

Chapter 1 : Los Angeles Times - We are currently unavailable in your region

The University of South Africa, a dedicated distance education provider, is not only the largest university in South Africa with an enrollment of more than , students, but also the largest university on the African continent.

Whilst the percentage in this broad age group has not changed, at peak ages of 7â€”15 years, attendance is almost universal. Approximately students were enrolled at higher educational institutions during However, proportionally this group is still under-represented. Educational attainment outcomes continue to improve with improved access to educational facilities and services. Although results show that there were declines in percentages of persons who had no formal schooling in all the provinces over the period to The aim of the DBE, which deals with all schools from Grade R to Grade 12, is to develop, maintain and support a South African school education system for the 21st century. The department planned to focus on: The DBE aimed to provide meals at 19 schools to feed about nine million learners each year, in support of the vision of the National Development Plan NDP of eliminating poverty and supporting food security. Towards the Realisation of Schooling , is designed to achieve the long-term vision of basic education as encapsulated in the NDP: African languages The NDP enjoins all South Africans to learn at least one indigenous language as part of nation-building and social cohesion. The IIAL was piloted in grades in schools in and across all provinces. In , the IIAL was implemented in schools. The programme provides face-to-face classes at 50 venues throughout the country, focusing on 11 subjects with high failure rates, with two teachers per subject at each venue; as well as online support. The grant seeks to fund training for teachers and officials in identified schools, 31 special schools and special care centres. Social cohesion The purpose of the social cohesion programmes of the DBE is to create a rights-based, socially cohesive and educationally conducive environment to support teaching and learning. Through this approach, the DBE strives towards elevating the importance of institutional settings that acknowledge the existence of active citizenship and lays a firm foundation for social and economic development of South Africa. The social cohesion programmes include: The DBE also uses sport and enrichment programmes to directly or indirectly drive the social cohesion agenda. Operation Phakisa The Operation Phakisa Information and Communications Technology ICT interventions are focusing on providing an end-to-end ICT solution to schools through digital content development and distribution using offline and online platforms, provision of connectivity, hardware, teacher professional development and e-Administration systems. This will ensure that teaching and learning experiences match the needs of the changing world. The Systemic Assessment was expected to be piloted in October and the first systemic assessment implemented in Safety in schools The DBE has implemented various policies and measures to ensure the safety of all learners, educators and relevant stakeholders in schools. Interventions focus on addressing elements of physical infrastructure related to proper fencing, alarm systems and burglarproofing, resilience-building programmes for young people and the strengthening of partnerships with relevant stakeholders. The department has a solid partnership with the South African Police Service aimed at linking schools with local police stations. A National School Safety Framework has been developed to serve as a management tool for provincial and district officials responsible for school safety, principals, senior management team members, SGB members, teachers and learners to identify and manage risk and threats of violence in and around schools. The department has developed a National Strategy for the Prevention and Management of Alcohol and Drug Use amongst learners in schools. In terms of the Regulations for Safety Measures at all Public Schools, the Minister has declared all public schools as drug-free and dangerous weapon free zones. Guidelines for the Prevention and Management of Sexual Violence and Harassment have been developed and distributed to schools to support schools and school communities in responding to cases of sexual harassment and violence against learners. The guidelines set out clearly how public schools should treat victims of sexual harassment and violence, and the steps to be taken to deal with those who have or are alleged to have committed such acts. The department has released a handbook for learners on how to prevent sexual abuse in public schools, titled Speak Out â€” Youth Report Sexual Abuse. The handbook also provides very useful contact details of national and provincial organisations that

can assist. Council of Education Ministers CEM The CEM, consisting of the Minister of Basic Education, the Minister of Higher Education and Training, and the nine provincial members of the executive councils for education, meets regularly to discuss the promotion of national education policy, share information and views on all aspects of education in South Africa, and coordinate action on matters of mutual interest. School fees and exemption School fees are set at annual public meetings of school governing bodies SGBs , where parents vote on the amount to be paid. Parents who cannot afford to pay school fees can apply to the SGB for conditional, partial or full exemption from paying school fees. Schools must not charge school fees for orphans. The right not to charge school fees will be limited to the schools that have been declared no-fee schools. Accelerated Schools Infrastructure Development Initiative ASIDI The objective of ASIDI is to eradicate the backlog in schools without water, sanitation and electricity, and to replace those schools constructed from inappropriate material such as mud, and asbestos to contribute towards levels of optimum learning and teaching. Higher education and training The NDP envisages that by , South Africans should have access to a post-school education system that empowers them to fulfil their potential. The Department of Higher Education and Training is responsible for post-school education and training in universities, colleges and adult education centres. The objective of the Post-School Education and Training function is that all South Africans have equitable access to relevant and quality post-school education and training.

