Country Sheet South Africa

South Africa and Flemish University Cooperation for Development

vliruos
SHARING MINDS, CHANGING LIVES

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Contents

Foreword

The Country Sheet South Africa is a compilation of information from related documents with factual country information, economic, social and development priorities, as also information on higher education and university cooperation in South Africa. The information included is extracted from policy documents, websites and strategy papers from EU, UNDP, World Bank and other organisations. Contextual information from the 2008 Programming mission report of the IUC programme with the University of Limpopo, performed by Paul G. de Nooyer and Sue Southwood (international consultants) was also included as well as the midterm evaluation report of the IUC programme with the University of Western Cape conducted by Alan Penny and Hugh Africa (November 2006).

This compiled document was realised by Christophe Goossens, VLIR-UOS South Africa desk officer, and is by no means to be considered as a policy document. Its sole purpose is to propose a working document with background and context for Country Strategy Identification of VLIR-UOS cooperation in and with South Africa.

As this concerns a working document, frequent updates will occur. The date of compilation of the current version is mentioned in the footer of the document.

Statistics

In 2010, VLIR-UOS conducted a research mapping out the various spending mechanisms with all its partner countries including South Africa. These data were updated in 2012. This resulted in a statistical box providing a quick profile of the various partner countries. For South Africa the results were as follows:

	INDICATOR	VALUE	YEAR
1	BoD-score	0,84	2012
2	Human Development Index	0,629	2012
3	Public Spending on Education (as % percentage of GDP)	6	2010
4	Total VLIR-UOS-investments (€)	8.472.692	2006-2012
5	# Institutional University Cooperation	2	2012
6	# Own Initiatives	15	2012
7	# South initiatives	7	2012
8	# Scholars (ICP/ITP/KOI/ICP-PhD)	143	2012
9	# Travel Grants + VLADOC	396	2012
10	# Universities	42	2012
11	School enrolment, tertiary (% gross)	15	1994
12	Aid per Capita (Current US$ per person)	20,6	2007
13	DGD expenditure: bilateral	1.780.991	2010
14	DGD expenditure: non-governmental	5.379.670	2010
14	Life expectancy at birth	52,1	2010
15	Under-five mortality (per 1,000 live births)	53	2010
16	Combined gross enrolment ratio in education (both sexes) (%)	51,6	1990
17	Adult literacy rate (both sexes) (% aged 15 and above)	89	2007
18	Gender Inequality Index (updated)	63	2009
19	Prevalence of undernourishment (% of population)	5	2008
20	Population	50.586.757	2011
21	Labour participation rate, total (% of total population ages 15+)	52	2010
22	GDP per capita (2008 PPP US$)	11.035	2011

23	Improved water source (% of population with access)	91	2010
24	Internet users (per100 people)	12,3	2010
25	Gini Index	63,1	2009
26	Voice and Accountability Percentile Rank (0-100)	65,7	2011
27	Political Stability Percentile Rank (0-100)	48,1	2011
28	Government Effectiveness Percentile Rank (0-100)	64,9	2011
29	Regalutory Quality Percentile Rank (0-100)	65,9	2011
30	Rule of Law Percentile Rank (0-100)	58,7	2011
31	Control of Corruption Percentile Rank (0-100)	59,7	2011

Country map

www.bbc.co.uk

www.zeemaps.com

1 Country profile

1.1 Geographical presentation[1]

South Africa occupies the southern tip of Africa, its long coastline stretching more than 2 500km from the desert border with Namibia on the Atlantic coast, southwards around the tip of Africa, then north to the border with subtropical Mozambique on the Indian Ocean.

The low-lying coastal zone is narrow for much of that distance, soon giving way to a mountainous escarpment that separates it from the high inland plateau.

