



**CHET**

CENTRE FOR HIGHER EDUCATION TRANSFORMATION

# **From Trouble to Transformation: Professor Makgoba's Contribution**

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**UKZN**

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# Transformation as Equity vs/and development

## **Badat and Wolpe 1994**

The debates about PSE, and the university sector in particular, have revolved around two poles:

- the attainment of equality in relation to access to universities, and the quality and resourcing of institutions and the range of disciplines, graduate programmes and research within them; and
- the developmental role of post-secondary institutions in producing human resources and knowledge relevant to economic development and political management.

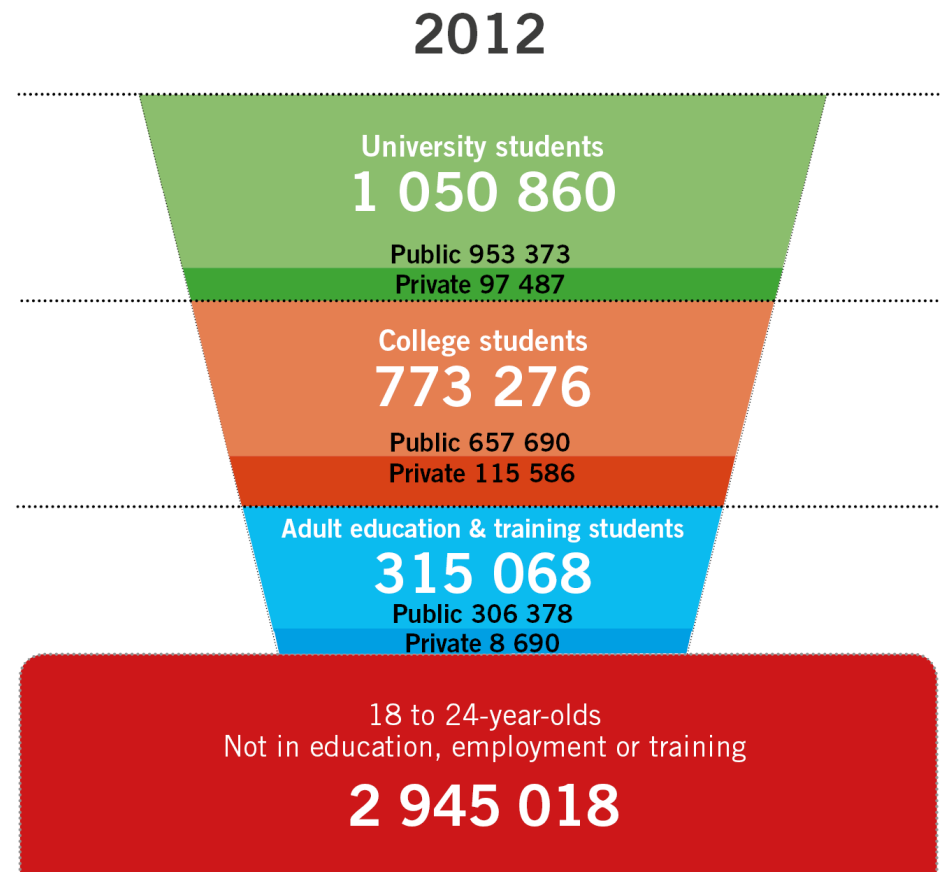
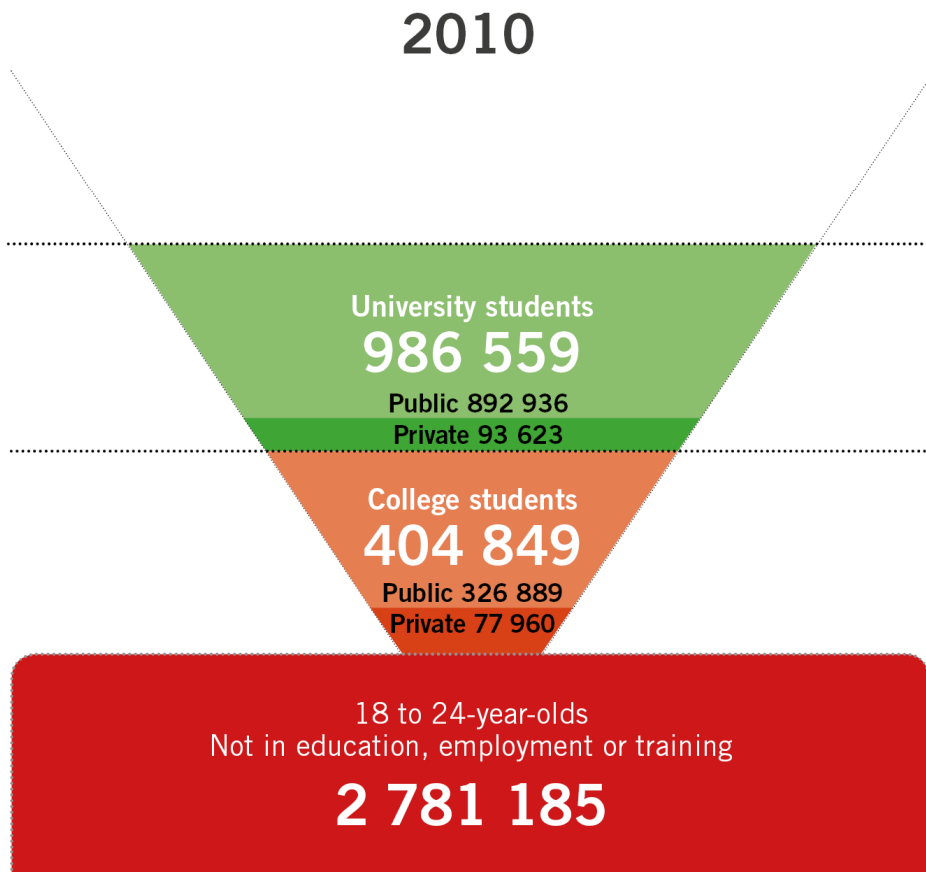
## **Van Onselen**