Chapter 2 : Find a full list of South African universities

Education in South Africa is governed by two national departments, namely the department of Basic Education (DBE), which is responsible for primary and secondary schools, and the department of Higher Education and Training (DHET), which is responsible for tertiary education and vocational training.

University World News or Higher Education Web Publishing does not necessarily endorse, support, sanction, encourage, verify or agree with any comments, opinions or statements or other content provided by readers. Demands for free higher education and other social services such as health and basic education in Africa date back to the s. The justifications for free higher education were varied, namely to expedite indigenous person-power formation and achieve equity of access. Free higher education policies were also politically important as compensatory legitimization strategies. As is the case with other compensatory legitimization strategies, free higher education is highly visible and populist, and encourages the perception that the state is providing something people want Hughes Gross inequities engendered One of the unintended consequences is that free higher education engendered gross inequities. It reproduced and reinforced colonial and post-colonial inequities with regard to distribution of schools and privilege, and therefore of the beneficiaries of free higher education. As is well known, the distribution of good quality schools in both the colonial and post-colonial eras was, and remains, uneven in most African countries. It was the children of the new political and business elite who mostly gained access to the free education. Another equity-related concern is that whereas higher education was free, lower levels of education especially secondary education were not always free. As a result, many students who could not afford education at the lower levels were left out of higher education. This is also the case in countries like Brazil, one of the champions of reproducing social inequalities through its educational system. As higher education systems in Africa expanded, provision of free higher education became increasingly expensive and unaffordable, compounded by a sustained decline in economic growth from the mids until the s. This had severe implications for, among others, social provisioning, including higher education. The gross underfunding had multiple deleterious consequences, some of which continue to hound higher education systems on the continent. Overall, free higher education in Africa was built on inequitable social structures. As a result, it reproduced and reinforced these inequalities. To state the obvious, free higher education in highly unequal societies mainly benefits the already-privileged, who have the significant social, cultural and economic capital required to access, participate and succeed in education. Equally, free higher education was an expensive project that the poor political economies could hardly afford in the long run. As enrolments grew, more resources were required to support a meaningful university experience. These resources were simply not available. Consequently, free higher education eventually spawned ideal conditions for prolonged protests and mediocre higher education Wangenge-Ouma Kenya, for example, introduced direct payment of tuition fees in and abolished all personal allowances that university students had hitherto been enjoying. This was followed in the late s by the so-called dual-track tuition fee approach whereby universities enrolled two types of students: In South Africa, students are demanding free higher education. While some students are demanding free education for the poor, the majority seem to want free higher education for all. The affordability of higher education in South Africa is a real challenge: Universities have been increasing tuition fees to mitigate shortfalls and related vulnerabilities. Students are frustrated by the increasing costs of higher education in the context of inadequate financial aid. From a financial perspective these are very legitimate concerns. But students have also argued that charging fees is against the spirit of the Freedom Charter of , which was a political aspiration expressed 60 years ago along with other demands such as the ending of apartheid, and health and housing. These political aspirations were not formulated in the context of political, economic and educational realities in South Africa in The case for free higher education is based on two main premises: These premises are exactly the same ones that informed the free higher education experiment in other African countries. Furthermore, the purchase of legitimization cannot be ruled out as a significant rationale for the push for free higher education, especially by politicians. The post-apartheid era is characterised by huge expectations and, in the context of high youth unemployment and a lack of