South Africa is a medium-sized country, with a total land area of slightly more than 1.2-million square kilometres, making it roughly the same size as Colombia and twice the size of France. It measures about 1 600km from north to south, and roughly the same from east to west.
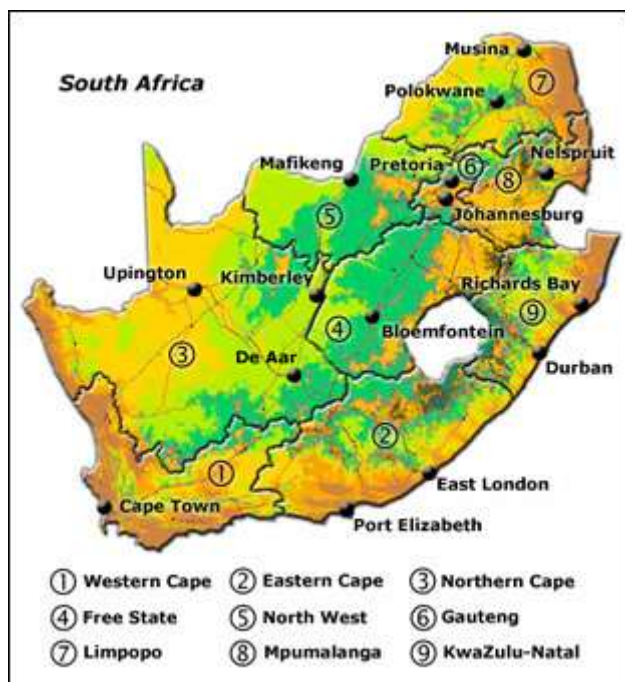
Map: Mary Alexander, MediaClubSouthAfrica.com

The country has nine provinces, which vary considerably in size. The smallest is tiny and crowded Gauteng, a highly urbanised region, and the largest the vast, arid and empty Northern Cape, which takes up almost a third of South Africa's total land area.

South Africa has three capitals:

Cape Town, in the Western Cape, is the legislative capital and is where the country's Parliament is found.
Bloemfontein, in the Free State, is the judicial capital, and home to the Supreme Court of Appeal.
Pretoria, in Gauteng, is the administrative capital, and the ultimate capital of the country. It is home to the Union Buildings and a large proportion of the public service.

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[1] http://www.southafrica.info/about/geography/geography.htm#.UFh8Aa6YS9N

The largest and most important city is Johannesburg, the economic heartland of the country. Other important centres include Durban and Pietermaritzburg in KwaZulu- Natal, and Port Elizabeth in the Eastern Cape.

1.2 Socio-economic analysis

According to the UNDP Human Development Report 2011, South Africa ranked 123 among 187 countries with a Human Development Index value of 0.619. South Africa's HDI is more or less at the same level as its north western neighbouring countries Namibia (0.625 – 120) and Botswana (0.633 – 118), but far higher than the rest of its neighbours, Zimbabwe (0.376 – 173), Mozambique (0.322 - 184), Swaziland (0.522 - 140) and Lesotho (0.45 - 160).

According to Transparency's Corruption Perception Index (CPI) 2011, on a scale of 1 to 10, South Africa is perceived by its own population to have a corruption index of 4.1 (ranking 64/183)(Namibia: 4.4, Botswana: 6.1, Zimbabwe: 2.2, Mozambique: 2.7,). This is slightly worse than in 2001 (4.8; ranking 38/91)[2].

In 2011 South Africa completed a census exercise, which revealed that the population grew by over 7 million, from 44 819 778 to 51 770 560 within a ten year period from 2004 to 2011.[3] Even though the population of South Africa has increased in the past decade, the country had an negative annual population growth rate of about −0.412% in 2012..

The HIV/AIDS pandemic is a major threat to social and economic development. The estimated number of HIV-infected people rose from 3.8 million in 1999 to 5.5 million in 2006. This represents an estimated adult prevalence rate of 21.5%. Of the 500 000-750 000 people who currently need anti-retroviral treatment (ART), only 130 000 have access to it. The pandemic's effects in the medium and long term will be to reduce the total population, the average life expectancy, and the proportion of the population that is economically active, while drastically increasing the number of orphans. The social and economic costs will be staggering[4]. Over 50% of people with HIV also have tuberculosis. South Africa is the fourth highest tuberculosis burden country globally and the highest rate of tuberculosis in Africa.

Despite progressive legislation and the provisions of the constitution, there is still great disparity between males and females in South Africa. The problem is cultural: violence against women is often not addressed, which also exacerbates the HIV/AIDS epidemic, especially among young women and girls. Cultural practices also result in women having less access to education and credit, resulting in — and causing — lower literacy levels among them. At the same time, government institutions are unable to achieve gender targets[5].

The achievement of a peaceful transition to democracy in South Africa and the adoption of an inclusive constitution, borne out of historic compromises and a negotiated political settlement, were remarkable. Indeed, the South African government has reached main achievements through:

1. The massive growth of the black middle class in the last 10 years;
2. Succesful programmes in delivering housing and water to people since independence;
3. Sustained, if modest economic growth;

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[2] http://www.transparency.org/
[3] Stats SA. 2012. Statistical Release P0301.4 (Revised), Census 2011. Available at: http://www.statssa.gov.za/Publications/P03014/P030142011.pdf
[4] •http://ec.europa.eu/development/icenter/repository/print_csp07_za_en.pdf
[5] ibid

4. Successes in ARV rollout in the last 5 years.

Only to name a few.