Distinguishes between the white universities, which developed 'legitimately and organically' in relation to the core life of the economy, and 'artificial' development, through social engineering, of the black universities at the periphery.

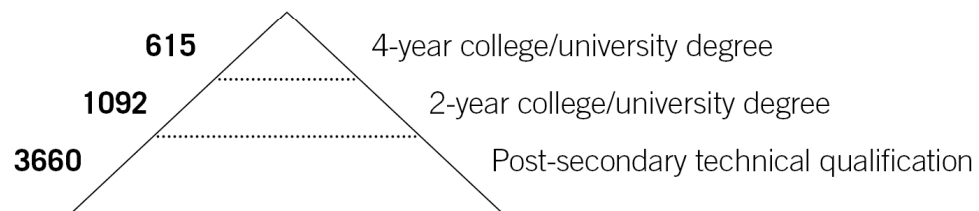
## **Peter Scott**

The answer lies in a massified system that is differentiated. The NCHE refused to discuss differentiation and CHE proposals were rejected. The DoE rejected massification and a college system – planned growth.

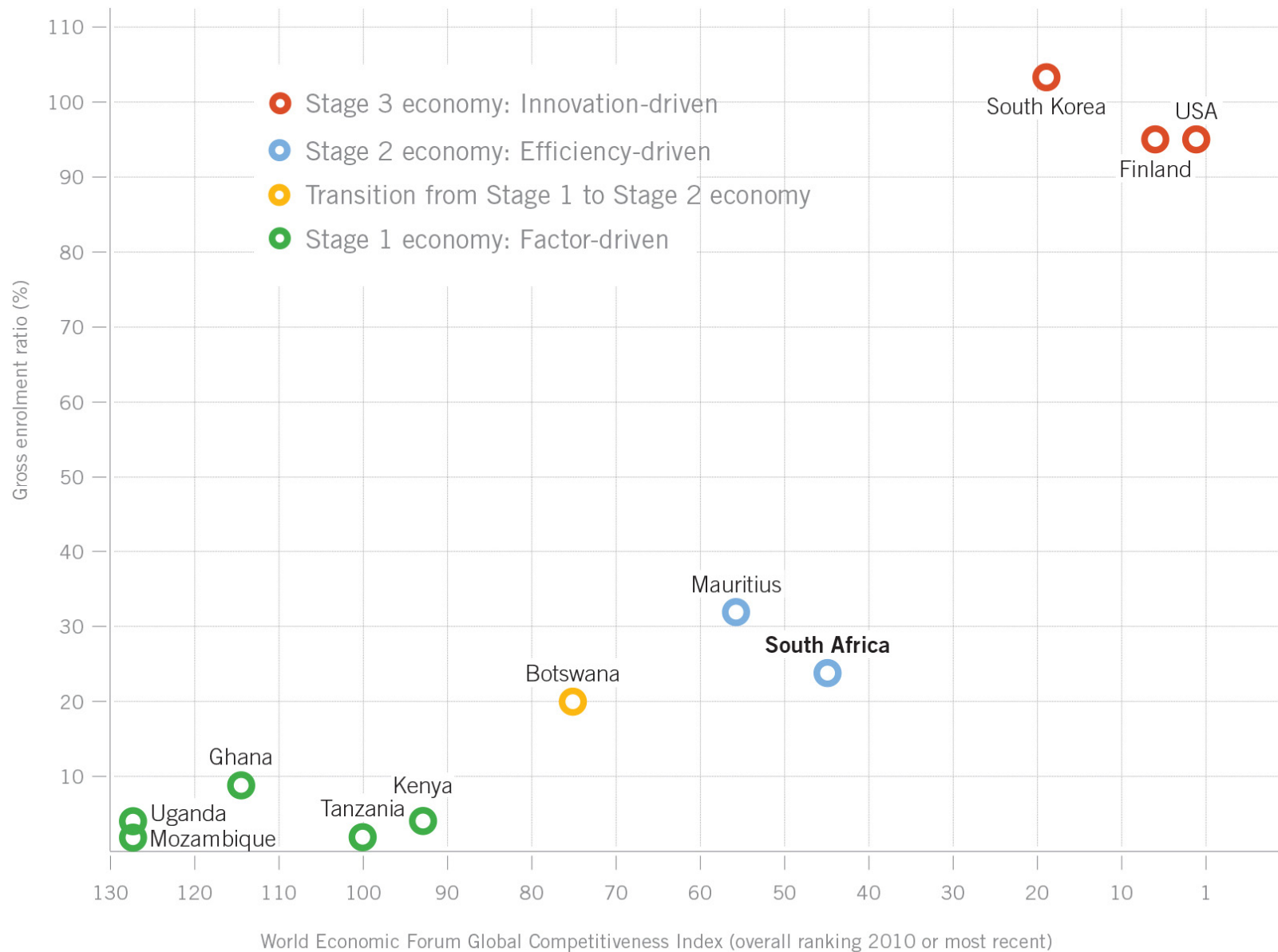
# The South African Post-school System 2010 vs 2012