alternative post-secondary opportunities, higher education has become a very crowded but narrow ladder of opportunity into the middle-class. Will free higher education be the harbinger for an egalitarian South Africa? That was after many years of oppression under a colonial regime that excluded the majority of the black population from accessing the welfares of modernity: This dream became an illusion. The most vocal advocates of Marxist egalitarian principles were, in fact, the frontrunners in becoming the new bourgeoisie. Since then, the promises of modernity have been deferred for the majority of the population. Education was among the public goods that was supposed to be free for all. This was the case for a number of years. However, most Mozambicans had to contend with poor quality schools and many others had no schools at all, while the elite took their children to exclusive schools. Higher education is an expensive enterprise and free higher education even more so. To support free higher education, Mozambique relied on its own meagre resources and also received support from, especially, the former socialist block. These countries, mainly from Eastern Europe and Latin America, funded and supported education programmes. But no country can educate its people solely relying on international solidarity and limited state resources, particularly when the latter are derived from an underperforming economy. Kenya Gerald Wangenge-Ouma went to school and university in Kenya. From to , Kenya experimented with free higher education, with the public purse covering tuition and student living allowances, pedagogical and research infrastructure, buildings and staff costs. As with Mozambique, free provision was seen as the surest way for the state to guarantee equality of opportunity. Not unlike Mozambique, free higher education in Kenya was also built on inequitable social structures, the result of which was reproduction and reinforcement of these inequalities. In addition, schools serving working class students, especially in rural areas and poor urban enclaves, receive fewer resources, struggle to attract and retain qualified teachers, are not adequately supported by the school community, and are rarely inspected for quality. While higher education was free, secondary education was not, yet it was a pre-requisite for university admission. Mainly because of cost-related factors and the uneven distribution of schools, the transition rate from primary to secondary education was very low. For more than two-thirds of pupils, primary education was terminal in their education. Regarding funding, the public purse covered all costs related to university education, as well as allowances to students to make them comfortable. Given the low number of students, free higher education was probably affordable. By , the number was 5, Around the mids, enrolments started to grow fast and by student enrolments stood at 26, While enrolments were growing, the economy was declining and universities were severely underfunded, with the result that Kenyan universities essentially ceased to exist as vibrant knowledge institutions. The experiences with free higher education of Mozambique and Kenya capture the dream of many African countries of establishing not only modern political economies, but also a just social order with equal opportunities. The rationale for free higher education was understandable given the post-colonial welfare-dominated context of the time, but the outcomes had not been as anticipated. Germany Germany is frequently referred to as an example of a tuition-free higher education system. Following massive student protests, and in several states a change in government to Social Democratic and Green coalitions, all states abolished tuition fees once again. However, in most cases the governments made sure that universities were compensated for their loss in income by temporarily increasing public higher education funding. Additionally, and in a separate policy process, the states and the federal government agreed on a set of pacts designed to increase the number of study places by providing additional resources to higher education institutions. Two more characteristics of the German system also need to be pointed out to properly frame the comparison with South Africa. Firstly, compared to other OECD countries Germany has a rather low participation rate in higher education. This is mainly owing to an extensive and successful vocational education and training system, which provides a viable alternative to higher education and allows for comparatively high lifetime earnings Busemeyer Secondly, while the German higher education system more or less maintained its principle of tuition-free higher education, it is also characterised by a decreased level of student grants and loans during the last decades. While some countries like Germany and Norway have maintained a tuition-free higher education regime, comparing these countries to South Africa is highly problematic. Learn from Africa It is not the norm for South Africa to make comparisons with or draw lessons from other African countries. But with regard to free higher education, South Africa should look to its

northern neighbours for lessons and pitfalls to avoid. Free higher education has not in Africa addressed the challenge of universalising access to higher education nor the realisation of social inclusion. Partisan politics and the political economy of education reforms in Western welfare states. The politics of tuition fees and subsidies in OECD countries A comparative study of India and Kenya. Comparative Education, Volume 30 3 Research Monograph No Higher Education, Volume 64 6

In South Africa started reforming its higher education system, merging and incorporating small universities into larger institutions, and renaming all higher education institutions "university" (previously there had been several types of higher education institution).

The department of Higher Education and Training is headed by the director-general Mary Metcalfe, and its policy is made by the minister Naledi Pandor and the deputy minister Buti Manamela. Both these departments are funded from central government taxes. Government schools may under certain circumstances supplement their funds through parent contributions. Basic education system primary and secondary schools [edit] The DBE officially groups grades into two "bands" called General Education and Training GET , which includes grade 0 plus grades 1 to 9, and Further Education and Training FET , which includes grades as well as non-higher education vocational training facilities. The administrative structure of most ordinary schools in South Africa do not reflect the division of bands and phases, however. For historical reasons, most schools are either "primary" schools grade R plus grades 1 to 7 or "secondary" schools, also known as high schools grades 8 to Optional grades[edit] Some home schools and private schools offer the option to complete an additional year after grade 12, sometimes known as grade 13 or "post-matric". The South African governmental school system does not have a grade 13, but it forms part of non-South African curriculums that are sometimes followed by private schools in South Africa. Grade R is compulsory, but not all primary schools offer grade R. Grade R may also be attended at pre-school facilities. Other grades that can be completed at a pre-school centre include grade 00 and grade although the and 00 designations are not universally applied. Grade R is sometimes called Grade 0 pronounced "grade nought" , [5] [6] particularly in previously white schools, where the usage was once common. The ratio of learners per teacher is roughly the same in all provinces, but the ratio of learners per school varies per province. For example, in Gauteng there are learners per school and 28 teachers per school, whereas in the Eastern Cape there learners per school and 12 teachers per school. Updated statistics published in is available. Most schools supplement the government grant with other streams of income, such as school fees paid by parents, fundraising events, and receiving donations. Generally, higher school fees prevent poorer children from attending affluent schools. There is no limit to the amount of the fees that a school may set. Parents may apply to the school for full or partial reduction of school fees, and many affluent schools do provide financial assistance to a small number of learners for example, if the parents are alumni , but it is not a legal requirement. Most schools offer extra mural activities such as a variety of sports and cultural activities, which requires money to maintain. Many schools maintain their own sports fields as well. The size of the grant paid by government is determined largely by the poverty level of the neighbourhood in which the school is situated, as well as unemployment rate and general education rate of the population in that neighbourhood. Consequently, schools in more affluent areas have to raise more money from other sources to maintain the same standard of education, but schools from affluent areas often have so much additional income that their standard of education is much higher than that of less affluent schools anyway. The size of the government grant per child depends on the "quintille" of the school. In , schools in quintille 1 the poorest and quintille 2 received R and R per child per year, respectively, where as schools in quintille 4 and quintille 5 the richest received R and R per child per year. Schools in quintille may apply for classification as a "No Fee" school. R per child per year [11] Monument Park High, Kraaifontein: R per child per year [12] Poverty and school fees[edit] Schools may not refuse admission to children who live in the immediate vicinity of the school. Schools may not refuse entry to children or refuse to hand over report cards even if their parents neglect to pay the school fees, but schools are permitted to sue parents for non-payment of school fees. Since , children whose parents are very poor are legally exempt from some or all school fees. Since , the formula is as follows: If the combined annual income of the parents is less than ten times the annual school fee, the child is legally exempt from paying school fees. If the income is more than ten times the school fee but less than thirty times the school fee, the child is legally entitled to a specific reduction in school fees. In practice, these regulations help only very poor families, and not working-class and middle-income

