov krajiny, najmä v rámci komunit kde aktivity jednotlivých vysokých škôl prebiehajú. Priblížené sú aktivity v rámci tzv. “service-learning” na jednotlivých vysokých školách Južnej Afriky reprezentujúce nový prístup k rozvojovej paradigme. V poslednej časti je prezentovaná prípadová štúdia Stellenbosch University. Má za ambíciu ukázať úspešné príklady prepojenia identifikovaných potrieb jednotlivých komunit s učebnými potrebami študentov na Stellenbosch University. Možnosti budúcej integrácie výzkumu a komunitných praktík vzdelávania sú skúmané.

**Kľúčové slová:** transformácia vysokého školstva, vysokoškolská inštitúcia, komunita, service-learning, komunitný rozvoj

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## List of Acronyms

ANC	African National Congress
CBPR	Community-based Participatory Research
CE	Community Engagement
CHE	Council on Higher Education
CHESP	Community Higher Education Service Partnership
CI	Community Interaction
DoE	Department of Education
GDP	Gross Domestic Product
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
JET	Joint Education Trust
LSCE	Learning for Sustainable Community Engagement
NCHE	National Commission on Higher Education
NFF	New Funding Formula
NP	National Party
NPHE	National Plan for Higher Education
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
OECD	Organization for Economic Cooperation and Development
PAR	Participatory Action Research
RDP	Reconstruction and Development Programme of 1994
SAQA	South African Qualifications Authority
SL	Service-Learning
SU	Stellenbosch University
UCT	University of Cape Town
UFS	University of Free State
UKZN	University of KwaZulu-Natal
UP	United Party

## **1. Introduction**

Education is one of the most important mediums used to fight poverty around the world. Obviously, most of the attention given to education by developing countries is paid to basic education and access to this globally acknowledged right. On the basis of my experience, I have decided that I will focus on the other part of the education system: higher education and its implication for the development of the country. For this case, I chose the developing country of South Africa and, more precisely, one particular university in the Western Cape Province of the country – Stellenbosch University.

In 1994, after the fall of its apartheid regime, South Africa began its road to transition into a new democratic republic. Since then, the country has seen enormous development – especially in human rights and the adoption of a functioning democratic constitution and an open free-market economy. On the other hand, a lot of problems have evolved during the country's transitional process. Among the most crucial is the persistent high level of poverty, the extreme prevalence of HIV/AIDS, high unemployment rates and social ills like high crime rates and child abuse. All of these development issues are connected and interdependent on one another. With this, the basic level educational system has insufficiently responded to these issues.

However, there is one relatively functioning and well-developed system in South Africa: higher education. South Africa has some world class higher education institutions, but the extent to which they are involved in the development of South African society is not clear. Are universities using their full potential to get involved? Are they engaged in the development of surrounding communities? Are they responding to the current problems of the country? Are they equally open and accessible to all levels of society?

These questions and problems are the main subjects discussed throughout this thesis. Its aim is to analyze the emerging role of high education institutions in the development of post-apartheid South Africa. The first chapter defines some key concepts such as high education transformation, community, community engagement, community development, and service learning. This will help to further define and explain the topic of study. The second chapter gives a brief history of the higher

education system in South Africa and its current structure in the country. In order to analyze further opportunities for the involvement of high education institutions in practical solutions of development problems in South Africa, chapter three discusses community engagement of the country's universities. This includes service learning initiatives. The final chapter elaborates with a case study of Stellenbosch University that is partly based on the author's field research. The community interaction strategy of this particular school is discussed with examples of connections between the needs identified by local communities and the specific learning needs of Stellenbosch University students. Lastly, future possibilities for the integration of research and community engagement activities are outlined.

### **1.1 Methodology**

During the completion of diploma thesis the research-compilation method was used, which is based on collection and classification of data concerning particular topic and on the following analysis and interpretation of these data. Furthermore author's own field research was used in the last chapter. The field research took place in Stellenbosch, South Africa during the author's studies at Stellenbosch University in winter semester 2010. It is based on interviews with different stakeholders in South African education system and on the following analysis of the data and information from these interviews. Detailed methodology of the field research is described in the last chapter of the thesis.

All the data and information are obtained from the number of relevant books, expert's electronic articles published in respected international journals and from the electronic sources. The most frequent used authors are following: Cloete at al.; Netshandama; Lazarus et al.; Hatcher and Bringle; Reddy; Fiske and Ladd; OECD Report; Erasmus; Bender; and Higher Education Quality Committee Report.

Indirect citations are present directly in the parentheses in text of the work for the easy review of sources used for completion of the thesis. In the end of the diploma thesis is available list of all used sources in alphabetical order. Direct citations are marked by quotes and from the rest of the text separated by italics. Each original name is also marked by the italics. In order to complete the meaning of the main text references by footnotes are used.

The diploma thesis includes attachment with all the graphical representation of the described facts in the main text of the thesis (graphs, charts, pictures).

## **2. Definition of the used terminology**

This chapter describes the most crucial terminology of the thesis. The main objective is to analyze concepts and provide a better understanding of the author's work. A range of literature pieces and multiple studies are used to explain terms like higher education transformation, community, community engagement, community development, and service learning. Represented here are the core concepts that will be seen throughout the rest of the thesis. Its additional purpose is to introduce the reader to the broader meaning of the issues that this paper delves into.

### **2.1 Higher education transformation**

Higher education played an important role in the fight against the apartheid regime in South Africa. Since 1994 saw the fall of apartheid, the country has started the process of transitioning into a democratic system. This resulted in major changes in all aspects of South African society, and high education was not an exception. Not even a year later, a number of initiatives took place that were designed to develop the basis for a post-apartheid higher education policy.

The 1996 Constitution of the Republic of South Africa states that higher education is a national government competency, whereas all other levels of the education system are functional areas of concurrent national and provincial competency. This is why higher education falls under the administrative responsibility of the national Department of Education. (OECD, 2008) There are two main forces that have continuously shaped higher education in South Africa since 1994: the globalization effect, accelerated by the information revolution, and transformation as a national project. According to DoE, higher education has a central position in the social, cultural, and economic development of modern societies. Thus, the process of high education transformation is part of the broader South African political, social, and economic transition. Under this category falls political democratization, economic reconstruction and development, and redistributive policies aimed at equity. (Van Wyk, 2006) There are obviously many opinions about the meaning of transformation. For example, Yusef Waghid writes in an article that:

*“When one form society from, say, the inequities of the present to a more just and equitable society, one responds to a future one wishes to achieve through an*

*ongoing process of rethinking – a process of change from one form to another”*  
(Waghid, 2002, p.458)

The Higher Education Act 101 of 1997 provides the legal framework for the South African higher education system. In 1994, the office of the President appointed a National Commission on Higher Education (NCHE). Its main purpose was to open a space for policy debate, negotiation, consultation with stakeholders, consensus-building, and the inclusion of alternative views of individual commissioners in the final report. The NCHE report was widely acclaimed both domestically and internationally. As a matter of fact, it was considered as a model tertiary education policy document. The 1996 NCHE report, “*A framework of transformation,*” contained three sets of ideas known as pillars for a transformed higher education system (OECD, 2008):

- Increased participation
- Greater responsiveness
- Increased co-operation and partnership.

Increased participation stands for democratization in the higher education system by an increasing diversity of interest groups with the aim of eradicating the inequalities of the past. Greater responsiveness means the ability and willingness to react to a wide variety of social and economic needs, as well as a commitment to seeking solutions to societal problems. This, in turn, requires adaptations in respect to teaching and learning methods and curriculum. The last pillar represents increasing co-operation and partnership between institutions of higher education with the all sectors of society: community, public, and private sector. It also promotes increased accountability and transparency in the higher education sector. (Erasmus, 2005) Following the NCHE report, additional consultation was needed before these recommendations were turned into policy.

In July 1997, the DOE was able to build a broad consensus around the new higher education policy that was released as *Education White Paper 3: A Programme for the Transformation of Higher Education*. The broader social purposes of the South African higher education system are outlined in the white paper as follows (OECD, 2008):

*“...to redress past inequalities and to transform the higher education system to serve a new social order, to meet the pressing national needs and to respond to new realities and opportunities” (White Paper, 1.1, 1997)<sup>1</sup>*

Among other purposes, the 1997 White Paper specifically identifies the following needs (Cloete et al., 2004):

- Attention to the pressing local, regional, and national needs of South African society
- The mobilization of human talent and potential through lifelong learning to contribute to the social, economic, and cultural changing society
- Laying the foundations of a critical civil society, with a culture of public debate and tolerance
- The training and provision of a skilled workforce to strengthen the country’s enterprises, services, and infrastructure.
- A well-organized research and development system which integrates the research and training capacity of higher education with the needs of industry and of social transformation.

These are the most monumental policy documents that have been passed by South African government in order to transform the higher education system in the country. A more detailed discussion will be provided in the second chapter. It is quite a general and inclusive process that takes into account all aspects of transition to the new democratic South Africa. These policies also serve as a foundation for the community interaction policies of different South African universities. Further discussion of engagement in community interaction is provided in the following chapters of the thesis.

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<sup>1</sup> White Paper 3 on higher education was finalized by the Ministry of Education under the leading position of Department of Education. (OECD, 2008)

## 2.2 Community

Because of its wide range of meanings, community can be a difficult concept to summarize. Everyone is surrounded by a number of communities and each of us belongs to some of them. When talking about a community, it is necessary to talk as well about relationships. After all, they are the basic foundation of a functioning community. Without the existence of mutual and meaningful relationships among members of communities, communities would not be able to survive.

In certain literature, communities are defined in various ways. They are typically defined in terms of geographic locality, of shared interests or needs, or in terms of deprivation and disadvantage. (Swanepoel, De Beer, 2006) They can be also defined by common cultural heritage, language and beliefs, or already mentioned shared interest. In the case of this study, the communities of interest will be most discussed. (Netshandama, 2010)

According to Roberts, who derived the concept from community development, community can be defined as follows:

*“The community exists when a group of people perceives common needs and problems, acquires a sense of identity, and has a common set of objectives.”* (Swanepoel, De Beer, 2006, p. 44)

On the one side, it can be said that ordinary people play a primary role in communities/community development. On the contrary, those ordinary people do not represent the whole community. Therefore, according to Swanepoel and De Beer, the use of the term “*community*” refers to that group of ordinary people who are involved. It is of the utmost importance to realize that communities are not homogenous entities where each person works together in a spirit of sharing. Communities often consist of spatially separated people who share common needs and values. Few individuals will share the notion of the common good for society. (Swanepoel, De Beer, 2006)

There are a lot of differing opinions concerning the proper meaning of the term community. While partially agreeing and understanding all of them, one must recognize that societies are not static; they are vital and busy with their own rational existence that makes sense to its citizens. That is why there is the argument that not a single definition



of such a complex term is sufficient. It depends on the circumstances and on our purpose of research to find the most proper definition for each particular case<sup>2</sup>.

### 2.3 Community development

Now that community has been defined, the word “development” can be added to the end of it to form “community development”. This is known as a grass-roots development of sustainable social and economical well-being of the members of the community and, in the end, the whole community itself. Yet again, there are many views and understandings of this concept.

Community development is now recognized as a multiplicity of programs, agencies, and organizations. It is important to mention that this term means different things to different people in different places. Recent definitions focus more on expanding human potential or **adding to** the quality of life. For example Green and Haines define community development as follows (Netshandama, 2010, p.346):

*“It is a planned effort to produce assets that increase the capacity of residents to improve their quality of life”*

In this way, community development entails a planned evolution of all aspects of the community’s well-being (economic, social, environmental, and cultural) within a process whereby community members come together to take a collective action and generate solutions to common problems. The primary outcome of effective community development results in mutual benefits and shared responsibilities among community members and recognizes the connection between social, cultural, environmental, and economic matters as well as its relationship to capacity building. Regardless, the scope of the activity effective community development should be a well-planned, long-term process that is inclusive, equitable, holistic, and integrated with the desire to improve quality of life. (Netshandama, 2010)

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<sup>2</sup> For the purpose of this diploma thesis we are following the definition of the term community according Roberts (Swanepoel, De Beer, 2006, p.44)

Swanepoel and De Beer have added some basic ethical and practical principles to community development. Ethical principles are: the principle of human orientation, participation, empowerment<sup>3</sup>, ownership, and release. In order to carry out the mentioned ethical principles, one needs to follow practical principles of community development: learning, adaptiveness, and simplicity. The ethical principles must direct the approach toward development even before some interventions are established, but also during the process of interventions (e.g during the life of projects). The practical principles must guide the implementation of development so that the poor will eventually reap the benefits of particular intervention. (Swanepoel, De Beer, 2006)

Although the most common definitions of community development has been provided here, there are other authors who are not satisfied with these explanations. Professor Jnanabrata Bhattacharyya from the Southern Illinois University defines community development as the promotion of solidarity and agency. According to him, solidarity is the essential characteristic of community and the purpose of development is to promote agency. Understanding community as solidarity (shared identity and norms) serves to define the concept in a distinctive and central manner, making it possible to distinguish community from all other types of social relations. One can then say that any social configuration that possesses shared identity and norms is a community. The ultimate goal of development should be human autonomy or agency: the capacity of people to order their world, the capacity to create, reproduce, change, and live according their own meaning systems; to have the power to define themselves as opposed to being defined by others. Defining development as an agency-promoting activity has the advantage of parsimony; it captures the goals typically enumerated in community development definitions like economic and social change, improvement of quality of live etc., and it specifies the ultimate goal of development. That being said, any activity to be called community development must be animated by the pursuit of solidarity and agency. (Bhattacharyya, 2004)

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<sup>3</sup> Empowerment can be defined as a mixture between the right to make a decision and the ability to make decisions. (Swanepoel, De Beer, 2006)

## 2.4 Community engagement

Community engagement<sup>4</sup> refers to the active involvement of different institutions in their community or neighborhood in order to help solve emerging problems. Commonly, community engagement is connected with the activities of higher education institutions outside the home institution in the “field” (e.g. nearby communities).

Community engagement is defined by the Council on Higher Education’s Higher Education Quality Committee (HEQC) as:

*“...initiatives and processes through which the expertise of the higher education institution in the areas of teaching, and research are applied to address issues relevant to its community. Community engagement typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programs addressed at particular community needs (service learning programs).”*

(Erasmus, 2005, p.3)

Since the release of the White Paper on education in 1997, the debate about community engagement has been sharpening its definition. South African higher education is defining community engagement not as a one of the three pillars of higher education, along with the teaching and research, but as an integral part of teaching and research; as a mechanism to introduce and enrich teaching and research with a deeper sense of context, locality, and application. The terminology used for community engagement has shifted from community service, to knowledge based community service, to community engagement, and to a scholarship of engagement. As mentioned before, community engagement can take many different forms and shapes within the context of higher education. These forms include distance education, community-based research, participatory action research, professional community service, and service-learning.<sup>5</sup> (Lazarus et al, 2008)

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<sup>4</sup> In the USA better know under the expression: „civic engagement”. (Erasmus, 2005)

<sup>5</sup> See the Figure No. 1 in the annexes for the graphical expression of the types of community engagement.

Community engagement is a term that is currently “in” and fashionable. Gerda Bender suggests that the current notion of community engagement as a public service that emphasizes a one-way transfer of university expertise to the public is not sufficient and, moreover, that there is a need to strengthen the commitment of South African higher education to the public. There are several predominant approaches to the way that a university engages with a community. The main difference between the various kinds of understandings or approaches is, according to Bender, found in the degree of “*engagement infusion*” in a university. In other words, the degree to which community engagement features as a core activity across all the areas of HEI. The term “engagement” warns one against making assumptions about communities. It also calls for dialogue. It implies that the development of the relationship itself will have to be the main focus of attention; that the university will have to engage with communities and ask communities to engage with university. (Bender, 2008)

The North American perspective defines civic engagement as follows:

*“...active collaboration that builds on the resources, skills, expertise and knowledge of the campus and community to improve the quality of life in communities in a manner consistent with the campus mission.” (Hatcher, Bringle, 2005, p.25)*

In this context, civic engagement includes university work in all sectors of society: nonprofit, government, and business. Some examples are cooperative extension and continuing education programs, clinical and pre-professional programs, administrative initiatives, faculty professional service, student volunteer initiatives, economic development initiatives and political outreach, community access to facilities and cultural events, and most recently, service-learning modules. Research outcomes shows that greater emphasis on civic engagement can change the nature of faculty work, enhance student learning, better fulfill campus mission, and improve town-university relations. (Hatcher, Bringle, 2005)

Community engagement is still a developing and vibrant concept that tends to take different shapes. In higher education institutions in South Africa and around the world, service-learning is becoming a gateway to community engagement.

## 2.5 Service-learning

Service-learning (SL) represents one of the forms of community engagement principally used by HEI. Its main purpose is to connect the specific learning needs of students to the specific development needs of community. It is focused on building partnerships and make service-learning activities reciprocal in order to avoid one-way benefits to a limited group of stakeholders. South Africa represents an ideal example of the existence of crucial social problems among multiple communities (e.g. poverty, HIV/AIDS, unemployment, lack of sanitation, poor education etc.) and, at the same time, the existence of well-equipped HEI who are responsible to respond to these issues. As far as HEI goes, service-learning is one of the most efficient tools to take this responsibility and to make it a visible effort in the interaction with the local marginalized communities.