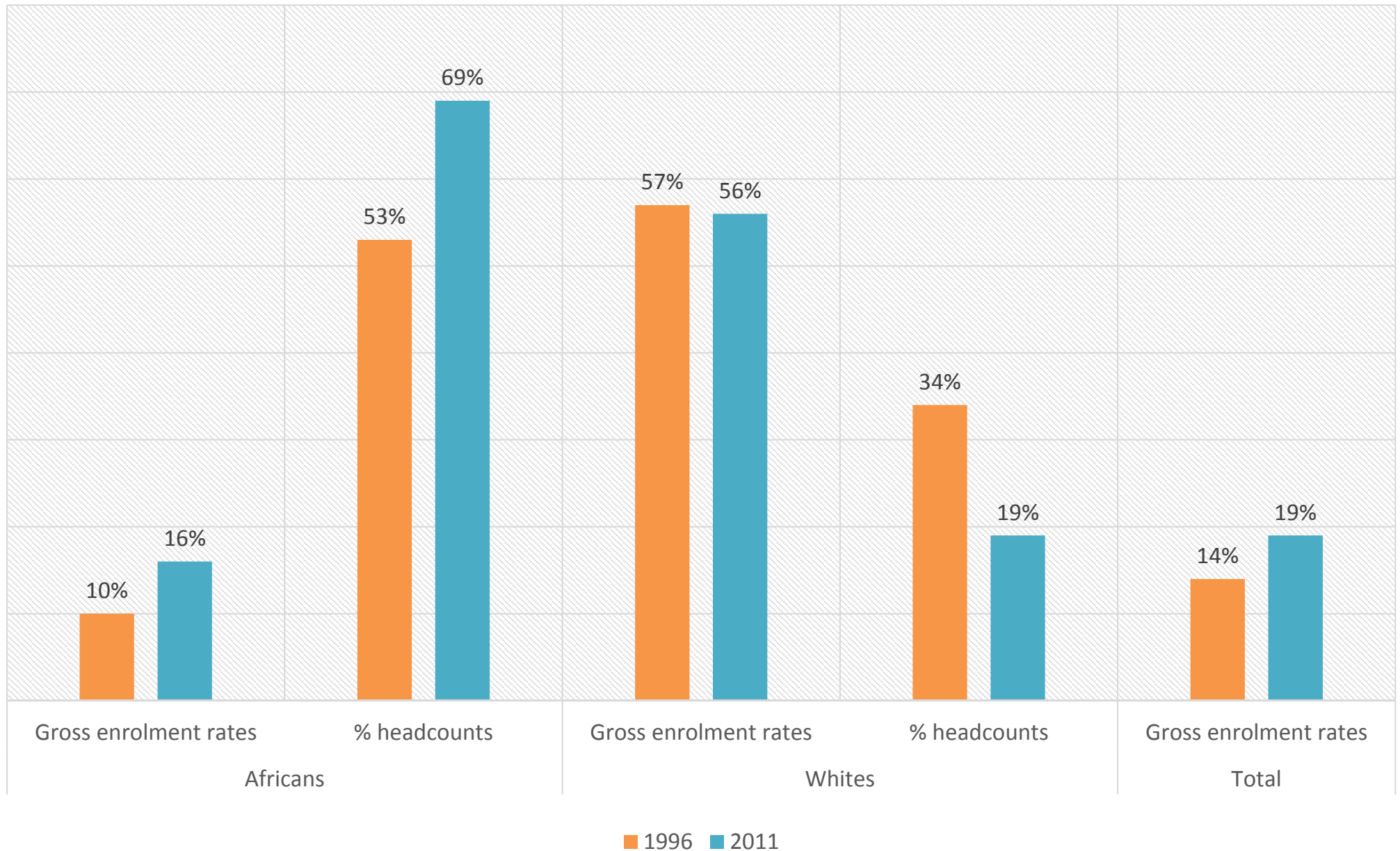
Shape of the US public post-secondary system  
2009, number of institutions