families. Orphans and children of parents who receive poverty-linked social grants are also exempt from paying school fees. The incentive only applies to children in the GED band, and children who wish to complete grade must still pay the full fee. In , some 5 million learners in 14 schools benefited from the No Fee school programme, and most of those learners were in the Eastern Cape, KwaZulu-Natal and Limpopo provinces. Not all schools who qualify for this incentive make use of it. They are usually owned and operated by a trust, church or community, or by a for-profit company. Not all private schools in South Africa charge high school fees. Certain private schools also receive a grant from the state, depending on the community served and fees charged. NQFs are a key component of the South African higher education system. Academic ranks in South Africa For university entrance, a " Matriculation Endorsement " is required, although some universities do set their own additional academic requirements. All the universities are autonomous, reporting to their own councils rather than government. Restructuring of universities and technikons[edit] The Extension of Universities Act of made provision for separate universities for separate races. In addition, the independent homelands were given universities of their own. After the re-incorporation of the independent homelands, there were 36 universities and technikons in South Africa, often in close proximity and offering the same courses. This was completed by January It created 22 new institutions from the previous Ten of the universities got new names. History[edit] to [edit] The earliest European schools in South Africa were established in the Cape Colony in the late seventeenth century by Dutch Reformed Church elders committed to biblical instruction, which was necessary for church confirmation. In rural areas, itinerant teachers meesters taught basic literacy and math skills. British mission schools proliferated after , when the first members of the London Missionary Society arrived in the Cape Colony. At least two dozen English-language schools operated in rural areas of the Cape Colony by , but their presence rankled among devout Afrikaners, who considered the English language and curriculum irrelevant to rural life and Afrikaner values. Throughout the nineteenth century, Afrikaners resisted government policies aimed at the spread of the English language and British values , and many educated their children at home or in the churches. They selected educated families, for the most part, to establish a British presence in the Cape Colony. After their arrival, these parents placed a high priority on education. Throughout this time, most religious schools in the eastern Cape accepted Xhosa children who applied for admission; in Natal many other Nguni -speaking groups sent their children to mission schools after the mid-nineteenth century. The government also financed teacher training classes for Africans as part of its pacification campaign throughout the nineteenth century. After the Boer War ended in the former Afrikaner republics, however, enrolments remained lowâ€”only 12 percent in the Orange Free State and 8 percent in the Transvaal â€”primarily the result of Afrikaner resistance to British education. Enrolments in these republics increased after the government of the Union agreed to the use of Afrikaans in the schools and to allow Afrikaner parents greater control over primary and secondary education. But during the last decades of that century, all four provinces virtually abolished African enrolment in government schools. African children attended mission schools, for the most part, and were taught by clergy or by lay teachers, sometimes with government assistance. Religious seminaries accepted a few African applicants as early as In the independent state of Transvaal and in the Orange Free State established their own institutions of higher learning in Dutch. To counter the British influence, a group of Afrikaner churches proposed an education program, Christian National Education, to serve as the core of the school curriculum. The government initially refused to fund schools adopting this program, but Jan C. Smuts , the Transvaal leader who later became prime minister, was strongly committed to reconciliation between Afrikaners and English speakers; he favoured local control over many aspects of education. Provincial autonomy in education was strengthened in the early twentieth century, and all four provincial governments used government funds primarily to educate whites. The NP government also reintroduced Christian National Education as the guiding philosophy of education. These schools provided schooling of the same quality that white children received in state schools. Following the Bantu Education Act No. Although CNE advanced principles of racial inferiority, it promoted teaching of cultural diversity and enforced mother-tongue instruction in the first years of primary school. The government gave strong management control to the school boards, who were elected by the parents in each district. Per capita government spending on black education slipped to one-tenth of spending on whites in the