The most cited definition of service-learning is provided by the Bringle and Hatcher. They define service-learning as:

*“...course based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and enhanced sense of personal values and civic responsibility. “ (Bringle and Hatcher, 2005, p.27)*

Furthermore, SL is a type of action learning within the field of experiential education. It incorporates community service but strives for a true balance between student learning and service to a particular community. It incorporates academic learning as well as reflection on the service activity in order to gain further understanding of the curriculum content and inter-disciplinary linkages. SL contributes to the students' understanding of real community life and the challenges it entails. Additionally, it fosters a sense of civic responsibility among all parties involved: academic staff and students, members of communities, and representatives of the service sector. (Erasmus, 2005) SL can be described as a pedagogical strategy that combines authentic community service with integrated academic learning. It offers opportunities for students to gain new skills, apply knowledge in various challenging situations, and contribute to the life of others in meaningful ways. In the context of

South Africa, the concept of SL should be seen against the backdrop of basic policy materials<sup>6</sup> which envisage the establishment of a single coordinated higher education system that not only promotes teaching and research, but also responds to the development needs of the South African society. In this regard, community service means that universities should not be disintegrated from the real problems in society. Rather, they should open up possibilities for greater social relevance through research and teaching. In a country such as South Africa with obvious development needs, it makes sense for SL to emphasize meeting identified community needs. (Fourie, 2003)

The Joint Education Trust (JET) defines SL as thoughtfully organized and reflective service-oriented pedagogy with a focus on the development priorities of communities through the interaction between and application of knowledge, skills, and experience in partnership between community, academics, students and service providers within the community for the benefit of all participants. This definition places a strong emphasis on the partnership of the three main stakeholders: higher education institutions, the community (local recipients of service), and the service sector partner in the development and the delivery of the service-learning courses. This triad partnership model is promoted in South African universities and is clear from the University of Free State definition of SL. This specific source explicitly states that the standard elements of SL require a collaborative partnership that enhances mutual, reciprocal teaching and learning among all the members: from lecturers and students to members of communities and representatives of the service sector. Unlike other forms of practice-based learning (e.g. cooperative education, extension service placements, internships etc.), SL is linked to a course and has the intentional goal of developing civic skills and dispositions in students. (Hatcher, Erasmus, 2008)

According to the HEQC's *Criteria for Institutional audits* SL is defined as:

*"...applied learning which is directed at specific community needs and is integrated into an academic programme and curriculum. It could be credit-bearing and assessed and may or may not take place in a work environment."* (CHE, 2006, p.16)

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<sup>6</sup> White Paper on Higher Education Transformation from 1997 and Higher Education Act from 1997. (Fourie, 2003)

In this definition, communities are regarded as partners (no longer as “recipients”) who have a full say in the identification of service needs and development challenges. These communities also participate in defining the service-learning outcomes, identify the relevant assets that they have in place, evaluate the impact, and contribute substantially to the mutual search for sustainable solutions to challenges. It is apparent that SL represents a balanced approach to, and an integration of, community service and student learning. (CHE, 2006)

There is no doubt that SL is a dynamic and well-placed concept that meets multiple social and educational demands at the same time. However, there is no consensus about the theoretical framework of SL. The question is whether SL really needs some specific theory. This paper will try to respond to this question through the next chapters of the thesis. But there is also lack of evidence about the mutual benefit of SL. In many cases, the benefits for students, academic staff, and service providers are greater than the benefits for the community itself and sometimes the benefits for the communities are not clear enough. These mentioned and other issues will be discussed in greater length in the following chapters.

### **3. History of the higher education and its current structure in South Africa**

The second chapter describes historical background of the higher education system in South Africa since the beginning of apartheid regime till the present system's structure. I will give a brief introduction of the apartheid legislation and its consequences for the education system in the racially divided South Africa. Apartheid imposed huge disparities in access, equity, and quality in education between the White minority and Indian, Coloured and African majority of South African citizens. I will show how different legacies of apartheid have still impact on the higher education system today, even after more than fifteen years after its end. The most important transformation policies and documents are also discussed and analyzed. I will present current structure of the higher education institutions and I will point out its most visible strengths and weaknesses. The chapter concludes with the identification of the main roles of higher education system in the development of democratic South Africa.

#### **3.1 Education system under apartheid**

Before 1994 education system - including higher education - under apartheid rule was characterized and shaped by a number of legal and policy provisions. These distinguished and separated the different components and actors within the system according to race and ethnic group on the one hand and institutional types on the other. In order to understand the broader context of apartheid policies, we need to first look at the way in which these policies were embedded into the education system itself.

##### ***3.1.1 Legal, racial and ideological fundamentals of apartheid education***

The beginning of apartheid education can be traced to the victory of the National Party (NP) over the United Party (UP) in 1948. Although segregation in education had been practiced prior to 1948, what the apartheid policy did was to formalize, institutionalize and promote it with the help of a sophisticated legal system and all the other state apparatuses at the disposal of the government. Immediately after gaining power, apartheid government moved to institutionalize racial segregation. In 1950 the government passed *Population Registration Act*, which was designed to racially categorize South African population. According to this Act, South African society was divided into four races: White, Indian, Coloured, and African. It established a hierarchy



of supremacy and benefits under apartheid with whites at the top and Africans at the bottom of the proclaimed social hierarchy. The *Group Areas Act* of 1950 earmarked residential and business areas for various racial groups. Black communities were violently relocated because white landowners either did not want that race living next to them or they simply wanted to take over their land. (Assinamali, 2006) This gave birth to the practice of all social services being provided separately and unequally. Each ethnic group required its own department creating enormous administrative and policy bureaucracy. The country was divided into a number of regions and self-governing territories. Furthermore, in 1976, the apartheid government created four Bantustans or “Homelands,” namely Transkei, Bophuthatswana, Venda, and Ciskei - also known as “TBVC” states. (OECD, 2008) The Bantustans (considered as supplement **organs** to the central state) further extended aforementioned bureaucratic network to dominate and monitor the population within its territories. The purpose was to secure and consolidate white identity and the economic, social, and cultural domination by whites. On the opposite side of the spectrum, those classified as “non-whites” were expected to labor in serving the white society. In this way, the program of racially determining social relations allowed the state to centralize, administer, and consistently impose its ideology on educational policy in line with its Apartheid project. (Reddy, 2004)

In 1953, five years after taking the power in country, the NP government passed the infamous *Bantu Education Act*, which was created in order to put apartheid stamp on African education. This Act was preceded by a *Report of the Commission on Native Education* under the leadership of Dr. W.W.M. Eiselen. (Assinamali, 2006). The Commission’s terms of reference reflected the government’s policy of racial segregation and, among the many others, included following statement:

*„The formulation of the principles and aims of education for Natives as independent race, in which their past and present, their inherent racial qualities, their distinctive characteristics and aptitude, and their needs under ever-changing conditions are taken into consideration” (Assinamali, 2006, p. 13)*

The *Bantu Education Act* transferred control of African education from the Department of Education to more oppressive Native Affairs Department. This condition put South Africa in a situation where either the government took over all education for

Africans or there would be no education for them. This new legislation allowed the government to close any educational programs which did not support its apartheid aims. Using the words of the first post-apartheid president Mr. Nelson Mandela, it was an intellectual *baaskap* (bossiness); a way in which to institutionalize inferiority. Together with the allocation of resources, appointment to jobs, and remuneration at work, it was ensured that Black people were socialized into inferior positions. (Assinamali, 2006). From the already mentioned information, it can be said that the organizational structure of the education system under South Africa's apartheid reflected a Nationalist theory that the country's four ethnic categories, or "nations", should live and develop separately of each other. Therefore, an individual education system was established for each racial group. Further administrative changes followed in 1984 when a tricameral parliament was created (which gave Coloured and Indians, but not Africans, limited political voice). This measure meant that in the final years of apartheid, white students attended schools under the control of the House of Assembly (HOA), coloured students were in schools run by the House of Representatives (HOR), and Indian students attended those run by the House of Delegates (HOD). Conversely, education for Africans living in townships remained under the control of the reorganized Department of Education and Training.<sup>7</sup> (Fiske, Ladd, 2004)

### ***3.1.2 Higher education system under apartheid***

The higher education system in South Africa evolved and reproduced *itself* along racial and ethnic lines. These were prompted in large measure by deliberate state policies even before the apartheid regime. The first white higher education institutions established for the colonial elite were *The South African Colleges* (SACS), founded in 1829 by British elites, and Victoria College (VC), founded in 1865 by Afrikaner elites<sup>8</sup>. These early colleges emerged into the establishment of universities: SACS evolved by 1918 into a fully recognized university, the University of Cape Town (UCT) and VC was renamed in 1918 to Stellenbosch University. (SU). Later, other universities were

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<sup>7</sup> Four additional departments of education ran schools in the „independent“ homelands of Bophuthatswana, Ciskei, Transkei and Venda, and separate departments were set up in the six „self-governing“ territories that had resisted designation as the independent states. (Fiske, Ladd, 2004)

<sup>8</sup> Afrikaner elites decided to establish their own university as part of their nationalist cause and conflict with the English. (Reddy, 2004)

founded. Among them, the most important were Rhodes University in Eastern Cape, University of Witwatersrand in Johannesburg, and University of South Africa, which had branch colleges around the country. From the 1930's and on, these colleges became independent universities creating University of Natal, University of Pretoria, and University of Free State. The historically white universities<sup>9</sup> can be divided into two groups according to the language used: English speaking universities (e.g. University of Cape Town, University of Natal, Rhodes University and University of Witwatersrand) and Afrikaans speaking universities (e.g. Stellenbosch University, University of Pretoria and Free State University). All these institutions were made to serve white ruling classes. The first university for black South Africans was University of Fort Hare and was established in 1916. At the time when the National Party government assumed power in 1948, the number of black students enrolled at universities represented a mere 4.8 %. (Reddy, 2004)

As I already mentioned, the *Bantu Education Act* was intended to apply to all levels of education for blacks, but it did not have an immediate impact on higher education until the passing of the *Extension of University Education Act* of 1959. This legislation was largely based on an attempt to separate youth of South Africa at the level of higher education on the basis of race, just as it was already the case at the primary and secondary level of education system. The *Extension of University Education Act* was supplemented by the *Separate Development Act* passed 1959 as well. While the latter further divided black people into different ethnic groups and was supposed to assist in developing of its own culture, the former institutionalized a long-term plan for each of these ethnic groups to have its own university or higher education institution. The *Extension of University Education Act* established five black university colleges: University College of the North based in Sovenga for the Basotho, Venda and Tsonga, the University of Zululand for the Zulu speaking people, and the transfer of the University of Fort Hare into the Department of Bantu Education to provide higher education for Xhosa speaking people, the University College of Durban (later called Durban Westville) for Indians, and the University College of the Western Cape for

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<sup>9</sup> The terms “historically white” and “historically advantaged” are generally in literature interchangeable as are the terms “historically black” and “historically disadvantaged”. (Fiske, Ladd, 2004) I will use these terms to distinguish the nature of the institution during apartheid.

Coloured people. Between 1976 and 1983 the state created number of new higher education institutions leading to the expansion of higher education for blacks in the country. The universities were established in “independent” homelands in Transkei (1977), in Bophuthatswana (1979), in Venda (1983) and in Qwaqwa (1983)<sup>10</sup>. (Assinamali, 2006)

The racial differentiation of universities comfortably replicated the racial organization prevailing in society during apartheid. Although the verbal claims of administrators at the English language universities have opposed apartheid policies, in practical life the application of racially restrictive admissions criteria established by state policy and vigilantly pursued at university level helped produced universities for Whites, Africans (divided into separate language groups), Indians and Coloureds. As products of a central state vision, the historically black universities initially shared many common characteristics marking them different in numerous aspects to the historically white institutions and vice versa. (Reddy, 2004)

As a result of all central state policies, there were enormous differences in the relative academic quality of historically advantaged and disadvantaged institutions. The historically white institutions were well funded and provided with well-qualified academic staff and students and adequate facilities. On the other hand, most black institutions were located in remote areas, isolated from the academic mainstream. They were vastly underfunded, their curricular offerings were limited, and their administrative and faculty ranks could be characterized as weak and insufficient. The students were not prepared for the college-level work as the primary and secondary level of education was not able to accommodate needs of the higher education system. Thus, while white students had access to quality universities, some of them ranked among the best in Africa, black students were left to attend institutions with inferior facilities, instructors, and course offerings. Furthermore, as a consequence of placing universities for Africans into geographically remote areas, their students and faculty members (whites as well as Africans) were cut off from other races and from the influence of English liberal traditions. (Fiske, Ladd, 2004)

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<sup>10</sup> See the Table No. 1 in the annexes for the detail of all the Universities and Technikons during apartheid period.

Clearly, the dual higher education system that was embedded during apartheid was based on racial segregation and reflected administrative division. Roles were differentiated based not so much on resources, position, or vision of the institutions themselves, but on deliberate efforts of the state to allocate particular functions in social and economic reproduction to the institutions. In other words, the functions of a university were determinate and imposed by the state. The university could not interfere in the affairs of the state, including the state's decision to assign it to a particular racial or ethnic group. The quality of teaching and learning and research outcome and the levels of community engagement in each of the existing 36 institutions (21 universities and 15 technikons) inherited from Apartheid was very unequal – just as with the allocation of the financial and human resources that these institutions needed to accomplish their mission. These were the biggest challenges of the higher education system that the new post-apartheid government after election in 1994 had to solve and reform. (OECD, 2008)

### ***3.1.3 Higher education in the struggle against Apartheid***

There were two major events in the 1970's that contributed to the culture of revolt that spread among students, youth, and communities in the 1980's. The first was the 1972 boycotts which began at the University of the North and the second was the 1976 Soweto rebellion. When the administration of the University of the North in 1972 expelled Mr. Tiro, the Student Council Representative President, the students boycotted classes in order to demand his return. The boycott spread rapidly to other historically disadvantaged universities, mainly to the Universities of the Western Cape, Zululand, Durban-Westville, and the Natal Medical School. Some white students at the UCT actually demonstrated in solidarity with the black students. Tiro was expelled after, his speech, he openly criticized government policy, Bantu education and the entire apartheid political order. He called for “real education for all South Africans” and not the divided education for Coloureds, for Africans and for Indians. He solely expressed feelings and frustration from the broader social order of majority of black students. Although he was never reinstated at the political, cultural and symbolic levels, the 1972 boycott opened the way for the periodical use of this strategy and by the 1980's it became a regular aspect of black community life. Moreover, the spread of black consciousness beyond small group of university students and the experience of the 1972

boycotts contributed to a rejection of Apartheid education in most urban areas. (Reddy, 2004)

June 16, 1976 was a memorable day in the history of South Africa. On this day, an estimated 15, 000 schoolchildren protested in the streets of Soweto (the densely populated African township on the outskirts of Johannesburg) against a more aggressive government policy requiring that half of all classes in secondary schools be taught in Afrikaans. In the eyes of students, Afrikaans was the language of their oppressors so they launched the demonstrations over the warning of parents and teachers. During the protests, the police opened a fire with live ammunition and a thirteen year old boy Hector Peterson was killed by a shot in the back. The young man marching next to him picked him up and a news photograph of the three demonstrators became lasting visual symbol of the struggle against apartheid. The Soweto uprising started riots and violence in black residential areas across South Africa. It was a so-called culminating point in South Africa's long history of unequal education. (Fiske, Ladd, 2004) Students responded by burning buildings associated with Bantu Affairs Department, police stations, beer-halls, cars, barricading whole areas of townships and attacking policemen. The conditions at the black universities contributed to the politicization of black students. The main causes were their location in the rural areas, the state's emphasis on ethnically restricting student body, the predominantly Afrikaner staff that was politically conservative, the brutal violence of the police against peaceful protesters, and the emergence of a culture of political resistance from the early 1970's associated with the black consciousness movement all contributed more or less to student resistance in historically disadvantaged universities. (Reddy, 2004) Also, the well-established English-medium universities of Cape Town, Natal, Rhodes and Witswatersrand led the way in challenging apartheid policies in the early 1980's by quietly accepting black students. By the 1990's, the almost all-white Afrikaans-medium universities and technikons were slowly beginning to integrate their student bodies, as well. This significant racial transformation of higher education occurred at the same time as the whole system was undergoing major expansion and the black proportion of enrollment increased dramatically over this period. The fact that such a crucial event as the Soweto uprising was in the modern history of South Africa was started by students upset with

the government education policy is indicative of the importance of schools and students to the apartheid system and the struggle against it. (Fiske, Ladd, 2004)

### **3.2 Transformation of higher education system after 1994**

The new black-run government that came to power after the first democratic elections in 1994 inherited very unequal and diversified higher education system as well as the whole education system in general. There were multiple difficult challenges in order to transform this system to the requirements of the new globalized world. The new government immediately came up with the different policies and started to prepare reconstruction of the existing institutions. How were these initiatives successful or unsuccessful, how they were implemented and what are their outcomes, will unfold on the next pages. This explanation will start with a brief identification of the most important legacies of apartheid system that represented the most visible obstacles for the new government to overcome after gaining power in 1994.

#### ***3.2.1 Legacy of Apartheid: State of the education system in 1994***

Apartheid came to a formal end with the country's first democratic elections in 1994. Still, its negative effects continue in all aspects of South African society - education not being an exception. In his essay, economist Francis Wilson stated the following words:

*„ The destructive impact of Bantu Education system wrought damage that will take decades if not generations to repair. The mean-spiritedness which underlay the philosophy of Bantu Education, the inadequacy of the funds made available throughout most of the apartheid years, and the color-bar on the acquisition of skills and experience by the majority of workers could almost have been designed to prevent them from being adequately prepared for the challenges of globalization in the 21<sup>st</sup> century”*  
(Fiske, Ladd, 2004, p. 52)

There are four major aspects of apartheid legacy *that are still visible obstacles* for education: residential segregation and persistent poverty among vast numbers of Africans, inadequate resources and low-quality instruction for black children, low level of educational accomplishment among black adults and low students achievement, and the absence of the so called “culture of learning”. The best schools tend to be situated in

the formerly white residential areas. These schools started to draw middle-class blacks, who commute daily from nearby townships. Although the 1993 World Bank assessment ranked South Africa as an “upper-middle-income” country, poverty was endemic. Depending on the methodology used the proportion of the population classified as poor ranged from 35-percent to 55-percent. The combination of the low income of many Africans and their residential segregation caused them to be significantly limited to gain access to the better schools. (Fiske, Ladd, 2004)

According to many authors specializing in this department, apartheid education was part and parcel of the inequitable “distributional regime” of general social and economic policy in apartheid South Africa. André du Toit argued as follows:

*“ First, no other capitalist state (in either the North or the South) sought to structure income inequalities as systematically and brutally as did South Africa under apartheid....At the end of that era South Africa recorded one of the highest levels of income inequality in the world” (Featherman et. al. , 2010, p. 88)*

From the above, it can be argued that the post-apartheid higher-educational planners and policy-makers were forced to confront these profound social and economic legacies of apartheid inequality by the 1990's. Thus, the new allowance for higher education sought a manifest break from the apartheid order on both symbolic and practical grounds. The new Constitution required the inclusion of all institutions of higher education system within a single national system clearly based on the principles of equity and democratic transformation. In 1986, White students had a 60-percent share and African students 27-percent share of total higher education enrollments. By 1994, the White student share of enrollments had fallen to 38-percent and the African student enrollment had risen to 50-percent. (Featherman et al. 2010) The next chapters will uncover how these enrollments changed till present day. It is important to realize that the inherited higher education system was designed to primarily reproduce through teaching and research white and male privilege and black and female subordination in all spheres of society. **Therefore one main present policy goal and challenge is to transform higher education in the way that it becomes more socially equitable internally and promotes equity more generally by, for example, providing social advancement through equity of access and opportunity.** (Cloete et al. 2004)



Policymakers in the government that assumed power in 1994 were confronted with the immediate task of reconstructing race-based structures of apartheid education and introducing a system that would be more consistent with its democratic values. The new government approached this task with very high aspirations for all levels of education. Attention will now be pointed to the most important documents and policies passed in order to transform higher education system in South Africa.