1.3 Political structure[6]

Although much remains to be done to consolidate South Africa's young democracy, one in which human rights and fundamental freedoms are respected, the country has made great efforts to institutionalising democracy, and the political environment has been stable. The achievements include:

- a multi-party political system;
- a functioning parliamentary democracy;
- a respected constitution and entrenched rule of law
- an independent judiciary;
- mechanisms for accountability, transparency and information in public administration;
- high levels of press freedom.

During apartheid, civil society played a prominent role in taking action against the government to bring about political change. Since 1994, civil society has continued to have a major impact in South Africa by advocating proper and effective governance and by championing issues such as poverty, gender parity and effective service delivery, getting the government to commit to tangible reforms. However, it has been weakened by the disappearance of the overseas funding that it received during apartheid, and by the loss of many of its members to government, the civil service and the private sector. Thus, although new partnerships between civil-society organisations and the government have gradually emerged — especially in the sphere of service delivery — there is undoubtedly scope for strengthening civil society's advocacy and campaigning roles.

In the post-apartheid peace and reconciliation process, intense efforts have been made to address exclusion and lack of integration, but both public authorities and civil society are very conscious that these problems are still prevalent at every level of South African society. In this context the approval of the Black Economic Empowerment (BEE) Charters and the implementation of the Broad-Based Black Economic Empowerment Act of 2003 were important steps towards achieving economic inclusion and equity for the black majority. However, black empowerment at the workplace is happening slowly and much remains to be done to achieve empowerment that is truly "broad-based".

South Africa plays an active role within Africa and internationally. The country is a key member of the African Union (AU), supporting growth and development through the AU's New Partnership for Africa's Development (NEPAD), and promoting good governance through the African Peer Review Mechanism. South Africa is engaged in UN reform processes, as well as being a member of the Non-Aligned Movement (NAM), the G77 coalition of developing nations, the Commonwealth of Nations, the WTO (as part of IBSA) and the G20 group of developing nations with a special interest in agriculture. South Africa has concluded or is negotiating numerous multilateral and bilateral agreements within the WTO framework, notably with the EU, Mercosur, the USA and EFTA. In the area of peace and security, South Africa has been playing a very active and constructive role on the African continent, helping to address crises and broker conflict resolution in Rwanda, the Democratic Republic of Congo, Burundi, Liberia, Sudan and Côte d'Ivoire.

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[6] Ibid

South Africa is also playing a key strategic role in its region, and may become the driving force behind growth and development in the SADC. However, the region is highly unequal, and there are regional dynamics and sensitivities that influence the extent to which South Africa can assume a leadership role. While South Africa's economic strength translates into significant political influence, it has focused on forms of diplomacy that emphasise consultation and consensus.

To deepen and broaden democracy, local governments have been given responsibility for delivering social and administrative services including health, education, water, sanitation, infrastructure and environmental protection.

1.4 Economic performance

South Africa is ranked as an upper-middle income economy by the World Bank. It has the largest economy in Africa, and the 28th-largest in the world. It is a middle-income, emerging market with an abundant supply of natural resources; well-developed financial, legal, communications, energy, and transport sectors; a stock exchange that is the 18th largest in the world; and modern infrastructure supporting a relatively efficient distribution of goods to major urban centers throughout the region.

Economic growth in the ten years after the end of the apartheid regime averaged 2.9% per annum, increased to 4.5% in 2004 and to 5.0% in 2005 and 2006. Manufacturing (20% of GDP in 2005) and services (70% of GDP in 2005) contribute most to GDP, while the shares of mining (only 7% in 2005) and agriculture (3% in 2005) have shrunk.

In spite of an improved financial account, increased spending in social services, and a significant increase in GDP growth, South Africa continues to face daunting challenges – both structural and social. South Africa is a dual economy with great inequality. The first economy, with its large, capital-intensive firms built up under apartheid, has been best placed to take advantage of trade liberalisation and macroeconomic stability. Smaller firms and those in the informal economy have done less well. Many black, Asian and coloured South Africans live a precarious existence in this second economy, moving between unemployment, work in the informal sector (often as "hawkers") and poorly paid jobs in the formal sector. Often they have to travel great distances to formal jobs because of the apartheid policy of locating their communities away from the centres of formal employment. The second economy also contains millions of the very poorest — mostly black people, marginalised and unskilled, who take up informal activities simply to survive.