s. Black schools had inferior facilities, teachers, and textbooks. The Minister said that the reason for this decree was to ensure that black people can communicate effectively with English and Afrikaans speaking white people. This decree was unpopular with learners and teachers alike, particularly in towns like the Johannesburg township of Soweto , where practically no one spoke Afrikaans. Tensions over language in education erupted into violence on 16 June , when students took to the streets in Soweto and eventually in other towns and cities in the country. This is infamously known as the Soweto Uprising. When students and those able to take a stand, demanded to be taught in their mother tongue. Many were killed and injured that day due to police intervention, they are remembered as martyrs. Schools were vandalized and teachers left unable to teach and students were unable to come to school. The Department of Education and Training was responsible for black education outside the homelands. Each of the three houses of parliamentâ€”for whites, coloureds, and Indiansâ€”had an education department for one racial group. Each of the ten homelands had its own education department. In addition, several other government departments managed specific aspects of education. Whites were required to attend school between the ages of seven and sixteen. Black children were required to attend school from age seven until the equivalent of seventh grade or the age of sixteen. This law was enforced only weakly and not at all in areas where schools were unavailable. For Asians and coloured children, education was compulsory between the ages of seven and fifteen. Moreover, whereas 96 percent of all teachers in white schools had teaching certificates, only 15 percent of teachers in black schools were certified. Secondary-school pass rates for black pupils in the nationwide, standardised high-school graduation exams were less than one-half the pass rate for whites. From the beginning of , white schools were required to select one of four "Models": This included nationwide departments for coloured people, for Indians and for black people, a department for independent schools, and provincial departments for white people in each of the former four provinces. Some of the Bantustans that were incorporated back into South Africa in also had their own education departments. In terms of the Interim Constitution , the Mandela government restructured these departments as well as tertiary education departments, splitting responsibilities between nine newly formed provincial education departments and a single national education department. It also set about reforming the educational system by first removing all racially offensive and outdated content and then introducing continuous assessment into schools. By it was clear that OBE as a social experiment had failed, and it was quietly shelved.

Chapter 4 : South Africa and the illusion of free higher education - University World News

Other notable universities in Pretoria include the Tshwane University of Technology (TUT), which is the largest residential higher education institution in South Africa; the University of Pretoria (ranked in the QS World University Rankings); and the University of Limpopo, which has a campus in Ga-Rankuwa, just north of Pretoria. The.

University World News or Higher Education Web Publishing does not necessarily endorse, support, sanction, encourage, verify or agree with any comments, opinions or statements or other content provided by readers. There appears to be growing willingness in Africa to provide better oversight to higher education institutions. This was one of the lessons learned at a convening of higher education leaders and researchers from across the continent. Three recommendations flowed from the convening. One was for a continental summit on higher education, the second was for higher education to embrace an open data policy, and the third was to strengthen the role and effectiveness of higher education councils. The Carnegie Corporation, the report noted, had come to realise that people were entering leadership positions in higher education with little or no background in management. Support was needed in the area of academic leadership and policy research in African universities. Reflections During the sessions, grantees among other things shared research, practices and findings, examined emerging trends, described how their work had contributed to the transformation of higher education, and identified key learning points, which included the following: There appeared to be more willingness on the part of governance to provide better oversight to institutions. Some reforms had created spaces for alumni to engage in university governance and to become members of oversight bodies. In some countries, there was no comprehensive, coherent national higher education policy. There was growing realisation of the wealth of experience in institutions, which could be harnessed. There was an absence of qualified faculty to take active part in facilitation. University leaders needed to be jointly responsible for the performance of the institution, and to initiate regular dialogue between the different layers of the institution. Most discussions revolved around a debilitating lack of funding for higher education institutions. But debate should also be about providing solutions. There was a limited pool of scholars in higher education available for training in critical areas. Challenges The discussions identified a range of significant challenges facing higher education in Africa. The role of councils in transformation has not been properly crystallised. Fourth, there was consistent conflict between management and staff unions. Fifth, there were high expectations about what organisations and regulatory bodies should do, but little understanding of the challenges they faced. The first was to organise a summit on higher education in Africa towards the end of , with the Senegal-based NGO TrustAfrica as the secretariat and a charter on higher education to be the result. Actors would use the platform to share expertise, data, advocate and network. It was suggested that the participating organisations and councils could upload information and data onto the African Higher Education Website as open data. A forum to discuss open data was proposed as a means of popularising the approach. The use of multimedia applications such as images, sounds and documentaries was encouraged as a way of engaging different audiences and influencing policy development.