### ***3.2.2 Transformation of higher education system: 1994 - 2004***

During the apartheid period, research and teaching were extensively shaped by the socio-economic and political priorities of the separate government's development programmes. After 1994, higher education was expected to address and actually become responsive to the development needs of a democratic South Africa. These needs served as a foundation in the new democratic government's main policy manifesto: *Reconstruction and Development Programme of 1994. (RDP)*<sup>11</sup> It pointed out five broad goals: meeting basic needs of people, developing our human resources, building the economy, democratizing the state and society, and finally implementing RDP projects. South Africa's transition since 1994 has occurred in the context of globalization and a global economy where economic growth is increasingly dependent on knowledge and information. The challenge for higher education is to produce, through research and teaching, the knowledge and skilled workforce that would enable the country to engage critically and creatively with the process of globalization and to participate in a highly competitive economy. But at the same time, South Africa's new government needed to achieve political democratization, economic reconstruction and development, and redistributive social policies aimed at equity. These two internal and external forces are contrary to each other and create additional pressure on the government when it come to how to reconstruct and transform different aspects of society - including higher education. Growth and equity must not only be pursued simultaneously, they must be advanced within a democratic framework and the consolidation of the new democracy must be taken in account. (Cloete et al. 2004)

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<sup>11</sup> The RDP document itself was the product of many years of discussions among the members of the African National Congress party. (ANC) It represented the ANC's roadmap of how to overturn hundreds of years of state and civil society racism. (Reddy, 2004)

In the end of 1994, then President Nelson Mandela established the NCHE<sup>12</sup> which was composed from the diverse group of thirteen persons to suggest ways how to restructure the system around the needs and values of the new democracy. It described the existing system of higher education as influenced by fragmentation, inefficiency, and ineffectiveness with too little co-ordination, too few common goals and too little systematic planning. (Fiske, Ladd, 2004) In 1996, the NCHE published a report called *A Framework for transformation*, which contained three sets of ideas representing a main “pillars” for a transformed higher education system, namely: increased participation, greater responsiveness and increased co-operation and partnership or governance. (OECD, 2008) This policy paper called for single unified system of higher education run by the national government that would be serving students of all races. However, in sharp contrast with the original ANC’s proposal, it suggested that the proposed expansion of the tertiary system as a prerequisite for equitable access would be very limited in the context of the government’s macro-economic framework and fiscal policies.<sup>13</sup> Finally, the document called for a flexible, responsive and a sustainable National Student Financial Aid Scheme which would allow poor students to access higher education. This step should provide redress to historically disadvantage institutions. (Fiske, Ladd, 2004) The recommendations from the NCHE report of 1996 subsequently became the basis for the *Higher Education Act of 1997*. The Act provided the legislative basis and framework for the South African higher education system. It was the first reform framework by the governance during this period that was based on democratic principles including equity, democracy and redress. (Cloete et al. 2004)

The next important policy document was the *Education White Paper 3: A Programme for the Transformation of Higher Education* released in July 1997. It resulted from the previous *Green Paper on Higher Education*<sup>14</sup> and from the NCHE

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<sup>12</sup> I have already mention NCHE in the first chapter of the thesis.

<sup>13</sup> Which were based on the restrictive macroeconomic policy known as GEAR: The Growth, Employment and Redistribution policy. The GEAR was announced in 1996 as a result of sharp fall in the value of South African Rand. It outlined liberalizing reforms to the South African economy, abandoned state and regulatory protection by opening up South Africa to global markets. The vision was, in the long run, to make South African economy globally competitive in the selected niche sectors. (Reddy, 2004)

<sup>14</sup> The Green Paper proposed a single body called Council on Higher Education (CHE) to regulate among the other things, for advising Minister of Education on all policy matters and for quality assurance. (Reddy, 2004)

report. This document marked the following goals for the HE: to meet individual learning needs, to meet the development needs of society and to provide skilled workforce for a knowledge-driven and knowledge-dependent society, and finally to contribute to the socialization of enlightened, responsible and critical citizens. The *White Paper* further emphasized the importance of increased and broadened participation, responsiveness to societal interest and needs, and cooperative partnership of governance. Other additional goals were implemented, most significantly a rethinking of relations between higher education institutions and state, civil society, and other stakeholders.<sup>15</sup> (Reddy, 2004)

After the *White Paper of 1997*, the next key policy document framework was released in February 2001: the *National Plan for Higher Education*. (NPHE) The NPHE justified the four years implementation vacuum pointing to the:

*“Incremental approach to the development and implementation of the key policy instruments necessary to enable the creation of a single, coordinated system” (OECD, 2008, p. 331)*

The NPHE revealed a clear signal that not everything was going as it had been planned, at least from the government’s perspective. The NPHE strategic goals are summarized below (CHE, 2004):

- Provide a full spectrum of advanced educational opportunities for an expanding range of population without any form of discrimination.
- Promote equity of access and fair chances for success and advance redress for past inequalities.
- Diversify the system in terms of missions and mix of programmes to meet national and regional needs
- Secure and advance a high-level research capacity to provide intellectual enquiry and application of research for technological improvement and social development.

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<sup>15</sup> The term other stakeholders mainly involve improvement of access of private business to university research and improvement of relations between HEI and poor communities. (Reddy, 2004)

- Build new institutional and organizational forms and new institutional identities and cultures as part of the new coordinated national HE system.

Before the institutional reconstruction and mergers in 2004, there were 36 public higher education institutions in South Africa. The NPHE argued that the number of public HEIs in South Africa could and should be reduced. In December 2001, a National Working Group appointed by the Minister of Education published its report: *Restructuring of the Higher Education System in South Africa*. This report recommended the reduction of HEIs (universities and technikons) from 36 to 21 through a specific system, choosing institutions in various provinces to be targeted for mergers. (Jansen, 2004) This process started the second period of the transformation of the higher education system in South Africa after the end of apartheid.

### ***3.2.3 Transformation of higher education system: 2004 – present situation***

As previously mentioned, this particular period was connected with the mergers and incorporations of the South African higher education institutions. The NPHE emphasized that this step would bring the improvement of equity and access to quality facilities both for staff and students. But this process was also associated with number of challenges. The institutions affected were concerned that many decisions had been made without sufficient regard as to whether the system had adequate capacity and all the resources required for implementation, or to the potential impacts on the individual institutions. In 2004, after the process of mergers and incorporations, the number of public HEIs has been reduced from a total of 36 to a total of 21 institutions.<sup>16</sup> Institutions that retained their names included University of Cape Town, University of Western Cape, Stellenbosch University, University of Pretoria, University of Venda, Free State University, Witwatersrand University, and University of South Africa. Only two of the above mentioned were historically black universities (University of Western Cape and University of Venda); the rest of them were historically white universities. (Nkoane, 2006) From the total number of 23 new public HEIs (including two National Institutes), 11 are “traditional” universities that focus on research and a mix of discipline-based and professional degree qualifications; 6 are universities of technology

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<sup>16</sup> If we take in account two National Institutes (Mpumalanga Institute of Higher Education and Northern Cape Institute for Higher Education) the total number of public HEIs is 23. (Nkoane, 2006)

that offer a mix of technological, vocational, career-oriented, and professional programmes leading to certificate, diploma or degree; and 6 are “comprehensive universities” that combine both described types of HEIs.<sup>17</sup> (OECD, 2008)

The South African government has been making a significant effort to support student training and learning in higher education through budgetary increases from the MoE and the restructuring of institutions such as the National Student Financial Aid Scheme (NSFAS) and the National Research Foundation (NRF). The government proposed to spend R864.1 million to NSFAS in the 2005/2006 fiscal year, R926.4 million in the 2006/2007 and R1.1 billion in the 2007/2008 fiscal year. In 2004/2005, the government spent R10 billion on universities which constituted 13-percent of the education budget or 2.6-percent of total government spending.<sup>18</sup> In general, universities are funded from three main financial sources: government allocations (which in average account for approximately half of their income), student fees (which generate 25 % of funding, often through the NSFAS), and private income earned through investments, fund-raising, donations and entrepreneurial activities. The ability of institutions to attract private sources varies greatly. As a matter of fact, for some institutions, these sources represent around 65-percent of their income. In 2003, the government introduced new universities funding framework which was supposed to be goal-oriented with respect to the national policy goals. The new framework started funding mechanism dependent on the teaching and research outputs. (Nkoane, 2006) This new funding mechanism will be discussed in the next sub-chapter.

In 2006, 12 years after the end of apartheid, the proportion of African to white students’ enrollments in higher education radically changed, as 61-percent of the students were black African and 25-percent were white students. The proportion of Indian (7.4-percent) and Coloured students (6.6-percent) had shown a minor increase for the same period. (OECD, 2008) According to the latest data from the CHE in the 2009, the student enrollment in public higher education by race was the following: 65-percent African, 21-percent white, 7-percent Coloured, and 7-percent Indian. But the

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<sup>17</sup> See the Table No. 2 in the annexes for the detailed overview of the current institutional landscape of South African public higher education.

<sup>18</sup> The 2007/2008 budget allocation increased total spending on higher education to R15 billion and funds for NSFAS increased to R2.3 billion in 2010. (Taylor et al. 2008)

participation rates by race shows that the African students still does not achieve proposed participation in higher education and are way behind the participation rates of white students and Indian students. In 2009 the participation rates<sup>19</sup> were the following: 13.8 % African, 14.8 % Coloured, 44.9 % Indian and 56.9 % White. (CHE Online, 2010)

### **3.3 Outcomes of the transformation policies: Key challenges**

In each policy proposal, there are theoretical intentions that are pursuing improvement of current state of affairs. However, in practical implementation of the policies, there are many unintended consequences that do not solve the situation and may even worsen the status quo. Once again, the new funding formula (NFF) for higher education was introduced in 2003 and firstly applied in 2004/2005 fiscal year. The old SAPSE (South African Post-Secondary Education) funding formula was enrolment driven with funding following students as they enrolled at the institutions. HEIs gained a subsidy from the central government on the basis of number of full-time equivalent students multiplied by their unit costs. While the NFF is goal-oriented and performance related, where the distribution of government grants to HEI is in line with national goals and priorities and approved institutional plans. Nevertheless, according to the OECD report, there are important and apparent contradictions in the NFF system (OECD, 2008, p.360):

- *“The NFF makes no funding available for experiential training and for capital projects.”*
- *“While the SAPSE formulae were decentralized and enrolment driven, with funds following the students as they enrolled at institutions, the NFF is based on central enrolment planning via approved institutional enrolment plans and on graduate outputs, which makes it seem a simple distributive mechanism, that is a tool for dividing the pool of funds made available by the National Treasury.”*
- *“The way in which incentives for institutions to become more efficient are being administered under NFF, through norms for research outputs and for*

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<sup>19</sup> The participation rate is calculated as the total headcount enrolments as a percentage of the total population between the ages 20-24. Overall in 2009 the South Africa had a participation rate of 17% which was slightly behind the target set by NPHE 20%. (CHE Online, 2010)

*graduation rates, may have the adverse effect of neutralizing the very same intended effect within the sector. This can happen because the money not allocated to under-performing HEI that have not met the norms, will be re-allocated to the same institutions in the form of development grants. This may push these institutions to do more, but it does not seem to provide incentives to institutions where more research is done to do more.”*

In the view of these facts among others, some authors have suggested that the new funding formula, along with the deregulation of the system and the promotion of market relations, has contributed to the creation of a new differentiated, yet at the same time more unequal institutional landscape in South Africa. (OECD, 2008)

The number of students participating in higher education increased significantly from 1994 and, at least officially, these numbers reflect major improvement in race and gender representation. However, taken in context, there appears enough evidence to doubt the extent of black student success. Some reports have suggested that at least 25-percent of South Africa’s higher education students fail to complete their studies. Moreover, there is still a little African enrolment and success rate in key high demand disciplines such as science, engineering, and technology. This failure of African students to graduate in sufficient numbers is then reflected in higher education in general. In 2003, the graduation rate of African students was 37-percent compared to 51-percent graduation rate for the white students. Therefore, new policies have not sufficiently succeeded in achieving major quantitative increase in black learners at HEIs and, at the same time, they have not increased sufficiently their success rates. (Akoojee, Nkomo, 2007)

This problem can be a consequence of the secondary school system that evidently produces only a small elite core prepared for effective participation in higher education. Although the racial composition of this core may be significantly different from the past, its order of magnitude remains much the same. It could be assumed that the 85,830 South Africans who achieved university-entrance matric passes in 2006 (including 51,180 Africans) came from different schools, area, and social backgrounds than the 88,497 (including 51,016 Africans) who achieved the same passes in 1994. But according to du Toit (2010), closer analysis is much more likely to reveal that they

come from almost the same set of largely urban-based schools, a world away from the rural and township schools in which the vast majority of African children are being taught. The reality is that these conditions are creating stable but small de-racialized elite system of secondary schools graduates on which higher education effectively depends and is further creating its own small de-racialized elite system. As long as these patterns will continue, the vision for equity of access to higher education seems remote. One can choose the policy of expanding massification of higher education even under the secondary system which fails to supply expanded applicant pool. The risk of this step is the production of elite systems not massifying, but becoming overloaded by uncontrolled increases in numbers of students, leading to a serious deterioration in quality. According to Bunting and Cloete, this is an argument why the government in its official policy materials of 1997 rejected the path of uncontrolled massification of higher education. (Featherman et al. 2010)

These tensions between equality of access and efficiency and quality of HEIs forces the government to make some tough political decisions about whether it wants to spread its limited financial resources across as many students as possible or if the principle of full funding of fewer academically deserving students provides a better option. This continuous dilemma presents a difficult situation for each government which, against the heritage of past injustices, has a commitment and responsibility to ensure the redress and access to HEIs for those who were denied this right under apartheid regime. (Nkomo et al. 2007) Those are the most crucial challenges which need to be tackled by current and future South African government.

With this statement, one is slowly arriving to the actual question in which way should the HEIs function in contemporary South Africa. This involves a solution of different social problems and the more general question of what the actual role of the HEIs is in the development of a new democratic South Africa.

### **3.4 The role of the higher education institutions in the South African society**

In this chapter, it has been shown that between the policy proposals and the implementation of the particular policies, there is a long way to go. In the South African context, it is understandable that this process takes longer amount of time - although many authors are suggesting that the implementation of the policies and actual



transformation of higher education is rather slow. On the other hand, dealing with the legacies of colonial ages and apartheid requests high-quality legislation and a very careful approach in all redress initiatives that should contribute to the complex development of the whole South African society. In this way, time should be understood as an asset and not as an obstacle.

South African higher education has got significant strengths. In number of cases its institutions offer academic programmes that produce high-quality graduates with world-class competitive knowledge, competencies, and skills. Various areas of research in science, economic and social development innovation are characterized by excellence on the local and international level. There are also important and innovative community service initiatives that connect academics and students and communities. The extent of the de-racialization of the student body and major internalization of many student bodies should be celebrated as a considerable achievement. In general, with all mentioned challenges that higher education system in South Africa faces, it has a great promise to contribute to the economic and social development needs of South Africa, the southern Africa region and the African continent. (Cloete et al. 2004)

In respect to addressing changing economic and social and educational needs, there have been considerable activities among various institutions to be more developmentally responsive and to build a greater outward focus of its own initiatives. In other words, the emerging concept of developmental universities and social responsible HEIs should be enhanced and promoted by the government, private sector and civil society. What are the possible tools for making higher education system in South Africa responsive to this objective? This question will be discussed in the next chapter.

## **4. Community engagement and higher education in South Africa**

The transformation of South African higher education has brought up to light multiple important questions. One of these questions given attention involves how to make higher education institutions more responsive to the broad social, economic and political challenges in the new democratic South Africa? In this respect, community engagement (CE) has become a proposed paradigm that has been incorporated in South African universities. Along with the traditional functions of higher education (learning-teaching and research), community engagement is said to become a third silo of HEIs activities. In this chapter, different concepts and forms of community engagement will be discussed. Then, the implementation of the policies for CE in HEIs across South Africa will be presented and the process of the institutionalization of CE in the curriculum will be touched on. Examples of the CE initiatives from different South African universities, including Stellenbosch University, will be shown. The question of mutual partnership between HEIs, communities, and other stakeholders will be elaborated. The main objective will be to highlight the benefits for universities (students, academic staff) and service providers (NGOs, CBOs etc.) as well as the benefits for communities (recipients) of the CE activities. The end of the chapter will focus on the following questions: How to connect research with the practice of the CE in the field? How to connect outcomes of the research with the real life solutions? What are the future ways and possibilities of establishment of developmental oriented and social responsible HEIs in South Africa? These topics will be researched throughout the rest of the diploma thesis.

### **4.1 Community engagement as a core function of the higher education in South Africa**

The term “community engagement” has already been explained in the first chapter. Therefore, attention will be devoted to explaining why it is important to include CE as one of the main functions of the South African higher education system. Furthermore, forms of CE which may be used in practice will be described more in depth.