# Gross enrolment ratio and global competitiveness



# Gross enrolment rates in HE for Africans and whites



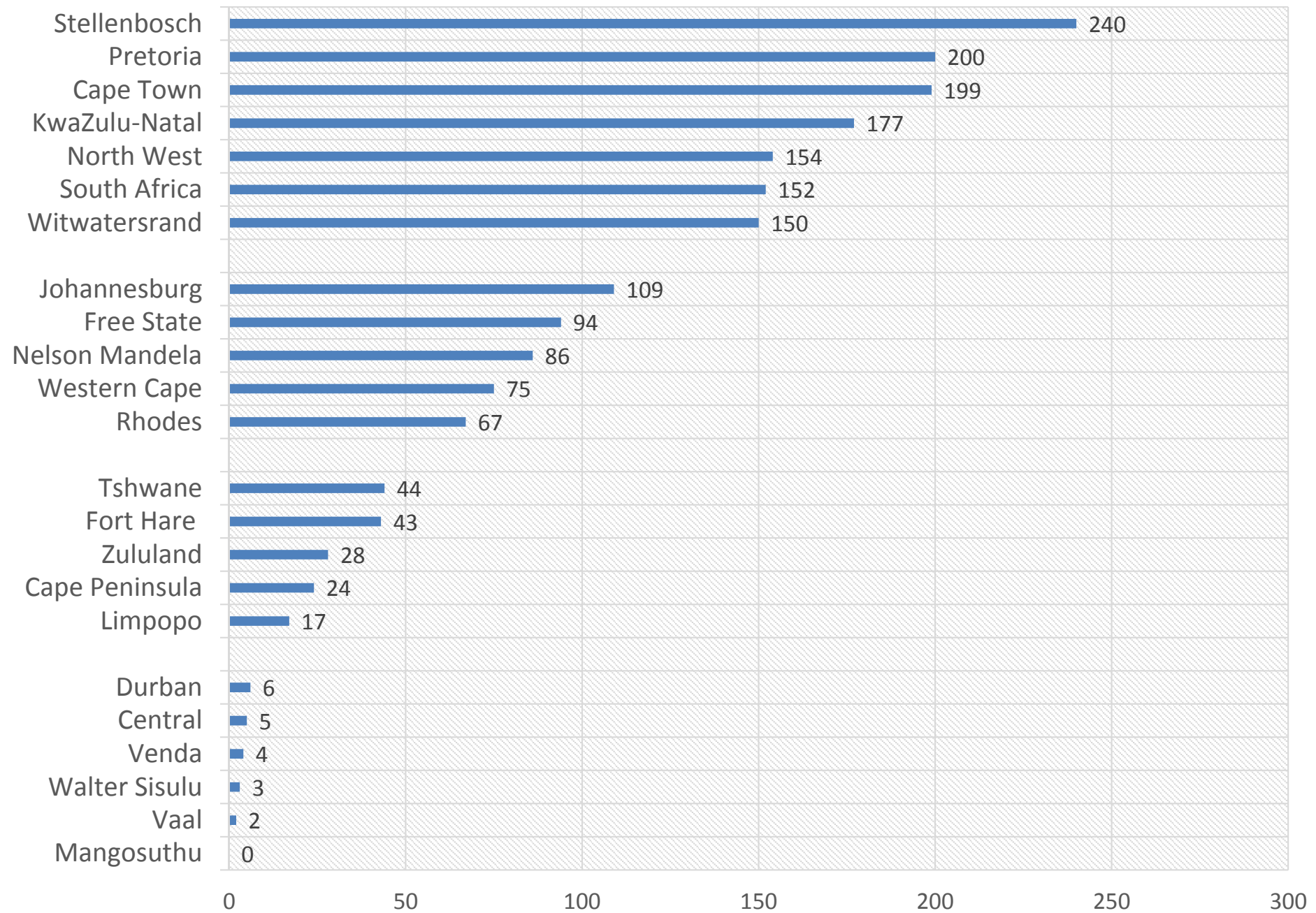
# Policy Goals: Differentiation

- From 1997 WP to DHET WP 2013 differentiation is accepted in principle and fudged in practice in terms of diversity vs differentiation and overt vs covert.