Tangible though modest economic growth and the stable internal and external macro-economic situation have not produced a sustainable solution to unemployment, the country's key economic and social problem. Jobs are being created, but not fast enough to incorporate the number of new entrants into the labour market. The opening up of the economy has reduced the importance of sectors such as mining, clothing and textiles and boosted less labour-intensive sectors such as wholesale and retail trade, services, construction and communications. The legacy of apartheid means that there is a structural element to the unemployment in the country. Business is highly concentrated in certain areas of the country, further disadvantaging people who live far away from sources of employment growth, potential employees who lack skills, and potential entrepreneurs who lack both collateral and access to the financial and business services that might help them set up their own enterprises.

It is hoped that the growth of small, micro and medium-sized enterprises (SMMEs) will boost the second economy and reduce unemployment. However, the anticipated employment boom has not materialised, and employment in the informal sector fell by 6.9% between September 2000 and March 2006, perhaps because of the regulatory environment, and certainly because of difficulties in

accessing finance. There is a debate about whether to shift the focus away from grassroots SMMEs, and to establish links between larger, first-economy companies and SMMEs, thereby bringing them into the mainstream of the economy. Whatever the outcome of this debate, it illustrates the need for a coherent strategy for developing the second economy — and for a comprehensive policy on encouraging employment. Additional research and political discussion by state and non-state actors (the private sector and NGOs) is required to enable more informed decision-making in this area.

The expansion of South African businesses in the region is also gaining momentum. Although this could have benefits for other African countries, it has also been a cause for concern over, for example, the extent to which South African companies buy supplies from South African rather than local suppliers. Despite such concerns, there are also key players in South Africa's private sector who see poverty as a threat to stability in the region, and are thus potential partners in development projects. These companies have experience of meeting global environmental and labour standards that are the keys to accessing markets in the developed world. In addition, where South African business goes, so its labour movement follows, bringing ideas about labour rights to a region not known for its high standards in this area.

1.5 Environment

South Africa is facing important environmental challenges. As both an industrialised and a developing country, South Africa faces a twofold set of environmental challenges. Growth in water usage outpacing supply, increasingly difficult access to agricultural and drinking water, increasing soil erosion and desertification, inadequate waste and chemicals management, air pollution resulting in acid rain, and the pollution of rivers from agricultural runoff and urban discharges all have an impact on food security, long-term welfare and economic development of the poorest, especially among the rural population. In addition, climate change is likely to exacerbate many of these environmental concerns and bring new challenges. At the same time, South Africa faces growth in its greenhouse gas emissions, in particular from its energy sector, where most of its electricity generation is expected to continue to be based on coal, as well as from its transport sector.

South Africa is an arid country with only 8.6% of the rainfall available as surface water, one of the lowest conversion ratios in the world. Similarly, South Africa's groundwater resources are limited compared to world averages. Scarcity of freshwater resources and highly variable hydrological conditions have led to every major river being regulated in order to ensure adequate water supply for development. South Africa's available freshwater resources are already almost fully utilised and under stress. Many water resources are polluted by industrial effluents, domestic and commercial sewage, acid mine drainage, agricultural runoff and litter. At the projected population growth and economic development rates, and with the increasing impact of climate change, projected demand for water resources is unlikely to be sustainable. Limits on both water supply and quality are thus likely to restrain the country's further socio-economic development.

South Africa's coastal and marine resources are under considerable threat and are already severely degraded in many areas due to over-harvesting and urban/industrial development. Coastal areas are mainly used for tourism, recreation and leisure, commercial and recreational fishing, agriculture and mining. At present, it is estimated that about 12 million people (about 30% of the population) live within 60 km of the coast. Coastal and marine resources thus play a major role in sustaining economic and social development, and contribute to employment and food security. The major land-based pollutants are wastewater from industries and sewerage as well as run-off from agricultural lands and urban

areas. South Africa is situated on one of the major global oil tanker routes, which, together with its notoriously rough sea conditions, makes it highly vulnerable to oil spills, as reflected in the relatively high number of recorded shipping accidents.

2 Education

South Africa's formal education system has three levels: General Education and Training, which lasts nine years and is compulsory for all children between the ages of 6 and 15; further Education and Training, which lasts three years and includes vocational education; and Higher Education, which is equivalent to tertiary education. The South African public general education and training (GET) and further education and training (FET) systems are part of a wider schooling system based on private and public state funded education. Most schools are funded by the state and private schools are funded mostly by fees but receive state subsidies. 2.8% of the total school population is private equalling 340,000 students. The public schooling system is also very differentiated, with no fee paying schools, schools with low school fees, and ex-Model C schools who charge relatively higher fees to employ more staff to cater for smaller class sizes.