The White Paper on Higher Education (1997) made the foundations for establishing community engagement an integral part of higher education in South

Africa. This document urges HEIs to make their expertise and infrastructure available for community service programs in the interests of demonstrating social responsibility and a commitment to the common good. The White Paper states the following goals for HEIs:

*“ ...to promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service programmes. “ (HEQC, 2006, p. 11)*

Marais and Botes (2005) are of the opinion that a fundamental shift is necessary for academics from seeing the role of the university as that of producing basic knowledge and providing applied knowledge to helping in the resolution of the problems, to regarding the university as being jointly responsible for social change, in partnership with relevant bodies within the community. CE originated in North America where it was used to restructure education on the continent. Subotzky (1999) distinguishes three phases in the development of CE in North America: the 1970s are commonly associated with outreach programs by universities; in the 1980s, community priorities were increasingly incorporated into curriculum development and; and the 1990s saw a period of increased institutionalization when CE became synonymous with mainstream activities at universities (Marais, Botes, 2005). Currently, the perception is moving towards the notion of a scholarship of engagement. The scholarship of engagement encompasses the wide range of work that academics do in partnership with communities – through their teaching, research, community responsive clinical-care and service. JET’s research revealed that in South Africa there may be a range of purposes for developing a culture of service in HEIs, namely to inculcate a sense of civic-mindedness in students and make them aware of their responsibility for contributing to society; to assist in nation-building by enabling students to gain a closer understanding of the life experience of people in different communities; to link academic study and research to issues of development so as to influence students’ values and attitudes; and to enable students and academic staff to acquire skills and to experience particular types of learning in community-based context mainly in context of poverty or under-development. (Bender, 2008)

From the previous paragraph, it can be argued that CE, as a scholarly activity, is of critical importance both in shaping South African students and future citizens and in producing knowledge that is the most relevant and useful to the South African development context. Internationally, there is a large volume of literature dealing with the advantages of CE - and this literature evidence is also growing in South Africa. Some of the most eminent advantages of CE that have been identified are (Marais, Botes, 2005, p. 183):

- *In fostering community development and social equity, this concept constitutes a complementary alternative to entrepreneurialisation of higher education.*
- *It integrates and mutually enriches experiential learning, socially relevant research and community service.*
- *It improves collaborative forms of decision-making.*
- *More effective learning takes place.*
- *It provides opportunities for relevant research, the production and dissemination of knowledge.*
- *And it helps to improve relationship skills and planning abilities.*

During 1997 and 1998 the Ford Foundation gave a grant to Joint Education Trust to conduct a survey of community service in South African higher education. The key findings of the survey were as follows: (a) most HEIs in South Africa included community service in their mission statement; (b) few HEIs had an explicit policy or strategy to operate this component of their mission statement; (c) most HEIs had a wide range of community service projects and (d) in most cases these projects were initiated by innovative academic staff and student and not as deliberate institutional strategy, and certainly not as a core function of the academy. (Lazarus et al. 2008)

Building on these results, the JET in 1998 founded Community – Higher Education – Service Partnership (CHESP) initiative. The specific operational objectives of CHESP are: (1) to support the development of pilot programs that give expression to the CE mandate of the Education White Paper; (2) to monitor, evaluate, and research these programs and (3) to use data generated through this research to inform higher education policy and practice at a national, institutional, and programmatic level. It is

clear that the CHESP has been designed to provide direction and support for embedding CE in South African higher education system.

The CHESP activities worked in close cooperation with national higher education stakeholders, including the national Department of Education, the Higher Education Quality Committee of the South African Council on Higher Education (HEQC), and the South African Qualifications Authority (SAQA). The main intention of this cooperation was to ensure that the pilot initiatives supported by CHESP were strategically placed to inform national policies regarding CE, with the expectation that community engagement activities would proliferate once such policies were put in place.<sup>20</sup> (Lazarus et al. 2008) The CHESP initiative has become one of the most important tools which are helping to include CE as a core function of the higher education in South Africa.

#### ***4.1.1 Typology of community engagement***

There are number of definitions to describe the various forms of student community engagement in higher education. These forms may be placed on a continuum between two important distinctions (HEQC, 2006):

- the primary beneficiaries of the service (community or student) and
- the primary goal of the service (community service or student learning).

One characteristic that is common to all mentioned forms of community engagement is that they all embrace a measure of experiential learning.<sup>21</sup> The main forms of CE are: (a) *volunteerism*: an engagement of students in activities where the primary beneficiary is the recipient community and the primary goal is to provide service and they are fundamentally altruistic by nature; (b) *community outreach*: also an engagement of students in activities where the primary beneficiary is the recipient community and the primary goal is to provide service – however, these particular programs involve more structure and commitment from students and result, to a larger

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<sup>20</sup> See the Figure No. 2 in the annexes for a diagram showing “strategic positioning“ of the CHESP project in the system.

<sup>21</sup> See the Figure No. 3 for the visualization of various forms of student community engagement and their place on the continuum as explained in the text.

extent than in previous category, in student learning; (c) *internships*: engage students in activities where the primary beneficiary is the student and the primary goal is student learning and generally they are fully integrated into the student's curriculum; (d) *co-operative education programs*: the primary beneficiary is the student and the primary goal is student learning – however, cooperative education provides students co-curricular opportunities that are related to, but not always fully integrated with, the curriculum and (e) *service-learning*: modules or courses engage students in activities where both the community and student are primary beneficiaries and where the primary goals are to provide service to the community and equally to enhance student learning through rendering this service. (HEQC, 2006)

In the literature, one can find other forms of CE like distance education, community-based research, participatory action research, professional community service (Lazarus et al. 2008), clinical and pre-professional programmes, faculty professional service, economic development initiatives, political outreach and community access to facilities and cultural events. (Bringle, Hatcher, 2005)

In the next part of this thesis, service-learning will be discussed as one of the most relevant forms of the CE in higher education (together with the community-based research, participatory action research and community development engagement) for the socio-economic context of contemporary South Africa.

#### ***4.1.2 Service-learning: A tool for transformation of higher education in South Africa?***

Service-learning has already been discussed in the first chapter. Definitions have been presented and questions have been raised for further research in service-learning theory and practice. In this sub-chapter, the arguments made will be connected to the previous chapters and reasons will be given for why service-learning should be enhanced and incorporated in the curriculum of South African HEIs.

Service-learning points to the importance of contact with complex, contemporary social problems and efforts to solve them as an important element of a complete education. According to Dewey's theory (Hatcher, Erasmus, 2008), the process of service-learning results in a reconstruction of experience, a re-codifying of habits (i.e. overcoming racial bias), and an ongoing questioning of old ideas, or a habit

of learning experientially. Thus, experiential learning (service-learning) so pursued transforms students, helps them revise and enlarge knowledge and significantly alters their practice. (HEQC, 2006) In South Africa, the mandate for transformation in higher education originates outside individual institutions. The South African government identified SL as one of the three “core functions” of HEIs and set out specific indicators for the assessment of quality in SL programs. The higher education system in South Africa views SL as one of a number of evolutionary strategies that should help to bring proposed transformation. SL is well-placed to meet the multitude of social and educational demands on higher education because, according to many authors, it (O’Brien, 2005, p. 73):

- *Advances a holistic approach to human development by simultaneously promoting intellectual, practical, experiential and ethical growth.*
- *Is underpinned by Deweyian notions of linking knowledge and experience, individuals with society, reflection with action and democracy with community.*
- *Appreciates the expertise of diverse people in contexts outside mainstream academia.*
- *Emphasizes structured, critical reflection opportunities which encourage students and indeed all involved in the learning/serving experience to step outside dominant understandings to find new solutions.*
- *Seeks “win-win” situations, ideally, focusing equally on communities’ developmental priorities and students’ learning goals. This duality differentiates SL from voluntary community service which primary benefits communities and from internships or fieldwork which prioritize student learning.*

Volunteer community service is generally viewed from a philanthropic perspective while the service-learning is based on civic perspective. A philanthropic perspective emphasizes the spirit of altruism, while the civic perspective regards mutual respect and interdependence of rights and responsibilities as being important. The latter points out the nurturing of citizenship and understanding of the interdependence of communities, based on democratic civic values as being central to service-learning. (Wyk, Daniels, 2005) A civic perspective of SL essentially encourages the idea of

reciprocity and collaboration between all stakeholders in order to transform service into effective SL initiative. Therefore, in the context of South Africa's social transformation, students can be mentored in SL to address deeply embedded social problems in order to bring about important structural changes both in social and economic relations and the development of society (Wyk, Daniels, 2005).

According to Erasmus (2008), SL endorses the notion that all participants should have full say in defining the outcomes of the engagement. This provides an enabling environment for both curriculum and community development to take place within more open, collaborative, and reciprocal system of contemporary knowledge society. In addition, the outcomes-based, more student-centered and community-oriented approaches encouraged by the SL ethos, are geared towards creation of better prepared students to take up social responsibilities in the new democratic South Africa. Through SL environment, students can gain first-hand experience of different realities and are given an opportunity to develop resilience, problem-solving skills, and a deeper understanding of their future roles as professional practitioners.

There is a pure need to prepare students for a rapidly-changing and globalized world (by enabling them to "think globally"), while at the same time ensuring that they develop the relevant competencies for "acting locally" in the highly uncertain, challenging environment of a developing country. The inclusion of a SL component in the curricula of students in the South African higher education could meet such challenging requirements. (Erasmus, 2008)

Part of the strength of SL is represented in its compatibility with other pedagogical trends in education, such as collaborative learning, problem-based learning, and action research. The transformational changes in higher education in South Africa are parallel with a shift from so-called *reproductive learning* to *reconstructive learning*. Reproductive learning characterizes memorization and knowledge acquisition as compared to reconstructive learning that is symbolized by the understanding and application of theory in practice, as well as viewing information both in context and from different perspectives.

Another defining attribute of SL is that, along with academic learning, it also aspires to enhance students' civic growth (i.e. through broadening of awareness).



Developing a “good” citizen is not a new role for higher education and there are many pedagogical approaches for civic learning. The emergence of SL has heightened attention to the nuances of the civic domain and social responsibility as a set of intentional educational objectives to be addressed seriously in higher education, which is highly applicable for current circumstances in South Africa. (Bringle, Hatcher, 2007)

Service-learning has the clear potential to become a central tool for transformation of higher education in South Africa. But there are some challenges that need to be further researched, explored, and implemented in the practice of SL in order to meet this potential. These issues will be discussed in the following parts of the thesis.

#### **4.2 Institutionalization of community engagement and service-learning in HEIs**

One of the challenges for CE and SL is the institutionalization in the South African higher education system. It is one of the most important preconditions for successful and sustainable outcomes of the CE and SL initiatives.

In order to create a situation where SL courses are sustained and viable elements of the normal academic offerings of South African HEIs, they need to become an integral part of the institution’s philosophy, policies, and practices. Although the already discussed CHESP initiative can encourage, promote, support, and advocate for more emphasis on SL, it remains the responsibility of the institution alone to design, implement, and maintain SL courses as part of their normal processes and academic offerings. Mouton and Wildschut identified following conditions for authentic institutionalization (Mouton, Wildschut, 2005):

- There should be a clear commitment to SL which must be articulated in the mission and philosophy of the institution.
- The institution should have an explicit SL policy and clear rules/regulations concerning SL courses.
- The institution should have a SL or CE office/ officer or committee that is dedicated to the promotion of SL and CE on campus.
- The institution should commit itself to assigning funds and other resources for the dedicated use of SL initiatives.

- And the institution should provide support and capacity-building to SL staff.

There are some institutions that have an explicit commitment to SL which is reflected in their official policy documents<sup>22</sup>. However, some reports (based on reflective papers, personal journals, diaries, evaluation session, focus groups and interviews from various HEIs) are quite critical about the real extent to which SL is widely adopted in the institutions. At one level, there are committed (but often junior) members of the academic staff who are passionate about SL and are leading the SL courses. At another level, one can find vice-chancellors who express support for SL and who would like to see real policy in place that ensures that SL is encouraged at their institution. But in many cases, the gap between executive support and very junior (level of academics) participation is not really filled. There is an evident lack of support from senior academics, deans, or heads of schools. In most institutions there are only few, if any, exiting rewards for SL. Unless this situation changes, there is a very little incentive for an already highly overburdened academic community to invest in SL. Therefore, in addition to the essential commitment from the top (executive, management), it is clear that SL will only become part of mainstream academic work of South African HEIs if it is developed and nurtured from “below”. There is an eminent need for scholars who actively promote and implement SL as a viable and necessary end itself – and not only as a means to some other end. (Mouton, Wildschut, 2005)

There are many reasons for the institutionalization of the SL; including (Bender et al. 2006):

- Provides the academic context for SL; attracts and support advocates for SL;
- Develops support to sustain academics’ SL practice; enhances community-engagement; strengthens HEI - community relationships and improves the collaboration and partnerships between HEI, communities and service agencies;
- Promotes interdisciplinary teaching, learning and research and strengthens departmental collaboration and provides the foundation for

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<sup>22</sup> I will discuss specific examples later in the chapter.

initiating and developing a service-learning office or centre with staff, to support other staff engaged in SL.

The following structural and programmatic elements are essential for advancing and sustaining SL (Bender et al. 2006):

- First of all a centralized office need to be in place to perform a coordinating and facilitating function and thus ensure sustainability of the SL initiatives.
- Secondly the important facet of institutionalization of SL is the establishment of staff performance review, appointment and promotion policies that support academic staff members' participation in SL.
- And thirdly an alternative strategy to writing a separate policy for SL is to introduce SL into all relevant existing policies and institutional strategic plans to ensure commitment and buy-in from all stakeholders at HEI.<sup>23</sup> Institutionalization can be facilitated by the proposed audit of all existing CE activities (community outreach, community service, volunteerism, community-based education work integrated learning, field education etc.) at the HEI. During this audit, institution would identify the experiential learning already existing within the programmes – that is learning that would lend itself to incorporation reflection, reciprocity, equity, development and diversity and could be modified into SL modules or courses.

Although most South African universities included the notion of community service in their Missions Statements at the time of JET's initial survey in 1997, no institution had a particular policy or strategy for operationalizing this component of their mission statement. In the three year rolling plans submitted to the national DoE in 1999, only one university included community engagement as core function. Reflecting on the progress made by universities in South Africa in the last years, those who have adopted an institution-wide policy and strategy have made considerably better progress

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<sup>23</sup> See the Figure No. 4 in the annexes for a graphical visualization of an infused approach to institutionalization of SL based on the HEI policies.

than universities that have not done so. Most universities participating in CHESP developed institution-wide guidelines, policies, and strategies for community engagement. Moreover, some institutions have developed additional policies in critical areas such as risk management for student placements in the community and criteria for staff promotion and rewards related to the CE initiatives. (Lazarus et al. 2008)

### **4.3 Policies and examples of CE and SL initiatives at chosen South African HEIs**

Here I will briefly discuss policies, strategies and programs for the implementation of CE and SL at the following South African HEIs: University of Witwatersrand, University of KwaZulu-Natal, University of Pretoria, University of Free State, and Stellenbosch University. These universities are in different parts of the country with different regional problems and all of them are pursuing institutionalization and realization of CE and SL activities since the end of apartheid regime. Examples of SL initiatives from the field will be provided next.

#### **4.3.1 University of Witwatersrand**

The University of Witwatersrand's (Wits) response to the national policies (represented by the 1997 White Paper on Higher Education and 2002 National Plan for Higher Education) is articulated in its strategic plan, *Shaping the Future*. This plan has implemented a holistic and integrated approach to developing new knowledge, improving teaching and learning, and rendering service to the community. The concept of service in the Wits strategic plan includes: sustaining direct links between teaching and research; bringing research and community closer together; pursuing and developing joint activities and programs with partners from other tertiary institutions; and promoting and introducing opportunities for student involvement in a range of community-based activities, including those which earn academic credit.<sup>24</sup> (Castle, Osman, 2003) The form of service-learning module at Wits is the *Service-learning in Adult Education and Training*. The module has been running since 2003 at Wits within the School of Education. It is offered each semester for second and third year BA

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<sup>24</sup> The Office of Community University Partnerships (CUPS) is a unit at Wits which coordinates all the university's CE activities. The office was restructured on the 1<sup>st</sup> of January 2008 with the respect to the strategic partnerships that are aligned with the university's 2010 and 2020 goals. (CUPS Online, 2011)

students and was developed to address the widespread problem of illiteracy and the lack of basic education among adults. The partners in this particular SL module are: the HEI in the form of module lecturer and students, the service agencies in the form of range NGOs and church-based service agencies offering Adult Based Education Training, and the community in the form of adult learners participating in Adult Based Education Training classes. (HEQC, 2008)

#### **4.3.2 University of KwaZulu-Natal**

The University of KwaZulu-Natal (UKZN) included amongst its stated goals the following statements that reflect its commitment to service the wider community: support and contribute, across the academic enterprise, to national and regional development and the welfare and improvement of wider community; and provide holistic education which promotes an awareness of social responsibility and sound ethical practice in a diverse society. ( Maistry, Ramdhani, 2010) Furthermore, the UKZN's *Strategic plan 2007 – 2016* included responsible community engagement in its second goal. According to this strategic plan UKZN should: “ ...contribute through knowledge to the prosperity and sustainability of our province and to the nation-building, by connecting with and committing ourselves to the communities we serve in a manner that adds value and earns their respect, admiration and trust”.<sup>25</sup> (UKZN Online, 2007, p. 8) One of the examples of SL module at UKZN is *HIV/AIDS and Service-learning: Transforming Theory into Practice*. This module is offered to third-year students majoring in Psychology. The partners in this SL module are: the HEI represented by UKZN, more specifically academic staff and students responsible for implementation of the module; the service agency in the form of a local high school and the community in the form of a group of local learners who attend this high school. The students are given an opportunity to develop and implement an HIV/AIDS and sexuality intervention with young learners at a local high school with the main aim of enabling these youth to make more health-promoting decisions in their future. (HEQC, 2008)

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<sup>25</sup> The *Strategic plan* also states that University will: promote and reward CE that adds values, embed CE that adds value in selected niche academic programs and give effect to public/private partnerships, including mutually advantageous dynamic agreements with local municipalities and government. (UKZN Online, 2007)

#### ***4.3.3 University of Pretoria***

The University of Pretoria (UP) approved its community engagement policy in 2006 by the University Council. The policy was informed by an institution-wide audit on community engagement. A university-wide strategic plan for community engagement was developed and released in October 2007. Community engagement is thoroughly entrenched in the University's new strategic plan. (Lazarus et al. 2008) In 2007 a Department of Community Engagement (DCE) was established and the Director of Community Engagement was appointed. The DCE comprises from two divisions. Community Engagement Programs and Projects, is outwardly focused to engage with communities and service providers. Curricular and Research-Related Community Engagement is inwardly focused and aims to embed CE as part of the academic environment of the University community. Moreover, Community Engagement Forum was established that comprises representatives of all the faculties, support service departments and other entities that oversee the operationalization of the University's CE policy. (UP Online, 2011)

#### ***4.3.4 University of the Free State***

The University of the Free State (UFS) is considered to be a pioneer HEI in South Africa in the process of institutionalization of the CE and SL initiatives. The focus on CE as a core function of the university manifested itself in the adaption of the first CE policy in 2002. The policy was reviewed through an inclusive participatory process over 18 months and the second version was adopted by the University Council in September 2006. Both policies underscore the ever-growing realization of the importance of integrating CE with teaching, learning, and research and that only such integration would unequivocally establish CE as a central component of the university's work and scholarly activities. (Lazarus et al. 2008) According to the CHESP evaluation report, UFS is the only one institution which achieved phase 3 in institutionalization of SL. The phase 3 means normalization and integration through recognition and reward systems. In other words, SL is considered as standard academic practice. (Mouton, Wildschut, 2007) The example of the SL module at UFS is: *Addressing health needs with a Focus on Community-based Care*. The module is offered in the field of Nursing and is a first-year module within the generic degree of Nursing at UFS. The partners in this SL module are: the HEI in the form of UFS staff and first year nursing students;

service agency partners in the form of two local schools - Botlehadi Primary and Tjebelopelo Primary; and the community in the form of the people of Mangaung and, particularly, the inhabitants of Bloemside Phase Six. The SL module is centered around the importance of addressing both community-identified concerns and factors influencing the health and quality of life of a whole community. (HEQC, 2008)

#### ***4.3.5 Stellenbosch University***

The Stellenbosch University CE policy was approved by the University Council on 28 June 2004. The policy is intended to provide guidance for CE initiatives and management of the core function of CE at the university. Following key issues could be found in the policy: the legal and institutional framework within which it is situated; the community interaction model that the university employs; policy objectives; terms and definitions; basic policy principles; management and functions; monitoring; evaluation and funding. The policy was developed by a Task Group chaired by the Deputy Vice Chancellor.<sup>26</sup> (Lazarus et al. 2008)

#### **4.4 Managing partnerships between HEIs and communities within CE initiatives**

The establishment of the effective partnership between HEI, service provider and community is one of the most crucial challenges in order to successfully provide CE and SL initiatives in South Africa. Not to mention, the benefits of the SL programs for different stakeholders are object of unceasing discussions. In the academic discourse, there is more attention paid to benefits for students and HEI than to benefits for service providers and, most importantly, than to benefits for communities themselves.