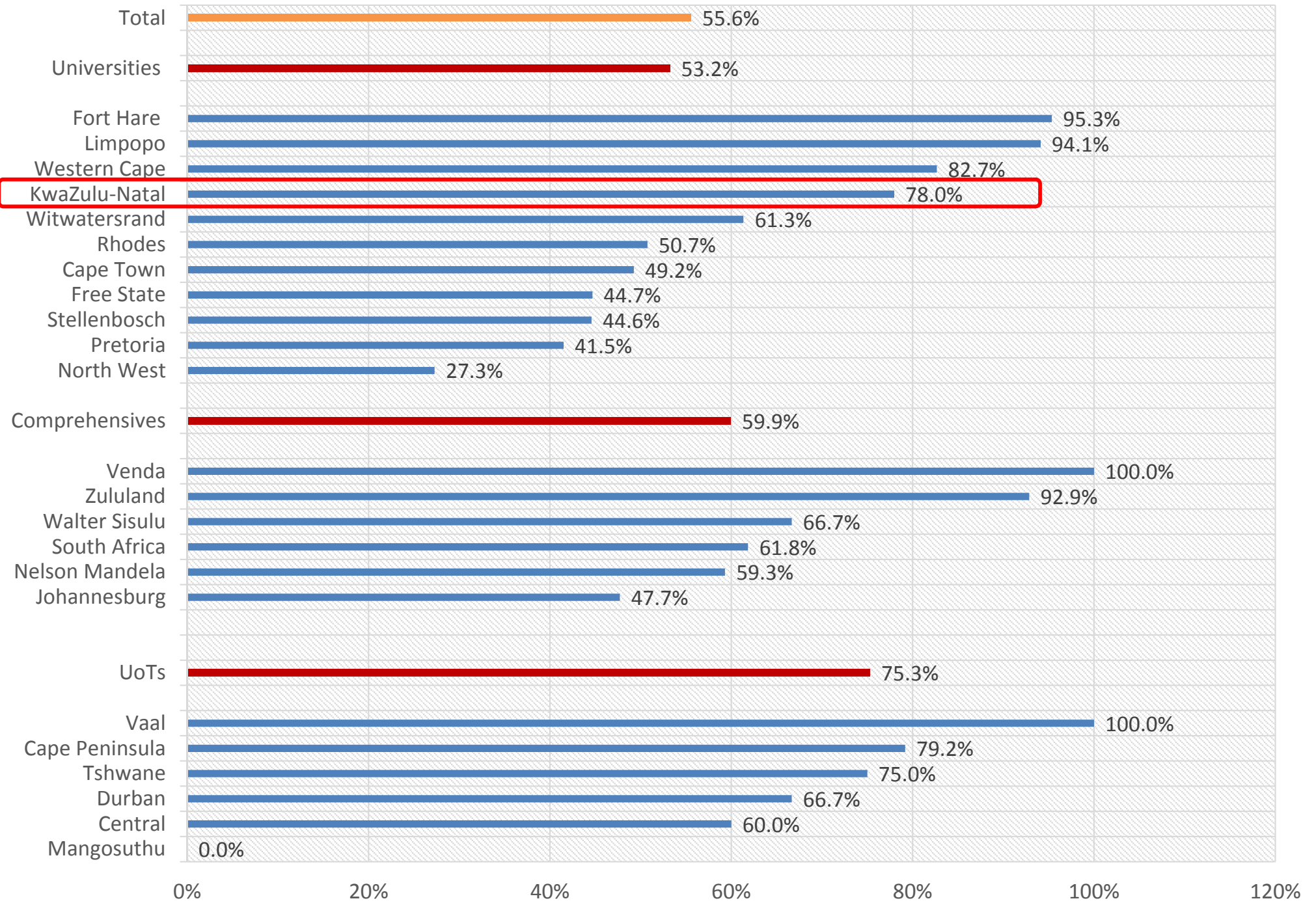
## National Development Plan 2030 Recommends:

1. Improve the qualifications of HE academic staff from 34% to 75% (this is the number one recommendation).
2. SA needs more than 5000 doctoral graduates per annum, mostly SET
3. Over 25% of university enrolments should be postgraduate.
4. A number of world-class centers and programmes should be developed within the national system of innovation and the higher education sector
5. A new future scholars programme needs to be developed, both to increase the proportion of staff with PhDs and to meet the increasing demand for professional PhDs in the non-university research, financial and services sectors
6. Strengthen universities that have an embedded culture of research.  
(pp.318-320)

# Doctoral graduates produced by universities in 2012



# Proportion of black doctoral graduates as a % of the total no. of doctoral graduates (2012)





# Proportion of female doctoral graduates as a % of the total doctoral graduates (2012)