Chapter 5 : Universities South Africa | USAf

Universities South Africa, formerly known as Higher Education South Africa (HESA), is a membership organisation representing South Africa's universities. Our new name was launched on 22 July in order to reposition the organisation as a representative body of South Africa's public universities, that aims to promote a more inclusive.

The purpose of this grant was twofold: Between and , administrators and faculty from both universities have traveled back and forth between Missouri and South Africa to work on these goals. Additionally, an academic leadership program was successfully launched at UWC. Our hope is that this leadership program thrive and serve as a model for other African universities. Quinette Louw and Anthea Rhode. Conflict, Violence and Health. Geophysical and Geological Water Resources Studies. Lindsay Clowes and Tammy Shefer. Staff Development and Curriculum Planning in Law. Pierre de Vos and Catherine Maxwell. Orlando Hohls and Madge du Preez. Distributed Education Certificate Program. School Organizational Culture and Change. Culture and Media Studies. Loes Nas and Herman Wittenberg. David Key and Farouk Ameer. Facilitated at least visits during the four years of the program, including 62 visits to UWC and 78 visits to UM campuses. Developed, offered or made available 18 new courses, short courses and course modules. Included six training workshops. Produced at least 15 joint research papers, publications and proposals. Generated new departmental student exchange programs in health professions, journalism and chemistry. Several thousand of the higher plants are used as phytotherapies every day for treating a range of problems from the common cold to serious diseases such as AIDS.

Chapter 6 : Education in South Africa - Wikipedia

The tertiary sector of South African education included universities, technikons (successors to the colleges of advanced technical education, offering programs ranging from one to six years in engineering and other technologies, management, and art), technical colleges and institutes, and colleges of education.

South African Universities Outlook It is the mission of the Department of Higher Education and Training to develop capable, well-educated and skilled citizens who are able to compete in a sustainable, diversified and knowledge-intensive international economy, which meets the development goals of our country. The language of instruction is English. The University is organised into nine faculties and a business school. Established in , the University of Pretoria – Faculty of Veterinary Science – is the second oldest veterinary school in Africa and the only veterinary school in South Africa. It is more commonly known as Wits University. Wits University contributes to the global knowledge economy and local transformation through generating high level, scarce skills and innovative research. A truly South African university that is academically excellent, innovative in research, critically engaged with society and demographically representative, redressing the disadvantages, inequities and imbalances of the past. Rhodes has six faculties: We offer internationally accredited qualifications and have world-class resources. The university is one of the largest residential universities in the Republic of South Africa. Collectively, the three campuses have 15 academic faculties, which in turn consist of more than 50 schools. Some faculties also have centres and institutes offering short courses, other types of skills development and various community and commercial services. NWU Vaal focuses on programmes in economic sciences, commerce, information technology, education, social science, languages and the humanities. NMMU is a comprehensive university offering professional and vocational training. The University has six campuses – five in Port Elizabeth and one in George. An internationally acclaimed institution, it is the only university of technology in the Western Cape and is the largest university in the region with an enrolment of more than 30 students. The university has six faculties offering a wide range of accredited undergraduate and postgraduate courses in the fields of Applied Sciences, Business, Education and Social Sciences, Engineering, Informatics and Design as well as Health and Wellness Sciences. As a University of Technology, it prioritises the quality of teaching and learning by ensuring its academic staff possess the highest possible qualification that they can get. Unizulu offers career-focused programmes as well as a limited number of relevant university degree courses that have been structured with potential employees and employers in mind. Programs are offered within four faculties: It is one of the largest residential Universities of Technology, with about 15, students, programs, all primarily taught in English. The campus and facilities are conducive to learning, research, recreation and sport, art and culture, and community service. The Central University of Technology employs over academic and research staff spread across four faculties: WSU is a developmental university, focusing on urban renewal and rural development by responding to the socio-economic needs of community, commerce and industry through science, technology and innovation. The university is organised by faculty: The Campus is situated to the north-west of Pretoria. Its grounds extend over some ha adjoining the Ga-Rankuwa Township and are easily accessible by roads and rail. The University of Limpopo stands for human and environmental wellness in a rural context; finding solutions for Africa! As the number of students registering annually grows rapidly, records show that Tshwane University of Technology caters for approximately 60, students and it has become the largest residential higher education institution in South Africa. The 5 faculties include: The staff are committed to helping students fulfill diverse needs and in the process development, responsibility, and accountability are promoted.

Chapter 7 : University of South Africa - Wikipedia

The University of Missouri South African Education Program also supports the creation of UM faculty led study abroad programs and provides logistical support to such programs, once they are launched. Finally, the System seeks to provide opportunities for UWC students to advance their academic careers at one of the UM campuses.