Effective university-community collaborations should ideally occur in service-learning programs to avoid power imbalances and to ensure that both the community and university interact in the relationship in an equitable manner. When considering partnership that exists between the community and university in service learning, the community provides resources in the form of educating students about strengths and pressures that the community experiences, while the students bring academic knowledge and training to bear on issues faced by community. (Mitchell, Humphries,

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<sup>26</sup> See the next chapter Case study: Stellenbosch University for the detailed information about CE and SL policies, programs and activities at Stellenbosch University.

2007) Theresa Hogue, from the Oregon Center for Community Leadership, describes the relationship of a partnership along three following dimensions (Mitchell, Rautenbach, 2005):

- The dimension of purpose: partnership as a way in sharing resources in addressing common issues and to merge resource bases to create something new.
- The dimension of structure: understanding the structure of a partnership as being a central body of people that consists of decision makers who have defined roles and formalized links and who develop new resources and joint budget.
- The dimension of process: with the process of a partnership involving autonomous leadership with a focus on issues, group decision-making in all groups and clear frequent communication.

To date, the shared power in partnerships remains ideal. But many authors, like Mitchell, Humphries and Rautenbach, warn that SL and its associated promise of reciprocity and mutual benefit run the risk of becoming rhetorical promises at the level of national policy and institutional practice. In many cases, the communities are being treated as an experimental laboratory for higher education and resist the unidirectional nature of HEIs efforts', and many institutions use partnerships to serve their own interests and treat partners as so called "study subjects". One of the explanations for the inequitable relationship between university and community in SL is the lack of community voice in SL research. (Mitchell, Humphries 2007; Mitchell, Rautenbach 2005)

In South Africa, one of the implicit values of partnership is the commitment to social transformation and redistribution through the building and sharing of capacity. The CHESP model identifies three partners that form a triad: the service providers, the community, and the HEI. This tri-sector partnership is an approach that could ensure economic growth and opportunities to be more equitable and sustainable for the partners. The formation of a triad partnership has the added value of a third partner whose presence could diffuse power imbalances. The partnership within the context of SL is described as knowledge-based collaborations in which all partners have things to



teach each other, things to learn from each other, and things they will learn together. Successful partnerships are aligned with the institutional missions, have institutional support, and reflect and influence the goals of the institution. Maintaining the sustainable HEI-community-service partnerships could be achieved if the six “Rs” of participation are applied: recognition – recognize contribution; respect – everyone wants to be respected; role – everyone needs to feel needed and valued; relationship – encourage accountability, mutual support and responsibility; reward – there must be obvious benefits and results – deliver on outcomes. (Bender et al. 2006)

The notion of SL (service rendering through learning and learning through service-rendering) logically means that there are two primary beneficiary groups: students who receive and experience learning through the standard lecturer input, their interaction with service providers, and through their interaction with some community group; and the community to whom the service is delivered (which benefits through learning but also by receiving a specific service such as teacher training, clinical counseling, business development skills, and increased knowledge of their human rights).

There are also secondary benefits and beneficiaries. In the delivery of SL course, the academic staff benefit directly through their partnership with some service provider and from feedback from their students. Other academic staff draws indirect benefits through their normal interaction with colleagues involved in SL courses and from feedback given to the community. Plus, service providers also receive secondary benefits through their direct interaction with the students and through indirect interaction with community members in the SL course. However, the success or failure of a course should be measured in terms of whether the primary benefits have been met or not. The reason is that, in general, one would not claim the success of a SL course if neither the students nor the targeted community have drawn benefits. (Mouton, Wildschut, 2005)

Despite its emphasis on mutual benefit, SL often remains a university-focused activity. The value of SL lies in its location in the real world, where those involved proceed from doubt to the resolution of doubt, to the generation of new doubt. Unfortunately, the wide-spread adoption of SL has resulted in dilution of these original

intentions within higher education settings where the top-down nature of knowledge production and dissemination supports a perspective of SL first and foremost as a “technical” practice or an effective pedagogical practice. Thus, in many cases, SL remains at the level of an “effective pedagogy”, the by-product of which is a charitable outcome for the communities involved.

However, many authors have highlighted that universities need to move from relating to communities in the form of charity to focusing in issues of justice, so that mutually beneficial and equal partnerships can be developed.<sup>27</sup> Charity emphasizes the service-provider and, at the same time, undervalues the recipient. This results in power imbalances that leave the community with a feeling of resentment towards the university. They feel like a laboratory in which the university experiments or demonstrates its social relevance.

On the other hand, viewing communities from the perspective of justice rather than charity promotes examination of the power relationships that exist in the community-university partnership. It allows communities to be understood through the identification of their strengths, assets, and wisdom versus only understanding the community through the perspective of deficits and needs. Justice promote the sense of mutuality and this means that the community and the institution can try to develop a shared reality through mutual communication, recognition, access to resources, and access to opportunities whilst recognizing separateness in terms of each partner’s sense of autonomy and freedom to choose whether to participate or not in the chosen form of partnership. (Mitchell, Humphries, 2007)

In support of the community voice, some authors argue that more and better qualitative research is needed to provide deeper understanding and texture to the existing knowledge of how SL can benefit communities more productively. By focusing on the community perspective, those authors suggest encouraging the view that greater attention should be paid to the fine balance between service and learning in the

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<sup>27</sup> Ramdhani and Maistry in their work as a SL program coordinators are promoting an idea that the SL initiative they are setting up have to have as a central notion instead of charity notion of empowerment. The goal is through the service learning program to create conditions for empowerment of particular community. (Ramdhani, Maistry, 2010)

development of SL programs so that community needs are linked to defined learning expectations for the students. (Nduna, 2007)

Although, there are also some other views of possible shortcomings of SL activities. Based on the result of community service evaluation conducted by Lazarus (2008) and Marais (2005), it is argued that in the tri-partnership between the community, the university, and a public sector department (or service provider), the two partners who had benefited the most were the first two mentioned. In his opinion, the lack of involvement of service providers as operational structures is one of the main obstacles to the establishment of a more sustainable approach to SL. If service providers were optimally involved, students could still be engaged in different forms of action research and still provide a service, but the service would be provided through the agency of service providers (whose primary job it is to provide these particular services).

According to Marais (2005), in this case the partnerships should probably no longer be known as university-community partnerships but rather as community – service provider – university partnership. Partnerships with service providers and communities at the core, and with the universities operating in background, could assist in building service provider institutions with the strong ability to deliver services. (Marais, Botes, 2005)

#### **4.5 Connecting research and community engagement in South Africa**

Research and its findings are crucial for future development of any area of human activities. As already mentioned in the previous sub-chapter, more and better research is required in the area of benefits of community engagement and service learning for communities, particularly in South Africa. But this does not necessarily mean there is a definite lack of the research concerning CE and SL. On the contrary, many studies have been done in the recent years. Most of them have tried to define the most appropriate research method for CE and SL, benefits for students, and student outcomes. The most important question is how to implement products of the research and evaluations into the practice of the CE activities and SL programs.

Kolb's experiential learning theory highlights the importance of both reflection and active experimentation, for each is a bridge between concrete experience (practice)

and abstract conceptualization (theory). Research on SL, in particular, and scholarship related to community engagement in general, represent reflective activities that tie together innovation, implementation, knowledge, feedback, analysis, and interpretation. According to the Hatcher and Bringle (2005), educators conducting research and scholarship connected with SL should strive to meet following criteria producing effective reflection (Bringle, Hatcher, 2005):

- Bridge the abstract and the concrete – SL scholarship and research should enhance to both theoretical understanding and practical solutions.
- Be regular – SL scholarship and research should be conducted across the implementation of a course.
- Be structured – SL scholarship and research should be systematic, programmatic and allow for clear inferences in order to increase the knowledge base for teaching and learning.
- Allow for feedback and assessment - SL scholarship and research should be public in respect to be reviewed, evaluated, critiqued and recognized by peers and others.
- Clarify values - SL scholarship and research should guide work within a system that honours certain types of knowing and at the same time that contribute to the outcomes that promote justice, democratic participation and enhance the quality of life.

In the South African context, where the concept of SL has been introduced fairly recently, mapping the different ways in which community engagement, SL and research can be linked and integrated is of the utmost importance. It is also crucial for its future development. Strengthening the linkage between SL and the broader national research agenda could lead to even greater acceptance of SL as a worthwhile scholarly effort in the South African environment. The definitive attribute of action learning that characterizes the pedagogy of SL allows for action research methodologies to emerge in the quest to accommodate multiple ways of knowing. (Erasmus, 2005) The definition of action research offered by Reason and Bradbury (2001) illustrates how well it resonates with the philosophical paradigm of SL:

*“ ...action research is a participatory, democratic process concerned with developing practical knowing in pursuit of worthwhile human purposes. ...it seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities.” (Erasmus, 2005, p. 11)*

Participatory action research (PAR) then provides meaningful framework for collaboration between research team members, including students, and those outside academy. The natural affinity between SL and PAR, with the latter including both action learning and research, is illustrated by their common features. Some of these common features include the fact that they promote inclusive, collaborative learning and inquiry, reciprocity between theory and practice; and the fundamental premise that community members possess and generate valid knowledge about the social systems in which they participate. A more comprehensive research agenda for SL in South Africa, using PAR framework, should focus increasingly on themes that are connected with the *National Research Foundation*<sup>28</sup> focus areas. They must also continuously interrogate whether there is a true reciprocity and collaborative knowledge creation among partners/participants in the SL triad: academics, service providers, community. (Erasmus, 2005) PAR thus constituted a logical methodology to be used in SL, as it would assist universities to make far more relevant community research and ensure relevant participation. What is more is that Marais and Botes (2005) states following thoughts concerning PAR:

*“...this approach requires willingness to begin from local communities, to spend time in and with community, analyzing the community’s needs for the present and aspiration for the future.”(Marais, Botes, 2005, p. 185)*

One question raised in literature on research about SL is whether different ways of understanding and evaluating are needed if it is to be promoted as a new method of higher education learning, teaching, and connecting with communities. Focus groups,

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<sup>28</sup> The *National Research Foundation* has identified a portfolio of focus areas that collectively provide a broad framework for researchers across spectrum of disciplines to pursue their research interests while taking into account the global or micro-economic as well as relevant national, regional and local developments. (Erasmus, 2005)

interviews, participant observation, and document analysis (using students' journals) have been some of the common research tools used in research around SL. In addition to identifying research methodology, it is fundamental to review those aspects of SL upon which researchers have focused so that the gaps about current state of knowledge about SL can be identified. Great attention in research studies appears to have been paid to relationships and partnerships in SL. Still, there are other current concerns that have been addressed by researchers, including the role of race and gender, the integration of SL in disciplines, the role research can play in SL policy formation, and national coordination of research. (O'Brien, 2005)

Netshandama (2010) also states that CE in research lends itself to the participatory research approach in which community members are active participants at every stage of the research process. Participatory research is the systematic inquiry for purposes of education and taking action or implementing social change, with the collaboration of those affected by the issue being studied. The W.K. Kellogg Foundation Community Health Scholars Program defines community-based participatory research (CBPR) as:

*“...a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each bring.”*  
(Netshandama, 2010, p. 352)

The main principles of CBPR include co-learning about issues of concern: reciprocal transfer of expertise, sharing of decision making power, and mutual ownership of the product and process of research. In traditional research methods, the goal of translating research findings into practice has been insufficient and, to a great degree, disappointing. Yet, CBPR methodology theoretically increases the likelihood that particular research findings will be readily implemented in communities, because communities are involved in the preliminary testing during the research process. In this case, the research process can build strong and long-lasting partnerships between researchers and research participants. CBPR relies on stable partnerships that take substantial investments of time and resources to develop and sustain. As a result, co-ownership of the process with community partners is created. (Netshandama, 2010)

Therefore, it is argued here that community-based participatory research might be the most suitable research methodology that both reflects the needs of CE and SL in theory and, at the same time, brings solutions to implement its findings more smoothly in the real life practice.

## **5. Case study: Stellenbosch University**

For the purpose of the case study, Stellenbosch University (SU) was chosen as one of the most schematic example of the HEI transformation in South Africa. The main reason it was decided to describe SU's transformation process and community engagement activities is because author's own experience with the Study Abroad Program at SU from July 2010 until December 2010. The history of the SU, which is very important in order to understand the current position of this institution in the country's higher education system, will be briefly discussed. Then, a current profile of the university with respect to their community engagement policies will be presented. The University's language policy will be also introduced, along with the core community interaction<sup>29</sup> policy papers and community interaction projects. Furthermore, a recent initiative of SU called Hope Project will be explained. This project tries to identify the most important areas of interest for the future work of the SU. Lastly, a practical example of the service-learning module will be given: Learning for Sustainable Community Engagement (LSCE), in which the author has personally participated during his studies at SU. The LSCE module represents active cooperation between the university and its surrounding community. It's a great pattern of the involvement for SU in community interaction.

### **5.1 Methodology**

For the completion of this chapter, research-compilation method was partially used. This method is based on collection and classification of data concerning particular topic and further analysis and interpretation of these data. Moreover, the author's own research in the form of the interviews was used. A synthesis of the three core interviews with the three different professionals was implemented to support research-compilation part of the chapter. The interviews were conducted with the following people: Mr. Granthon Jansen (principal of Lynedoch Primary School in Lynedoch region near Stellenbosch), Mr. Grant Demas (project manager of the Lynedoch Primary School and lecturer of the LSCE module at SU), and Mr. Mike Leslie (coordinator of International Student Life and Integration, Postgraduate and International Office of SU). Other

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<sup>29</sup> The SU prefers the term „community interaction“ that offers in essence the same meaning as community engagement but with an emphasis on reciprocity between the University and the community. (CI Policy, 2009)



information from the non-formal interviews was combined with the author's critical examination of the collected data.

## **5.2 Brief history of Stellenbosch University**

Education in Stellenbosch has had a long history, starting with the beginning of colonial expansion of Dutch colonist in South Africa. In 1685, when the Dutch Reformed Church founded its second parish in Stellenbosch, an establishment was made with regular school instruction. In 1866, under the new Education Act, the local public school was restructured as a First Class Public School - also to be known as the Stellenbosch Gymnasium. The Stellenbosch Gymnasium in 1874 under the Higher Education Act opened its own professional division. It was called Arts Department, which may be regarded as the predecessor of the current Faculties of Arts and Science. Subsequently, in 1881, the Arts Department received its charter as a College. By a special Act of Parliament, the status and the constitution of the Stellenbosch College were awarded upon it. (SU Online, 2010) In 1899, the Stellenbosch College was renamed as Victoria College of Stellenbosch due to the jubilee year of Queen Victoria's reign. It became the first exclusively tertiary institution in the country. (Hill, 2009)

The creation of a university in Stellenbosch was made possible by Mr. Jan Marais, who donated 100,000 British pounds to Stellenbosch's higher education. The University Act, replacing the Victoria College in Stellenbosch by University of Stellenbosch, came into power on April 2, 1918. In the same year, the University of Cape Town was established and both of these institutions became the first teaching universities in South Africa. One year before changing Victoria College to University of Stellenbosch, the number of students at the College was 503 with 40 members of teaching staff, 20 professors, and 18 lecturers. Almost 100 years later, the number grew forty-fold. (SU Online 2010, Hill, 2009)

The University of Stellenbosch was initially issued as a bilingual higher education institution, using English and Afrikaans as a medium of instruction. Almost of all of its students was White. The bilingual universities, where bilingual Afrikaans-speaking students were in the majority, slowly evolved into the monolingual Afrikaans-speaking universities including SU at that time. By 1948, there were four Afrikaans-

medium universities in South Africa.<sup>30</sup> But since 1994, there has been a significant shift at SU to the bilingual-medium university. This shift can be attributed to the transformation process of higher education after the end of apartheid. In 2004, there were no Afrikaans-speaking monolingual universities in South Africa and SU became a bilingual-medium institution using Afrikaans and English language. (Du Plessis, 2005)

However, the latest SU mission statement promotes Afrikaans as a language of teaching and science in the multilingual context. Because of its history, the University is the centre of attention for strong community forces who would like it to remain as the symbol of the maintenance of the Afrikaner heritage and culture. The core of the SU language policy is summarized as a commitment to the use and sustained development of Afrikaans as an academic language in a multilingual context. Afrikaans is the default language at the undergraduate level and Afrikaans and English are used in postgraduate instruction. To date, the university is mainly white and Afrikaans in terms of both staff and student population. This situation is changing only very slowly in the process of transformation to a more diverse institution. (Leibowitz, Deventer 2007)<sup>31</sup>

### **5.3 Present profile of Stellenbosch University**

Stellenbosch University is continually recognized as one of the four top research universities in South Africa and on the African continent itself. It has one of the country's highest proportions of the post-graduate students and there is a considerable percentage of international students as well. (SU Online, 2010) SU has a total of ten faculties, ranging through the complete spectrum of disciplines. In total 27,694 students enrolled in 2010. Of this number 10,043 students represented post-graduate enrollments, which is 36-percent of all students. The international students accounted for 2,529, which is 9-percent of all students. Latest enrolments according to the home language used are: 50.5-percent Afrikaans, 36.9-percent English, 3.6-percent English and

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<sup>30</sup> Apart from University of Stellenbosch it was University of Pretoria, University of Free State and Potchefstroom University. (Du Plessis, 2005)

<sup>31</sup> For comparison in 2004 77 % of first year students were white and 89 % of lecturers were white. The overall percentage of white students was 71%. (Leibowitz, Deventer, 2007) The latest proportions for 2010 were following: Students – 67 % White, 16 % Coloured, 15 % Black and 2 % Indian; Academic Staff – 83 % White, 12 % Coloured, 4 % Black and 1% Indian. (SU Fact Book, 2010) For more details see the Figures No. 5 and 6 in the annexes.

Afrikaans, 2.2-percent isiXhosa, 3.3-percent other South African official languages, and 3.5-percent other languages. (SU Fact Book, 2010)

According to the Strategic Framework (SF) of Stellenbosch University, the *raison d'être* of the University is:

*„...to create and sustain, in commitment to the universitarian ideal of excellent scholarly and scientific practice, an environment in which knowledge can be discovered, can be shared, and can be applied to the benefit of the community.” (SU SF, 2010, p.9)*

Community engagement is reflected throughout the whole Strategic Framework document. In the *Vision* of the SU, the reflection is suggested as being relevant to the needs of the community, taking into consideration the needs of South Africa in particular, and of Africa and the world in general. Under the *SU Commitments*, the University acknowledges its historical ties with people and communities from whom it arose - more specifically with the view to the future that the University commits itself to apply its capacities, expertise, and resources to benefit the general South African community. Its core *Values* envisaged equity, participation, transparency, readiness to serve, tolerance and mutual respect, dedication, scholarship, responsibility, and academic freedom. The three main processes of the University identified in the document paper are research, teaching and learning, and community service. Within the community service process, the vision of the future is a University described by a vibrant interaction between institution and community to the advantage of both. (SU SF, 2010)

The 2012 Vision Statement of the Stellenbosch University is presenting following goals (SU Online, 2010):

- *“SU is internationally considered as an institution of excellence and a national asset to South Africa. SU graduates provide strong leadership skills in the community and in professional life.”*
- *“SU is making a positive and significant contribution to the intellectual, technological and natural and human sciences capacity both in South Africa and in the whole of the rest of Africa.”*

- *“SU is an active role-player in the development of South African society and culture...SU is playing a positive role in the solution of some of the country’s major issues.”*
- *“SU puts a high premium on diversity of ideas and is successfully attracting both staff and students from diverse backgrounds of South African society.”*
- *“Afrikaans is accepted as a language of teaching, scholarship and science, successful in giving students access to world-class scholarly and scientific practice in a uniquely multilingual context.”*

The University’s main management body consists from rector and vice-chancellor Prof. H. Russel Botman, vice-rector for community interaction and personnel Prof. Julian Smith, vice-rector for teaching Prof. Magda Fourie and vice-rector for research Prof. Arnold Van Zyl. (SU Online, 2010)

#### **5.4 Stellenbosch University language policy**

The language policy remains very sensitive issue at the Stellenbosch University. As shown above in SU’s historical background, the university is devoting a considerable amount of attention to promoting the Afrikaans language as the default language in the multilingual context. The English language serves as the second main language, predominantly used in the post-graduate level and research. The question is whether the continuous support and promotion of the Afrikaans as the default language is not at the expense of the international competitiveness and accessibility of the University.

The Language Policy approved in 2002 at SU is based on the following core concept:

*“The University of Stellenbosch is committed to the use and sustained development of Afrikaans as an academic language in the multilingual context. Language is used at the University in the manner that is directed towards engagement with knowledge in a diverse society.” (SU Language Policy, 2002, p. 1)*

Furthermore, the university is committed to the utilization of the academic potential of Afrikaans as a means of empowering a large and diverse community. This

includes a significant group of marginalized communities, a considerable number of non-Afrikaans speakers, as well as Afrikaans speakers who have a better command of Afrikaans than English. SU makes good use of English because of the language's international and local function, the strong presence of English speakers in the University, and the need for academic proficiency in English. English functions in combination with Afrikaans. Some of the main provisions of the Language Policy state that: Afrikaans is the default language of undergraduate learning and instruction, English is used in particular circumstances at the undergraduate level, Afrikaans and English are used in postgraduate learning and instruction, and the default institutional language of the University is Afrikaans, but Afrikaans, English and, where possible, isiXhosa are the University's languages of external communication. (SU Language Policy, 2002)

The SU Language Plan serves as an operationalization tool of the Language Policy in various contexts in which language is used at the University. The Language Plan was established in order to reach the ideal of Language Policy through different sets of specific recommendations. The ultimate goal is the provision of a favourable environment for learning and teaching within which the promotion of Afrikaans as an academic language and the development of multilingualism as an asset are able to receive a necessary attention. (SU Language Plan, 2010)

The evaluation of language policy conducted by Leibowitz and Van Deventer at SU, based on the four core questions<sup>32</sup>, has revealed a major support and pro-Afrikaans attitudes among both students and teaching staff. Also, the study has showed a considerable support for maintaining a bilingual system of teaching and learning between all stakeholders at the university. However, from the study, it is evident that there are many white-Afrikaans speaking individuals who would move to English to cater for bigger diversity, whereas others would perceive this as becoming further marginalized as a linguistic minority in the country. (Leibowitz, Deventer, 2007) From

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<sup>32</sup> The core questions of the evaluation were following: 1. How is the policy as it has been implemented, being experienced by lecturers, administrative personnel and students? 2. What is the perceived impact of the policy on teaching ethos, management, fundraising, and budgeting and recruitment at SU? 3. What suggestions for the improvement of the implementation of the policy or for changes to the policy are provided by target groups? 4. What suggestions for further research on language and teaching and learning are raised by the target groups? (Leibowitz, Deventer, 2007)

the human rights point of view, the adoption of Afrikaans as the default language of teaching and instruction at undergraduate level seems justifiable in terms of principles of linguistic diversity and maintenance of the culture, language and heritage of one of the significant minorities in the country.

On the contrary, this position is undermined by the fact that the policy is perceived to be disadvantageous by a considerable minority of students and staff from whom many are non-Afrikaans speaking and many of whom are black. Leibowitz (2007) is suggesting that the “right to participate” is having priority over the “right to recognition of identity”. In this particular case, human rights includes the right to participation in educational process. A possible way forward might be to recognize linguistic diversity as an asset. A practical, but probably idealistic, response at institutions in multilingual societies to the diversity vs. equity dilemma mentioned above would be to extend all stakeholders’ willingness to learn the language in which they do not enjoy sufficient proficiency and, what’s more, to extend all stakeholders’ tolerance of the needs of others in relation to language. This might be a more comprehensive way to meet a call for the creation of HEIs whose identity and cultural orientation is neither black nor white, based on English or Afrikaans-speaking, but unabashedly South African. (Leibowitz, Deventer, 2007)

According to Mike Leslie from Stellenbosch University (Leslie, 2010), language policy still remains very sensitive issue. According to Mr. Leslie, it should be up to the management to decide how they feel the language policy is responding to the developmental needs of the country. In the case of SU, placed in the Western Cape Province where the majority of population is Afrikaans speaking coloured people, if the language policy is to reflect their needs and position in higher education, then one would expect that this group of people would make up a greater percentage of the institution. However, that is not a case at SU. The fact that the vast majority of students are white, Afrikaans speaking and the number of white English-speaking students is increasing, sends a message that the language policy is achieving counter developmental ends in terms of demographic of the students now. Mr. Leslie further suggests that if the institution wants to maintain such an emphasis on Afrikaans as a language, then it needs to make sure that it will reflect the needs of the Afrikaans speaking population of the Western Cape which is, as mentioned, predominantly

coloured. Otherwise, it needs to realize that it has all the right to promote Afrikaans in the multilingual context - but it should make a stronger orientation towards the developmental needs of South Africa as a whole. This will inevitably slant the institution more toward using English. According to Mr. Leslie, this has slowly started to happen because of the lack of academic work necessary to remain internationally competitive, especially on the undergraduate level. (Leslie, 2010)

### **5.5 Community interaction**

Community interaction (CI) initiatives at SU have made a significant progress in the past 20 years. The University has even established a special Division for Community Interaction. This division reports directly to the Vice-Rector for Community Interaction and Personnel. The main functions of the division are policy development, the management of partnerships, the promotion of service-learning, the maintenance of CI database, marketing and promotion of CI, and the management of the community centre in the Lüchoff School. (CI Online, 2010)

The main policy document is the Stellenbosch University Community Interaction Policy, which was reviewed in 2009. The main purpose of the policy is to provide a rationale and context for the University's CI activities. CI as a core function of the university exists to nurture and manage partnerships with communities, facilitating cooperation between communities and the university, and providing a means whereby both parties can actively discover knowledge, teach, and learn from one another. It supports the institutional commitments to reciprocity, redress, development, and transformation. In relation to development agendas, the CI policy guides the university's action as an active role player in civil society, an important partner of industry, and as a local, provincial, national, and international player in terms of local Integrated Development Planning, Provincial Development Planning, National Development Strategies, and key Development Themes emanating from the Millennium Development Goals. (CI Policy, 2009)

The CI policy document presents four basic types of community interaction: (a) integration of teaching and learning, research and CI; (b) integration of teaching and learning and CI (service-learning, short courses); (c) integration of research and CI

(contract research, community-based research); (d) and volunteerism and public service<sup>33</sup>. (CI Policy, 2009)

The Office of Service-learning is running under the Division for Community interaction of SU. The *Vision* of the Office is to set up a service-learning as a transformative, learner-centered, and community-oriented pedagogy in all academic programs of SU. The main *Mission* of the Office is to offer support and capacity to staff and students to promote the integration of CI in the curriculum through service-learning and into research through community-based research methodologies. (CI Online, 2010) In 2008, the university's Community Interaction Committee of Senate selected ten community interaction projects as flagship projects - some of which are funded through central university funds. The flagship CI projects are as follows: Africa Center for HIV/AIDS Management, Legal Aid Clinic, Matie Community Service, SciMathUS, TB-free Kids, Technology Research Activity Center South Africa, Trout Small-scale Farming Project, Ukwanda Center for Rural Health, Unit for Religion, and Development Research and Wordfees. Moreover, SU prepared and signed Memorandum of Understanding with the three core regional partners on whom the community interaction model is built; the Stellenbosch Municipality, the City of Cape Town and the Provincial Government of Western Cape. (CI Online, 2010)

From the core interviews conducted with Mr. Granthon Jansen, Mr. Grant Demas, and Mr. Mike Leslie it is clear that in the last 15 to 20 years, SU has made an unprecedented movement forward in community engagement activities and different types of community interaction initiatives. (Jansen, 2010, Demas, 2010, Leslie, 2010)

Mr. Leslie argues that, in the South African context, universities have a responsibility to have a developmental focus and agenda. Stellenbosch University is, in this respect, moving in the right direction. After all, the management of the SU is trying to align the University's research priorities to five developmental themes related to the Millennium Development Goals. In order to be a developmental higher education institution, the particular institution needs to find a balance between community engagement, teaching and learning, and research. According to Mr. Leslie, SU has not yet found this balance. Still, it is heading in the right direction. An important step is the

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<sup>33</sup> See the Figure No. 7 in the annexes.



appointment of the manager for service-learning at SU, which falls within the Division for Community Interaction. His main role is to provide institutional capacity building and equip lecturers with the knowledge of how to develop service-learning courses. (Leslie, 2010)

More could be done to make sure that the quality of service-learning activities delivered is high and that the relationship between the different departments and lecturers holding service-learning activities and the community partners, are monitored. This would provide quality feedback as to whether SU is honoring its promises. The other issue is that sometimes there is a lack of clear benefit for the communities in community engagement activities. This problem undoubtedly needs to be acknowledged by the university. The key component that is missing is stronger engagement with the community partners and its sustained and continuous reflection. To make service-learning efficient, the institution needs to consider aligning its service-learning programs to the developmental needs or themes that it wants to deliver upon. This is slowly happening at SU. For example, as part of the educational theme, the University needs to be sure to target youth - specifically unemployed and unskilled youth that are dropping out in the secondary schools. (Leslie, 2010) Then, the particular Faculties (e.g. Faculty of Education) should construct programs in terms of service-learning working with organizations involved in youth development and capacity building.

Leslie concludes that SU as an institution, where the theories that underpin apartheid were built, has a historical obligation to take part in the development of surrounding communities and has an incredible capacity that can be applied for the benefit of local population. Institutionally, SU is increasingly aware and active in this matter. SU has fairly advanced in terms of orienting itself towards a developmental agenda in comparison with other South African HEIs. But there are still some key structural changes that need to take place in order to sustain and further improve the situation. (Leslie, 2010)

In the opinion of Mr. Demas and Mr. Jansen, SU has made a tremendous change over the past 15 years in the community engagement agenda. For Mr. Jansen, as the principal of the Lynedoch Primary School (which serves as the community partner in the service-learning course Learning for Sustainable Community Engagement), the

partnership with the SU is incredibly helpful and crucial for the entire Lynedoch community. Mr. Demas says that, for many people, SU is a leader in the field of community engagement and service-learning initiatives. The main reason for his argument is well functioning Office for Service-learning, separate Community Interaction Division of SU, and the existence of a Vice-Chancellor for Community Interaction and Personnel. Of course, more can be done to promote and enable integration and, likewise, enhance the university's initiatives. (Demas 2010, Jansen 2010)

## **5.6 Hope Project**

The Stellenbosch University's Hope Project represents the whole institution plan to find and identify future teaching and learning, research, and community interaction agenda of the University.

The University's Hope Project revolves around conducting world-class research on local, regional and African challenges, and aims to entrench SU as a leading tertiary institution of the 21<sup>st</sup> century. Through the Hope Project, the University enhances its international development agenda by focusing some of its key academic and research programs on the following issues (Hope Project Online, 2010):

- Eradicating poverty and related condition.
- Promoting human dignity and health.
- Promoting democracy and human rights.
- Promoting peace and security.
- Promoting a sustainable development and competitive industry.

The University supports these development themes and they serve as medium for innovative learning, new knowledge application, and extending the boundaries of science-based community engagement. (Hope Project Online, 2010)

Mr. Leslie suggests that the Hope Project operates in a separate level of the other community engagement activities of SU. What is important about Hope Project is that it looks on research and activities that have already been done and basically champions

those initiatives in order to produce the research that is socially relevant and that has a positive impact on the communities and people around the university. This is truly innovative approach, but it is making things such as the Hope Project an institutional culture that is important. This means that it is not only a PhD and post-doc students that are involved in this kind of research, but that it filters down to masters, honors, and under-graduate level. The launch of the Hope Project represents a specific recognition of the inspiring and live changing work that has been done by the University. (Leslie, 2010)

### **5.7 LSCE: Learning for Sustainable Community Engagement**

The LSCE module is a practical example of the service-learning module at the SU, in which the author participated and successfully accomplished during his studies there in 2010.

The LSCE program is situated in the rural wine farming community of Lynedoch at the local primary school. This school is in Lynedoch Eco-Village and housed within the Sustainability Institute learning centre. (LSCE Outline, 2011) The children in the school come from 26 surrounding wine farms and approximately one hundred of them are from Kayamandi township in Stellenbosch and from Eersterivier township. The overwhelming majority are from poor rural communities with especially low income<sup>34</sup>, lack of education, and major health problems such as tuberculosis, HIV/AIDS, and alcoholism in families. This has led to subsequent fetal alcohol syndrome occurring among children. The school has 294 learners; 80-percent coloured and 20-percent black. The proportion between girls and boys is almost 50:50. The lives of most learners in the school are often characterized by impaired bio-psycho-social well-being. The school community, therefore, provides a cross-section of the kinds of difficulties that typify the development environment, making it an ideal learning and training site for aspirant community development workers. It has great potential to equip students with a wide range of skills needed in a variety of developmental contexts. (Demas, 2010; LSCE Outline 2011)

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<sup>34</sup> Average monthly income in the area represents 700 South African rands which is about 105 USD a month. (Demas, 2010)

The main stakeholders for the Lynedoch Primary School environment are the Western Cape Educational Department as the public sector representative, the Spier Wine Estate as the private sector representative, the Sustainability Institute, and Lynedoch Primary School itself, including teachers<sup>35</sup>, all of the school's learners, and the learner's parents. The Spier Wine Estate provides the biggest portion of funds for the school and closes a gap between insufficient public funds and the actual needed funds for school's functioning. The state subsidizes transportation costs for the learners (train and bus service) and all school fees. (Demas, 2010)

The LSCE module consists of theoretical sessions (one day a week) and practical sessions (one day a week). The theoretical sessions cover wide range of information and issues that range from defining LSCE, recognizing skills for community development, the process of community development through service-learning, additional skills for community development, and life of project. The practical sessions or fieldwork consist of teaching particular classrooms when all the students in the course divide into groups of three. Each group is assigned to a single grade in the school. This group of students, in cooperation with the class teacher, prepares lectures and activities for the whole class of learners once a week. The additional part of the fieldwork covers activities from gardening, preparing sport activities for the kids, helping with the maintenance of the school building and improving surrounding environment, and taking part in the after school activities with the learners.

Upon completion, the outcomes of the LSCE module for the students include, but are not limited to, the following acquired concepts: a basic understanding of the South African context and of their host community/organization; a basic understanding of the sustainability and its importance; a basic understanding of the community interaction concepts, principals, processes and practices; the ability to address the needs of community/organization using available resources; the basic skills required to engage in co-learning and capacity building; the ability to apply their theoretical knowledge in practice in the contexts they will work in; the ability and skills to think analytically, critically and practically about their work through class activities, observation,

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<sup>35</sup> The school has a nine teachers plus a principal Mr. Granthon Jansen. (Demas, 2010) See the figure No. 8 in the annexes for organizational structure of Lynedoch Primary School.

reflection, supervision, planning and experience; and sensitivity for cultural diversity and respect for value systems that differ from one's own. (LSCE Outline 2011)

Mr. Granthon Jansen, the principal of the Lynedoch Primary School, expressed conviction that the LSCE module has raised the quality of the education in his school. The cooperation between SU and Lynedoch through this module has resulted in more open relationships between all stakeholders in Lynedoch Primary School environment and has raised the self-esteem of the learners; they are not as afraid to express themselves and tend to feel more important as they receive needed attention and knowledge from students from all over the world. From the perspective of Mr. Jansen, the LSCE module at Lynedoch Primary School has 100-percent support for a future continuation and development at the institution. (Jansen, 2010) Mr. Grant Demas, the project manager at the Lynedoch Primary School and LSCE lecturer, suggests that LSCE represents a great example of the functioning service-learning initiative. In his opinion, it has a noticeable impact on the Lynedoch community as a whole and on the participating students in the module. It is making a significant difference in that it is modeling the kinds of changes that are possible in Lynedoch and beyond when HEIs and community partners (in this example, a primary school) collaborate. (Demas, 2010)

The LSCE module represents an exceptional example of an efficient service-learning course. It provides learners at the Lynedoch Primary School with the opportunity to meet and learn from the young adults coming from different parts of the world and with different educational backgrounds. Furthermore, since the first language of instruction at school is Afrikaans, because of the LSCE module, the learners are exposed to English. This exposure helps them to acquire and improve the use of this language in both school and their daily lives. For the participants of the LSCE module, it is a unique experience which helps them to broaden their knowledge by experiencing real community interaction theory and practice. It can possibly make the participants look at a number of development problems from a new, fresh perspective. The crucial task for the future will be to ensure sustainability of the LSCE module. In order to do this, all of the participants will have to ensure that each additional semester; the module will not only follow the goals, but further expand on the achievements of the previous semester.