South Africa From the time of the first white settlements in South Africa, the Protestant emphasis on home Bible reading ensured that basic literacy would be achieved in the family. Natal had gone furthest in affirming government responsibility for education and setting up the necessary administrative machinery, but, by and large, provision for schooling remained voluntary and piecemeal until the beginning of the 20th century. The South African War – also called the Boer War suspended educational development entirely and confirmed the resolve of each white South African group to protect its own cultural prerogatives. When the Union of South Africa was created in 1910, it was a bilingual state, and thus both English-speaking and Afrikaans-speaking schools were established for white Europeans. Furthermore, a political tightness and separateness increased among the Afrikaners after the war and strengthened their tendency to exclude nonwhites from the cultural and political life of the dominant society. The trend toward separate schools for linguistic and racial groups became a rigid practice in most of South Africa after union. Church mission schools attempted to replace the preliterate tribal education of native Africans in the South African colonies. Established from 1820, they were dedicated to converting the indigenous peoples to Christianity and generally inculcating an attitude of service and subservience to whites. These schools spread from the Cape to Natal, and colonial governments made occasional grants to them from 1860. Some mission schools included a mixture of races but, by and large, segregation was established by custom. Although some exemplary schools followed rather liberal social and curricular policies, most schools held to narrowly religious content in their curricula. The mission schools were virtually brought into the state system through government subsidies and through provincial supervision, inspection, and control of teaching, curriculum, and examination standards. By the time the union was formed, the new provinces had each established school systems, structured mainly for European children but including provisions for other groups. Specific arrangements varied, but basically the systems were headed by a department of education under a director and controlled through an inspectorate. Three of the provinces had school boards that localized the department administration. Compulsory-attendance regulations were being effected for European children, while separate school developments were under way for other groups. The language of instruction had been established provincially, with both Afrikaans and English in use. The South Africa Act of 1910 left the control of primary and secondary education with the provinces, while reserving higher education to the union government. The Union Department of Education, Arts, and Science became the central educational authority and expanded its responsibilities by accepting control of special sectors such as vocational, technical, and artistic education. The passing of the tribal system was noted and efforts toward interracial cooperation complimented. It was obvious, however, that little of value to Africans was being done in the European-model schools and that noteworthy educational efforts were associated with special institutions, such as Lovedale School and University College of Fort Hare in the Cape. That legislation included the Bantu Education Act of 1949, The National Education Policy Act of 1944 and a subsequent Amendment Act in 1952, along with the Constitution Act of 1961, also reflected apartheid policy. The provinces incorporated national policy into their own legislation and administration. Fundamentally, the system of apartheid rested on three assumptions: Implementation of apartheid policy led to a near-total separation of educational facilities for white, black, Coloured mixed-race, and Indian Asian populations, with resulting divergence of opportunity between the extremes of black and white education. Administration of education was divided between national departments and provincial authorities. Because education was differentiated by race, four separate systems were established. Education for whites was controlled by the Minister of National Education, and provincial – federal coordination was accomplished through a National Education Council and a Committee of Heads of Education. Education for Coloured and Indian population groups was administered through the legislative bodies representing these groups, the House of Representatives and the House of Delegates, respectively. All four systems were

supposed to follow the same basic organizational and curricular patterns. For blacks outside the homelands, the Department of Education and Training administered education. Formal characteristics distinguishing the system of education for blacks included a slightly different school organization, designation of state-aided community schools with school committees, provision for limited African-language instruction, and separate administration. Although the government introduced a limited experiment in compulsory education, the dropout rate among blacks was high. Many pupils were educated in factory, mine, or farm schools that were less adequate than general schools. Teacher qualifications were lower for blacks than for the other groups. Rural schools were crowded and short of materials. Few black pupils attended secondary schools. There were some attempts to close the gap between black and white education at both lower and higher levels. The government proclaimed the principle of equal educational opportunity and, from the s, sharply increased budget allotments for black education. Private and community efforts augmented schooling and introduced experimental integrated schools, and some private schools and white universities were opened to black students. Violence and fear intruded on township schools and on black universities during the apartheid period. By the Extension of University Education Act in , nonwhites were barred from entrance to white universities, and separate university colleges were set up on an ethnic-linguistic basis. This well-organized system of differentiating groups began to break down, however, as first English and then Afrikaans universities stated their policies of admission by merit, as university decisions and legislation opened nonwhite universities to other groups, and as protests against government quotas on university admissions became increasingly effective. The universities became centres of agitation against apartheid. A major government commission, conducted through the Human Sciences Research Council, in recommended that a single system of education under a single ministry be established. Although principles of the report were accepted, the government held to the cultural policy from which institutional separation was derived. The change from an ideological basis to a pragmatic basis for this separation, combined with the elimination of formal barriers to racial crossovers and black mobility in education, produced a policy that competed with revolutionary strategies for social change. Before the apartheid era came to an end during the early s, South Africa began to address the crisis in African education. An Education Renewal Strategy was released in . Discussions involving government officials, educators, parents, and students were initiated in the mids and were formalized in the s. A single Ministry of Education was established in . Educational reform faced severe challenges, however. The primary obstacle was the limited amount of resources available for expenditure on education. School facilities in predominantly white schools were far superior to schools in black areas. Many African schools, especially in rural areas, lacked primary necessities such as heat, plumbing, and electricity as well as advanced facilities such as science laboratories. Shortages of basic classroom supplies were common. Teachers were often poorly trained, particularly in the rural schools. Many teachers in suburban school systems, who generally were the best qualified, were reluctant to move to rural schools. Efforts were accelerated to improve the teacher-training system: All teachers must complete a full secondary course plus a three-year training course. Thus in the early postapartheid period, class differences and geographic considerations began to become more characteristic of social division than race in South African schools. Improvement in the system depended largely on increased availability of resources for education, which in turn depended on a strong South African economy. A shift to a more Afrocentric curriculum was an important element of South African educational reform during the s. The government and private publishers created new curricula in which racial stereotypes were eliminated and the African perspective of South African history was emphasized. New approaches, including the use of oral histories, were introduced during the s. Some of the basic features of South African education continued into the postapartheid period. The system was organized into four three-year cycles: Because the first year of the junior secondary cycle was taken in the primary school , the primary and secondary units were seven and five years, respectively replacing an earlier eight-four organization. Schooling was compulsory for students of all races from age seven to . The general high schools were predominantly academic but offered a range of streams. Specialized high schools, at the senior secondary level, offered technical, agricultural, commercial, art, and domestic science courses. Apprenticeship could begin after the first year of the senior secondary phase grade . Attempts were made to form regional