## **6. Findings and recommendations**

In this last chapter I will conclude with some of the most important findings of the thesis. I will discuss most significant aspects of the role of the higher education in the future development of South Africa. I will recommend some ways how to make existing policies and practical community engagement initiatives more flexible and responsive to the actual needs of the country and its communities. I will show basic macro-economical statistics and how they are influenced with the placement of the higher education institutions throughout the country. This will help to engage the readers with macro-level view on the examined issues of my work. In the end I will outline future possibilities for the better integration of research and community engagement and service-learning activities.

In my opinion the HEIs in South Africa have the historical and institutional obligation to be developmentally oriented institutions of excellence and research. The process of transformation of the higher education system after 1994 have begun the path of creating more responsive HEIs towards economical, social and political problems of the country. The students enrolling into the undergraduate, post-graduate and doctoral studies should have leave institutions with the knowledge of different developmental problems of the country and universities should equip its students with the adequate skills and qualification in order to prepare them for their professional life in the culturally and socially diverse environment. As I have shown in the previous chapters one of the best tools how to achieve this goal is implementation of community engagement and service-learning programs into the curriculum of the students. The shift from the paradigm of two basic roles of HEIs (teaching and learning, and research) to the new paradigm of three core roles of the HEIs (teaching and learning, research, and community engagement) is crucial in the creation of developmental universities.

There are existing policies on national, regional and local level. The main task now is to transform them into practical life of students, lecturers, staff, and whole communities surrounding Universities. Community engagement policies and manuals distinguish, as I have already discussed in the third chapter, different types of CE forms. For the South African context the most proper one seems to be service-learning. The reason for my argument is that SL is a reciprocal activity where, in the ideal state of affairs, the benefit for community is equal to the benefit of students. This practice

secure on the one hand that the students are broadening their knowledge about current economical, social, political and environmental issues, and on the other hand at the same time they are helping to solve this issues through participation in the community service activities. The SL is therefore a major tool in transformation process of the higher education in South Africa.

The space for the improvement is in the promotion of the community engagement or community interaction within the structures of Universities. There is a clear lack of knowledge mainly among the students about the importance and role of the community engagement. Therefore the role of the department, or in the case of Stellenbosch University division, for community interaction is communication with the partners and other structures of the University. Different kinds of PR activities, workshops or happenings should increase awareness and interest of the students in the CE and SL initiatives. In this way the number of students willing to enroll to the SL modules may increase and University may see the space for further boost of SL programs and search for the new opportunities for the co-operation with the different types of the community partners. The positive example in this respect is the Hope Project launched at SU. One can feel the promotion of the Hope Project, as the flagship information campaign of SU, throughout the whole campus of the University. The message of the Project, to create a sustainable solution to some of the most pressing challenges of South Africa and African continent (Hope Project Online, 2010), is clear and powerful in its appearance. Therefore Hope Project represents positive example in the promotion of the new role of HEIs in the development of South Africa in 21<sup>st</sup> century.

The other central aspect is a mutual partnership with the local communities and community partners. The HEIs should include them into the decision-making process from the beginning (planning and programming phase) to the end of the whole process (evaluation and reflection phase) of creation CE activities. This will enable for more open, trustworthy and sustainable partnerships with clear definition of roles of each stakeholder and with common goals. The reciprocity of the whole process must be secured on behalf of university, community partners and particular community itself without any mentioned being suppressed or excluded by others. The assessment programs for exploration of achieved benefits for communities should be launched and

monitored by the HEIs in order to improve their performance. The special evaluation reports for implementation of community interaction policies should be conducted at least once a year by each University. The evaluation should be lead by external experts from different fields to secure most possible neutrality and objectivity of the reports.

The most difficult part of the CE and SL initiatives is to secure their sustainability in the long term run. As I have already mentioned in the third chapter the process of institutionalization of these activities in the South African higher education system is one of the most significant preconditions for the successful and sustainable outcomes of the CE and SL activities. This requires setting up specific policies for the community engagement or community interaction at the particular Universities. They should include specific details about the plan and goals of the institutions in this area. The goals should include not only vague formulations but they should contain what kind of specific benefits for the students and for the communities intends the institution to achieve through its community interaction initiatives. These general goals should represent a benchmark for all CE and SL initiatives conducted by the different faculties and departments. On the example of the LSCE service-learning module at SU the sustainability is secured by the completion of the portfolio of the student's work in the end of each semester. These portfolios serve as the inspiration for the other groups of students for the continuation of the already started work with the particular class of the students. In this respect the duplicity of the work is avoided and sustainability of the work in the community is enhanced.

There is one more additional aspect which influences sustainability of CE and especially SL programmes. It is already discussed issue of mutual benefit of SL. In many cases SL still remains university focused activity which do not take in account sufficiently needs of the community. The communities need to be included in the SL research in order to make SL more sustainable and responsive to the current socio-economical challenges. The Universities should adopt CE policies or code of conducts which would express the explicit goal to focus on the benefits for service partners and communities. The benefits for students are much easier to identify since the SL approach itself is providing new and meaningful way of learning and at the same time



applying new knowledge in the field. Greater attention on the communities within the SL paradigm will adequately emerged in better benefits for students since the communities have their own assets and strengths from which students can derive their new skills. In the case study of the LSCE module in the fourth chapter the students are basically involved in the whole life of the Lynedoch Primary School, and this makes them more initiative in order to come up with own ideas to improve the quality of life of the Lynedoch community and, to use their skills in this respect. The sustainability of the SL module is then again enhanced.

The most significant South African universities are located in the three economically dominant provinces of the country. It is the Gauteng Province with the University of Witwatersrand, University of Pretoria and University of Johannesburg, KwaZulu-Natal Province with the University of KwaZulu-Natal, and Western Cape Province with the University of Cape Town, Stellenbosch University and University of Western Cape. The Eastern Cape Province, which is economically far less dominant than the three previous provinces but still in the overall fourth place in the country, is home to Rhodes University and Nelson Mandela Metropolitan University. The greatest share of the country's GDP is produced by the Gauteng Province 33.3-percent of total GDP, followed by KwaZulu-Natal Province 16.7-percent, Western Cape Province 14.4-percent, and Eastern Cape Province 8.1-percent. (SA Info Online, 2010) From the facts above one can see that the Universities are mostly placed in the important economical and trade hubs of the country. This is not surprising if we consider that the highest demand for the high skilled workers is in these Provinces. But the social responsibility of the research and community engagement of these institutions should be applicable beyond the boundaries of its Provinces throughout the whole country.

In South Africa the enrollment rate is only 16-percent of 20-24 years olds compared with the participation rate of 70-percent in North America and Western Europe. The expected completion rate is only 44 % of a cohort to go on to graduate while in England the equivalent rate is 78-percent. But when one compare South Africa to the rest of Africa it is clear to see its huge potential. South Africa produces 64-percent of all research undertaken in Africa and attracts tens of thousands of Africans

from the whole continent in the search for the high-quality education. In past few years the number of graduation has increased more rapidly than the number of enrolments. (HE Monitor, 2009)

If one takes in account these facts there are huge opportunities for the future development of higher education in South Africa with possible benefits for the whole African continent. The higher attention on the community service function of Universities should enhance the quality of research of HEIs which should lead to better responsiveness to the actual needs of the South Africa and Africa itself. Therefore the improved integration of research and community interaction and service learning activities is highly demanded for the future success of building developmentally oriented HEIs in South Africa. If the paradigm of developmental University should be placed in the practical life South Africa represents ideal environment for this purpose.

I have argued in the third chapter that the community-based participatory research seems to be most suitable research methodology for CE and SL. The crucial task is then how to transfer the results of the research into the practice. The main task is to include the members of the community into the research process and to spend a time with the community in order to find out its assets and after that identify its needs. As I have argued in the previous chapters CE in research lends itself to the participatory research approach in which community members are active participants at every stage of the research process. CBPR then is the systematic inquiry, with the collaboration of those affected by the issues being studied, for purposes of education and taking action or implementing social change.

The reciprocal transfer of expertise, sharing of decision making power and mutual ownership of the product of research enhance co-learning about issues of concern and helps to form ideal solutions when using CBPR. Therefore the likelihood of the implementation of the outcomes of the research is higher than with traditional research methodologies. The strong partnership between researchers and research participants provide a space for creation of sustainable environment for the smooth transformation of the research outcomes into the life of the communities or CE and SL initiatives.

The more community-based participatory research and participatory action research is needed in the future. There should be build the system of incentives for the academic staff and students on the national level to motivate those stakeholders to conduct research in the area of community service, community engagement and service-learning. When there will be more research studies using CBPR and PAR methodologies the actual final benefit for the communities might be significantly increased. I think the national policies as well as different University policies are to the great extend reflecting this need on the paper but there are significant shortcomings in practice. The more open relationships between HEIs and communities should be developed in order to make greater space for researchers and community members to take part in these research methodologies. In my opinion the trust between all the stakeholders is the most important value in the process of integration of research and community engagement and service-learning activities.

## 7. Conclusion

In the introduction I have expressed a few core questions which served as an instruction to the topic of the thesis. I have explored history of the South African higher education system, current state of the system, suggested the main roles of the HEIs in the development of the country, and provided case study of Stellenbosch University as a practical example of one higher education institution in South Africa. The core questions of the thesis were as follows.

Are Universities using their full potential to get involved? When I consider Stellenbosch University as my case study I would conclude that there has been unprecedented improvement of involvement of HEIs in development of South African society. The Universities are aware of their historical obligation to redress the inequalities of the past and to shape the perspective development of the new multi-cultural and diverse South Africa.

Are they engaged in the development of surrounding communities? As I have showed on the different examples of HEIs throughout the country all of them have their community engagement policies or are setting up them together with the special divisions or offices for CE and SL. The engagement could be still greater and there is every time space for improvements but with the continuations of the already started work I believe that in the future the partnerships between HEIs and their surrounding communities will be a norm and not only a mere possibility.

Are they responding to the current problems of the country? From my research and from my practical experience with the South African higher education system I can conclude that the HEIs are completely aware of the most important issues in the society that need to be solved. From the case study example one can see that SU is with its flagship community interaction projects (e.g. Africa Center for HIV/AIDS Management, Legal Aid Clinic, TB-Free Kids, Technology Research Activity Center South Africa, Ukwanda Center for Rural Health and others) is targeting the most pressing current challenges of the country.

Are they equally open and accessible to all levels of society? This aspect of South African higher education system is still questionable. On the one side the racial composition at HEIs changed radically since 1994 and the current situation reflects

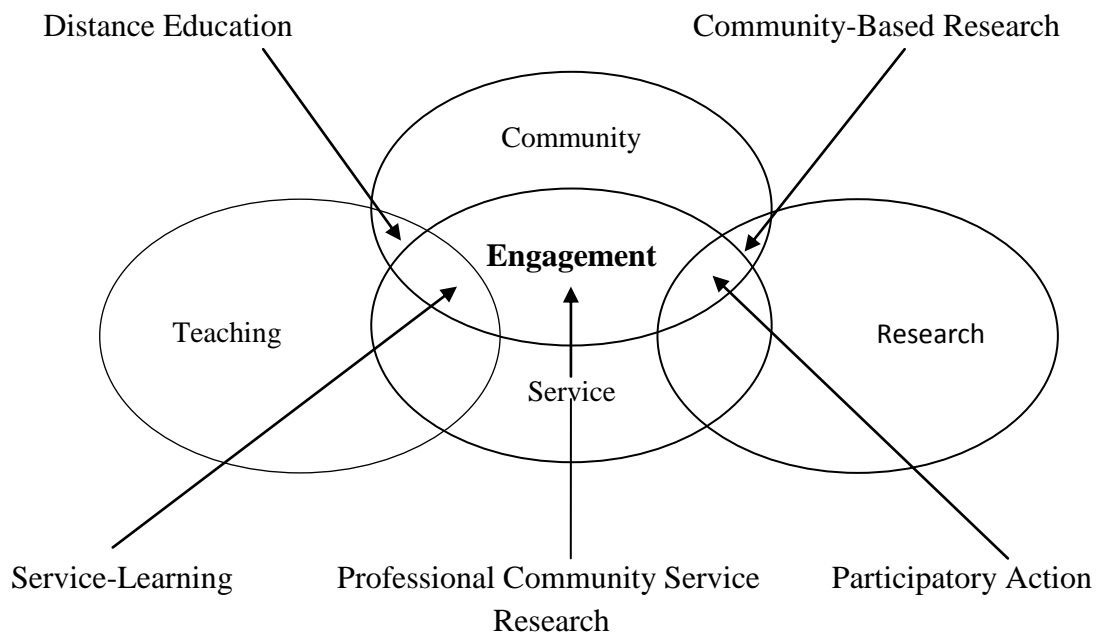
more or less the national racial composition of South Africa. On the other side the new funding formula, discussed in the second chapter, together with the deregulation of the system and promotion of market relations has contributed to the creation of a new differentiated, but at the same time unequal institutional environment. This is further dividing perspective students in terms of economical wealth and resources available to cover their studies at South African HEIs. The expansion of scholarship system for the students from poor backgrounds should be implemented in order to set up even more equal system and higher accessibility of HEIs for the students from different spectrum of social conditions.

The creation of the developmentally oriented HEIs in South Africa will be decisive for the future success of the role of higher education in the country. Although the paradigm of developmentally oriented University is fairly new, as I have already mentioned, South Africa represents ideal environment for combination of entrepreneurially oriented HEIs and developmentally oriented HEIs at the same time. The further research for the exact meaning and definition of developmentally oriented higher education institution is required. This could be interesting topic for the future continuation of this thesis for example as an adequate theme for the doctoral degree research.

## 8. Annexes

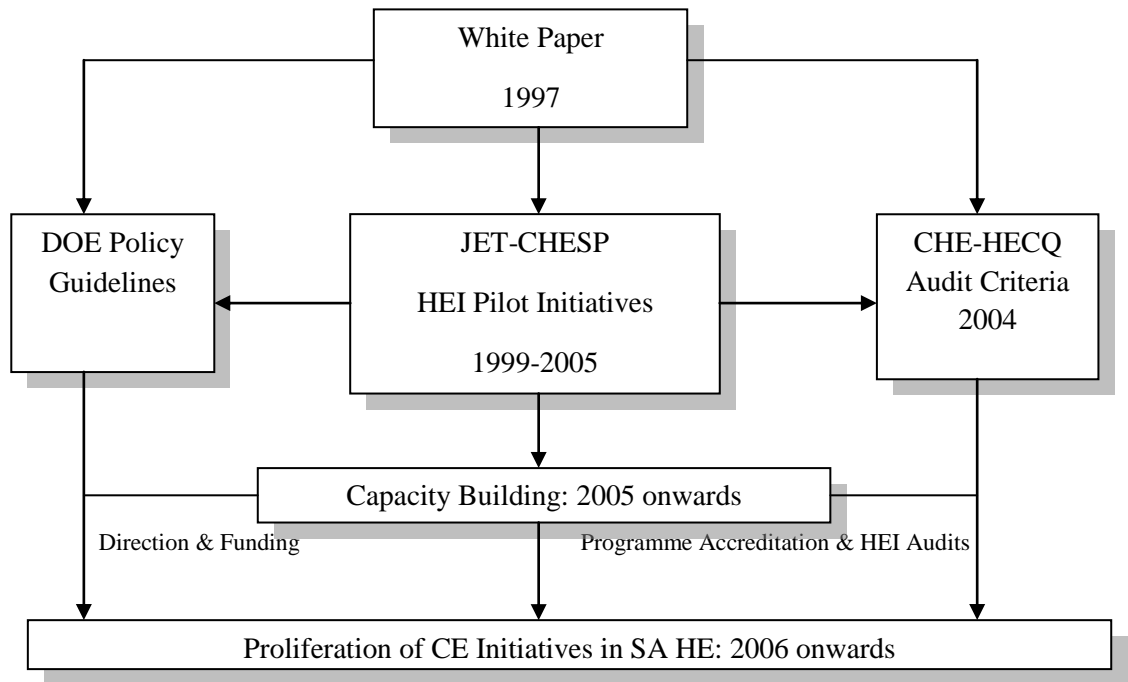
This chapter serves for replenishment of the thesis text. All the following figures and tables relate to the references provided in the previous chapters.

**Figure No. 1: Types of community engagement**



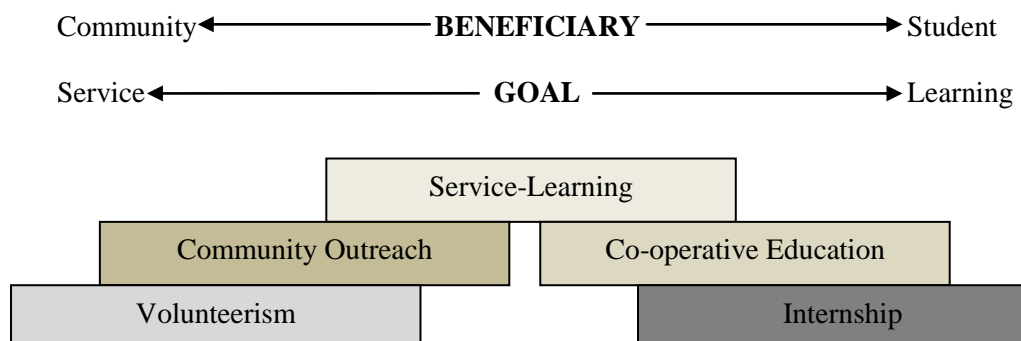
Source: Adapted from Lazarus et al. (2008)

**Figure No. 2: Strategic positioning of the CHESP project**



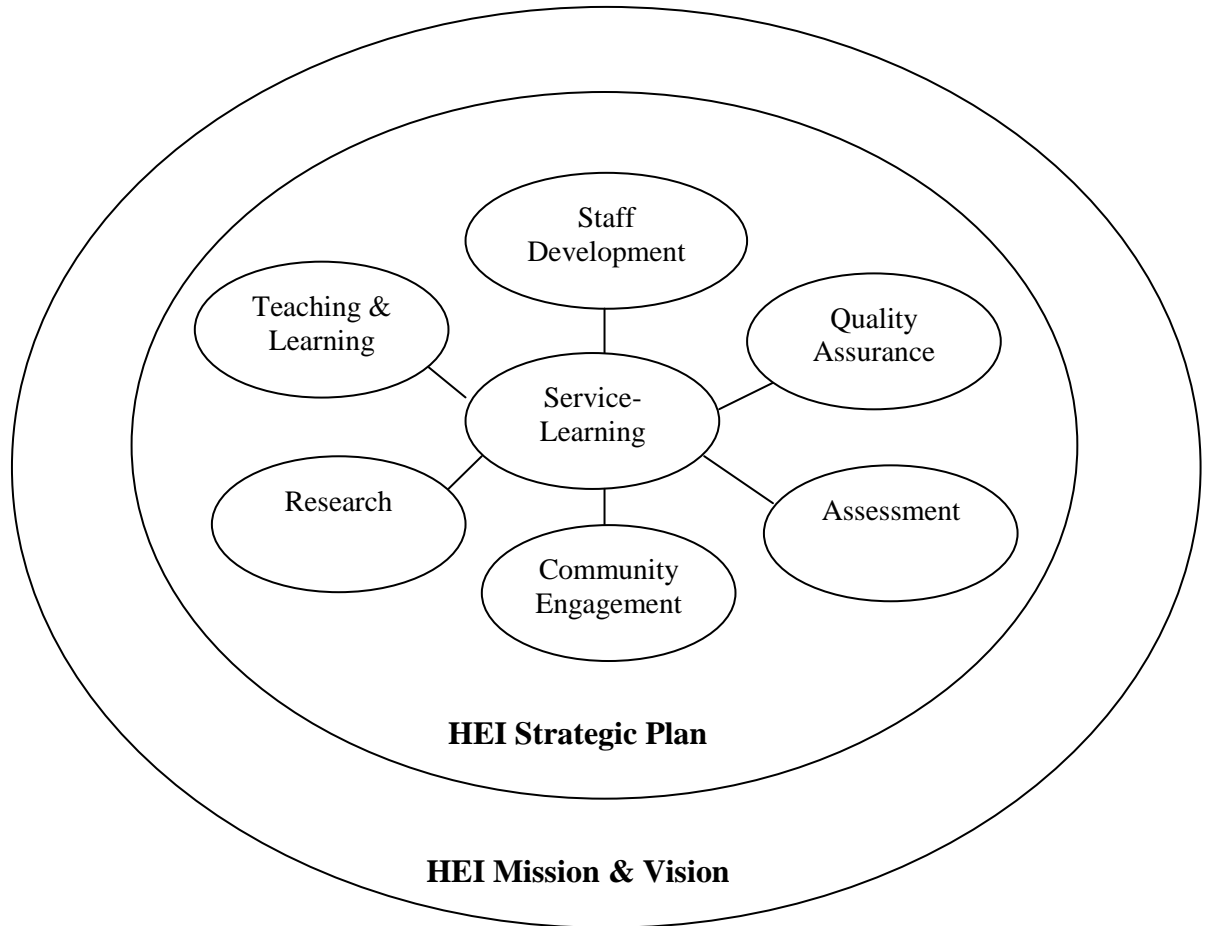
Source: Adapted from Lazarus et al. (2008)

**Figure No. 3: Distinctions among Student Community Engagement Programmes**



Source: Adapted from Higher Education Quality Committee, HEQC. (2006)

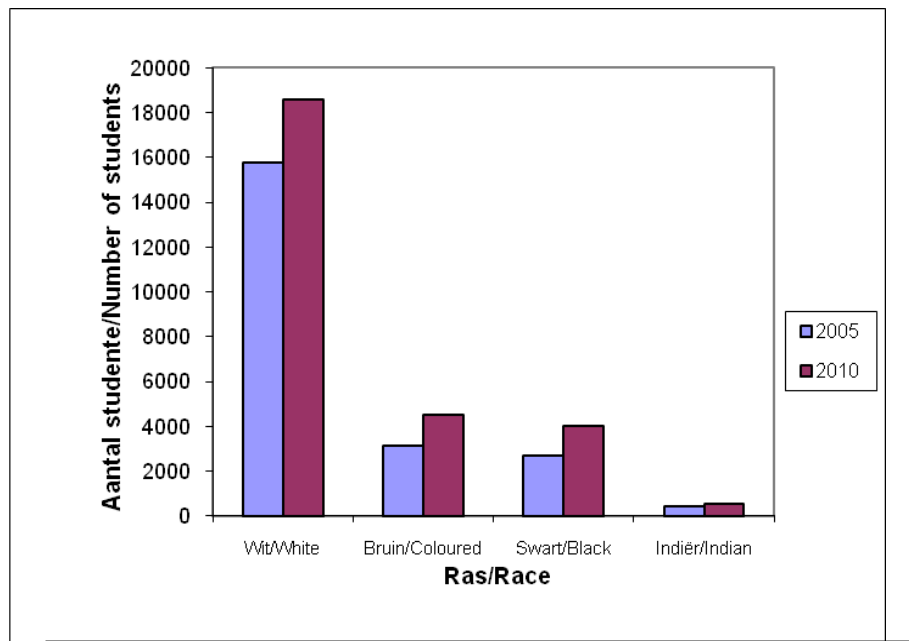
**Figure No. 4: An Infused Approach to Institutionalization of Service-Learning**



Source: Adapted from Bender et al. (2006)



**Figure No. 5: Enrolments According to Race and Year at Stellenbosch University**



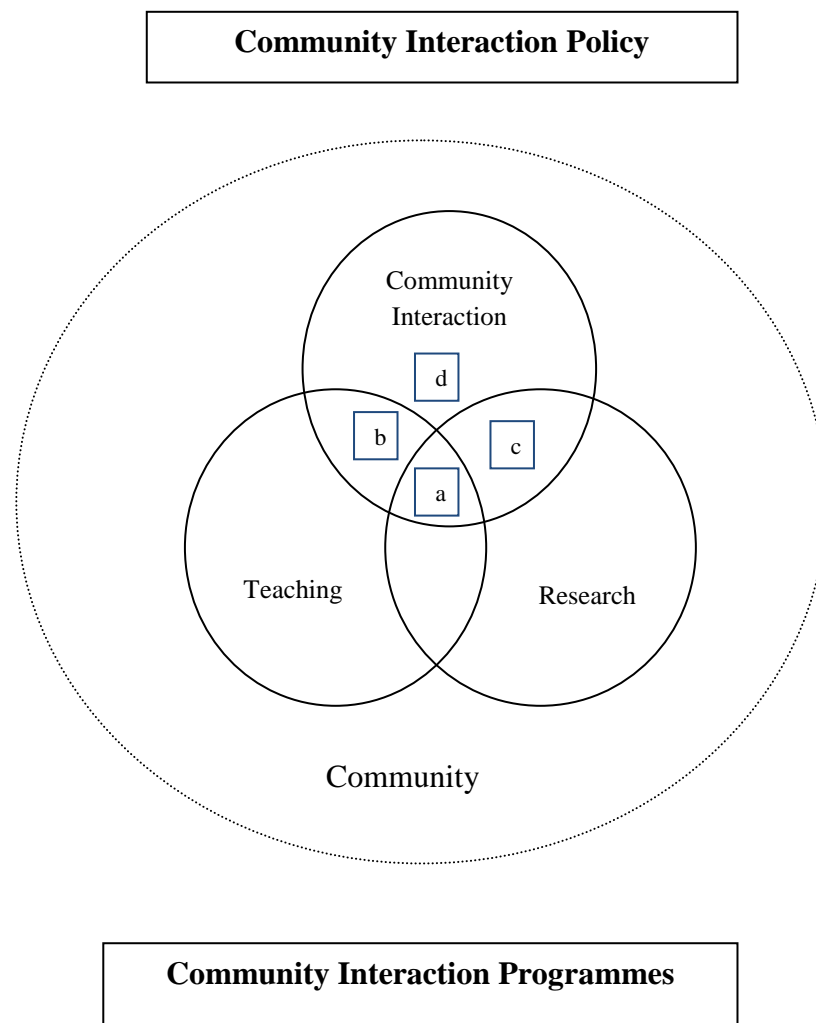
Source: SU Factbook 2011 [<http://www.sun.ac.za/university/Statistieke/statseng.html>]

**Figure No. 6: Head Count of Personnel According to Personnel Category, Race, Gender and Year at Stellenbosch University**

Personeel/kategorie/ Personnel category	Jaar/ Year		Ras/Race				Totaal/ Total	Geslag/Gender	
			Wit White	Bruin Coloured	Indiër Indian	Swart Black		Manlik Male	Vroulik Female
Onderrig/navorsing (C1-personeel) Instructor/research (C1-personnel)	2006	Getal/Number	664	75	11	20	770	469	301
		%	86,23	9,74	1,43	2,60	100,00	60,91	39,09
	2008	Getal/Number	682	83	14	22	801	478	323
		%	85,14	10,36	1,75	2,75	100,00	59,68	40,32
	2009	Getal/Number	702	90	14	29	835	508	327
		%	84,07	10,78	1,68	3,47	100,00	60,84	39,16
	2010	Getal/Number	737	105	14	35	891	533	358
		%	82,72	11,78	1,57	3,93	100,00	59,82	40,18
Administratief/Tegnies (C2-personeel) Administrative/Technical (C2-personnel)	2006	Getal/Number	859	387	5	15	1266	496	770
		%	67,85	30,57	0,39	1,18	100,00	39,18	60,82
	2008	Getal/Number	826	477	4	26	1 333	497	836
		%	61,97	35,78	0,30	1,95	100,00	37,28	62,72
	2009	Getal/Number	879	536	5	37	1 457	547	910
		%	60,33	36,79	0,34	2,54	100,00	37,54	62,46
	2010	Getal/Number	934	621	11	58	1 624	635	989
		%	57,51	38,24	0,68	3,57	100,00	39,10	60,90
Dienswerkers (C3-personeel) Service workers (C3-personnel)	2006	Getal/Number	4	278		34	316	220	96
		%	1,27	87,97		10,76	100,00	69,62	30,38
	2008	Getal/Number	5	250		33	288	191	97
		%	1,74	86,81		11,46	100,00	66,32	33,68
	2009	Getal/Number		240		35	275	175	100
		%		87,27		12,73	100,00	63,64	36,36
	2010	Getal/Number		212		28	240	141	99
		%		88,33		11,67	100,00	58,75	41,25
TOTAAL TOTAL	2006	Getal/Number	1527	740	16	69	2352	1185	1167
		%	64,92	31,46	0,68	2,93	100,00	50,38	49,62
	2008	Getal/Number	1513	810	18	81	2422	1166	1256
		%	62,47	33,44	0,74	3,34	100,00	48,14	51,86
	2009	Getal/Number	1581	866	19	101	2567	1230	1337
		%	61,59	33,74	0,74	3,93	100,00	47,92	52,08
	2010	Getal/Number	1671	938	25	121	2755	1309	1446
		%	60,65	34,05	0,91	4,39	100,00	47,51	52,49

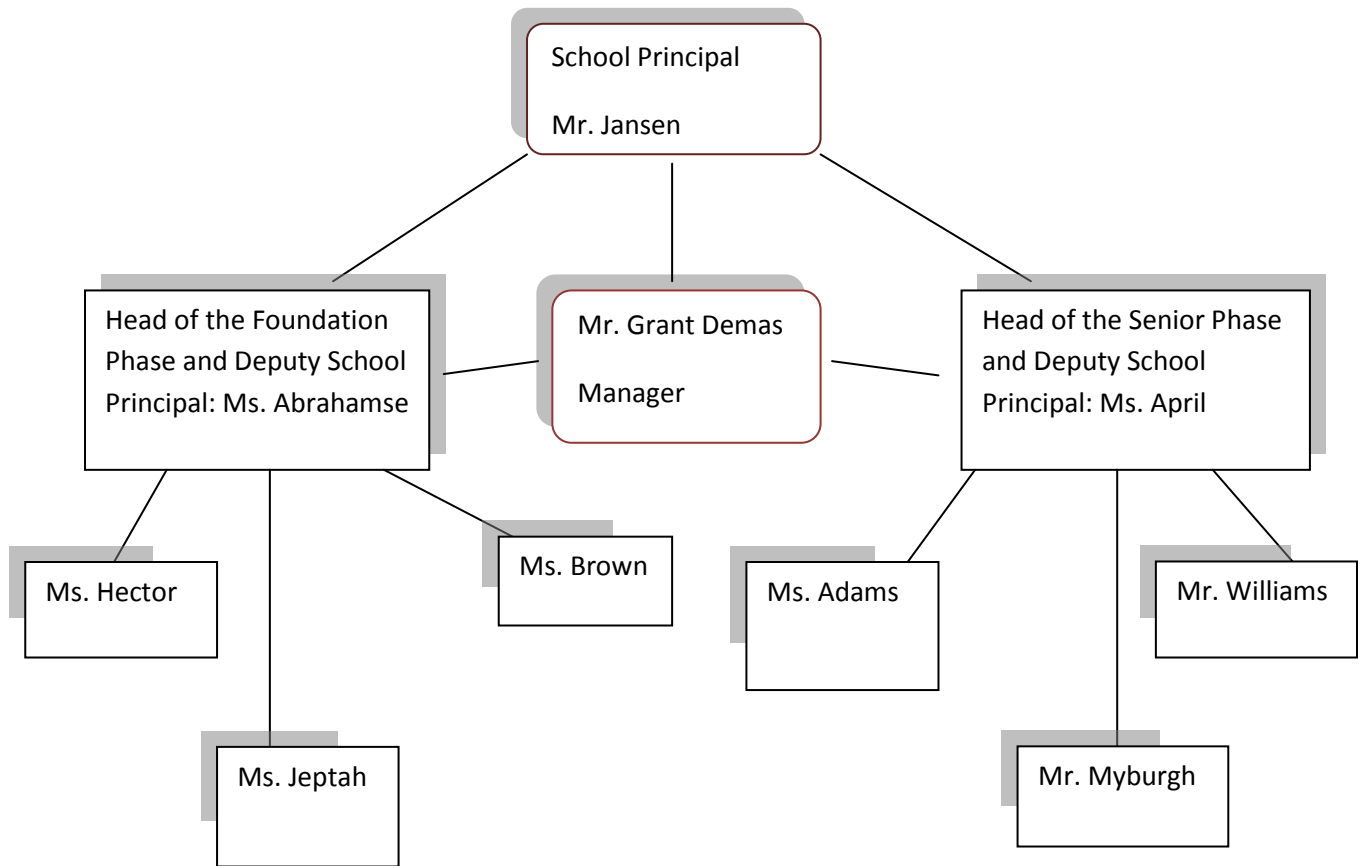
Source: SU Factbook 2011 [<http://www.sun.ac.za/university/Statistieke/statseng.html>]

**Figure No. 7: Classification of CI activities at Stellenbosch University**



Source: Adapted from CI Policy. (2009)

**Figure No. 8: Organizational Structure of Lynedoch Primary School**



Source: (Machyniak, 2010)

**Table No. 1: List of Universities and Technikons by Date Founded and Sector**

Universities			Technikons		
<i>Historically White</i>					
Cape Town	1918	English	Cape	1967	White
Natal	1949	English	Free State	1981	White
Rhodes	1951	English	Natal	1967	White
Witwatersrand	1922	English	Port Elizabeth	1967	White
Free State	1950	Afrikaans	Pretoria	1967	White
Port Elizabeth	1964	Afrikaans	Vaal Triangle	1967	White
Potchefstroom	1951	Afrikaans	Witwatersrand	1967	White
Pretoria	1930	Afrikaans			
Rand	1966	Afrikaans			
Stellenbosch	1918	Afrikaans			
<i>Historically Black</i>					
Fort Hare	1959	African	Border	1988	African
North	1960	African	Eastern Cape	1987	African
North West	1980	African	Mangosuthu	1979	African
Transkei (Unitra)	1977	African	Northern Gauteng	1980	African
Venda	1982	African	North West	1976	African
Zululand	1960	African	ML Sultan	1969	Indian
Durban-West.	1960	Indian	Peninsula	1972	Coloured
Western Cape	1960	Coloured	Vista	1982	Special Purpose
Medunsa	1976	Special Purpose			
<i>Distance Learning</i>					
Unisa	1946	Mixed	Technikon SA	1980	Mixed

Source: Adapted from Fiske, Ladd. (2004, table 10-1.)

**Table No. 2: Current Institutional Landscape of South African Public Higher Education**

<b>Institutional Type</b>		<b>Institutions</b>
Universities	8 separate and incorporated universities	<ol style="list-style-type: none"> <li>1. University of Cape Town (UCT)</li> <li>2. University of Fort Hare (UFH)</li> <li>3. University of the Free State (UFS)</li> <li>4. University of Pretoria (UP)</li> <li>5. Rhodes University</li> <li>6. University of Stellenbosch (US)</li> <li>7. University of the Western Cape (UWC)</li> <li>8. University of the Witwatersrand (Wits)</li> </ol>
	3 merged universities	<ol style="list-style-type: none"> <li>1. The University of KwaZulu-Natal (UKZN)</li> <li>2. University of Limpopo</li> <li>3. North-West University</li> </ol>
Universities of Technology	2 separate and incorporated (technikons) Universities of technology	<ol style="list-style-type: none"> <li>1. Central University of Technology</li> <li>2. Vaal University of Technology</li> </ol>
	3 merged (technikons) Universities of technology	<ol style="list-style-type: none"> <li>1. Cape Peninsula University of Technology</li> <li>2. Durban Institute of Technology</li> <li>3. Tshwane University of Technology</li> </ol>
	2 separate comprehensives	<ol style="list-style-type: none"> <li>1. University of Venda for Science and Technology</li> <li>2. University of Zululand</li> </ol>
	4 merged comprehensives	<ol style="list-style-type: none"> <li>1. University of Johannesburg</li> <li>2. Nelson Mandela Metropolitan University</li> <li>3. University of South Africa (UNISA)</li> <li>4. Walter Sisulu University of Technology and Science</li> </ol>
National Institutes		<ol style="list-style-type: none"> <li>1. Npumalanga Institute of Higher Education</li> <li>2. Northern Cape Institute for Higher Education</li> </ol>

Source: Adapted from OECD. (2008, Figure 8.1)

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