comprehensive schools. Private schools were found mainly in the northeast and in the Cape region. The tertiary sector of South African education included universities, technikons successors to the colleges of advanced technical education, offering programs ranging from one to six years in engineering and other technologies, management, and art, technical colleges and institutes, and colleges of education. Technical centres, industrial training centres, and adult education centres extended training to early school-leavers. During the 1970s many black university students demanded reduced admission standards and increases in scholarships and faculty appointments for blacks. Language is intimately related to politics and to African aspirations. It was the imposition of Afrikaans as the compulsory language of instruction that triggered the Soweto riots in 1976 and the subsequent wave of unrest. Black parents and students demanded recognition of their own language and culture Africanization as well as the access to the metropolitan culture of their own and other countries that English could provide. During the early postapartheid period, Afrikaans was dropped as a language of instruction for black students in favour of English and African languages. Starting from coastal bases, they undertook to penetrate the interior and begin campaigns to convert the black populations. The missions were the first to open schools and to develop the disciplined study of African languages, in order to translate sacred texts or to conduct religious instruction in the native tongues. The importance of either the lay or the religious system depended on the political doctrines of the mother country, its institutions a firmly secular state or one with a state religion, and the status of the colony and its history. But, whatever the system, the fundamental purpose of colonial instruction was the training of indigenous subaltern cadres—clerks, interpreters, teachers, nurses, medical assistants, workers, and so forth—all indispensable to colonial administration, businesses, and other undertakings. Though inspired by the system in the mother country, no colonial system was equivalent to its prototype. Such a generalization, though, is subject to a slight qualification with reference to the religious missions. Both the missions and the political administrations wished to model the African man in accordance with their own needs and objectives. The religious missions, however, became involved in the cultures of the Africans through continual contact with them in the daily ministrations; they used African languages in instruction wherever the colonial administration permitted it. Moreover, for a long while, religious establishments were alone in offering vocational education, some secondary education, and even some higher education to Africans—frequently in the face of the fears or opposition of the colonial authorities. Education in Portuguese colonies and former colonies Angola and Mozambique shared a common historical legacy of hundreds of years of Portuguese colonization, and the general overall educational philosophy for both countries was the same until independence. For Portugal, education was an important part of its civilizing mission. In 1976, Decree 77 forbade the use of African languages in the schools. The government believed that since the purpose of education was integration of Africans into Portuguese culture the use of African languages was unnecessary. In the Missionary Accord signed with the Vatican made Roman Catholic missions the official representatives of the state in educating Africans. By the 1970s an educational pattern similar to that in Portugal had emerged. It began with a preprimary year in which the Portuguese language was stressed, followed by four years of primary school. Secondary education consisted of a two-year cycle followed by a three-year cycle.

Chapter 8 : Lessons and challenges for higher education in Africa - University World News

The University of South Africa is the largest university on the African continent and attracts a third of all higher education students in South Africa. UNISA has a reputable, comprehensive, flexible and accessible open distance learning institution that is motivating a future generation.

Chapter 9 : Higher Education Support | Universities South Africa

One of South Africa's top universities descends into violence, with police firing tear gas, rubber bullets and water cannon at stone-throwing students who are protesting for free education.