Education qualifications in the schooling system are framed within a national qualifications framework. The GET and FET bands are vertically hierarchical, with successful completion of GET leading to progression to FET, which leads to higher education upon achieving the Further Education and Training Certificate (FETC). The GET and FET bands cover grades R – 12. There is however, differentiation between the FET for schools and the FET for colleges. The following table highlights the location of the GET, FET and higher education and training (HET) bands within the South African National Qualifications Framework (NQF) continuum.

Access to General Education and Training is virtually universal, and needy children are exempted from paying school fees, so the major challenge in formal education is to make the quality more consistent. Outside formal education, the priority is to make up for the deliberately inferior education the majority of the population were given in the apartheid era. Consequently, education and training authorities have been established to develop the skills required for economic growth and global participation.

National Qualifications Framework

Band	School Grades	NQF Level	Qualifications
HIGHER EDUCATION AND TRAINING		8	Doctor's Degree
		7	Masters Degree
			Honours Degree
			Postgraduate Diploma
		6	General first degree
			Professional first degree postgraduate
			Bachelor's degree

		5	Certificate
			Higher certificate
			First diploma
FURTHER EDUCATION AND TRAINING	12	4	Certificates
	11	3	Diplomas
	10	2	
GENERAL EDUCATION AND TRAINING	9	1	Grade 9/Adult Basic Education and Training level4

In 2009 the National Department of Education was split into two ministries – Department of Basic Education (DBE), responsible for general education and training and the schooling aspect of further education and training; and Department of Higher Education and Training (DHET), responsible for FET colleges, higher education, and sector education and training authorities (Setas).

2.1 Structure

According to the Constitution (1996), everyone has the right to a basic education, including adult basic education and further education. In terms of education management, the National Education Policy Act of 1996 provides the national policy framework, with policy making entrusted to the Ministers of Basic Education and Higher Education and training. Administrative responsibility lies with provincial departments of education (except in the case of Universities). A National Qualifications Framework was developed by the South African Qualifications Authority that distinguishes different levels of general education (9 grades), further education (3 grades) and higher education. The ABET Act of 2000 furthermore provides a legislative framework for the establishment of a system of adult basic education and training (ABET). ABET is a priority in the Eastern Cape and Limpopo where adult illiteracy rates are particularly high. Since 1998, a new outcomes-based curriculum has been phased in. Issues affecting education 'delivery' include the quality and availability of suitable learning support materials, under qualified teachers and lack of funding, despite the fact that public education expenditure equalled 19% of total government expenditure in 2010.

The Minister of Higher Education and Training is responsible for higher education. A Council on Higher Education (CHE), was established in May 1998 and is responsible for policy advice, issues of quality assurance, monitoring and evaluation and enhancing higher education quality. The Higher Education Act of 1997, Education White Paper 3 on HE (1997) and the National Plan for HE (2001) are the basis for the transformation of the public HE sector. Following the National Plan, the HE landscape has been transformed by amalgamating universities and former 'technikons' into 23 larger tertiary institutions (previously 36). The new institutional landscape for HE consists of three different types of institution: traditional Universities (11), Universities of Technology (6) and Comprehensive Universities (6). More than half of all students study at the 'comprehensive' or 'new generation' universities, which combine academic and vocational oriented higher education. HE is also offered at accredited private institutions (mid-2007 numbering 76 with some 20,000 students) that mostly provide

short, flexible, market-related courses, as well as distance education in areas such as business and management, tourism, etc.

The current public universities do not have the capacity to absorb all qualifying matriculant students. Students from rural areas particularly experience challenges accessing higher education. To partly alleviate the access issue, DHET is planning to build two new public universities in the Northern Cape and Mpumalanga.

2.2 Data and policy focus in terms of higher education

For university entrance, a matriculation endorsement is required, although some universities do set their own additional academic requirements. South Africa has a vibrant higher sector, with more than a million students enrolled in the country's universities, FET (Further Education and Training) and universities of technology. All the universities are autonomous, reporting to their own councils rather than government.

In 2010, public higher education institutions employed 46 579 academic staff and 127 969 support staff. Student enrolment in these institutions stood at 892 936, including 726 882 undergraduate students and 138 610 postgraduate students. Most qualifications awarded in 2010 were in the humanities and social sciences (74 612) compared to 41 724 qualifications in business and commerce and 37 405 qualifications in science and technology.[7] A key problem is that there are not enough skilled researchers to carry out research and while there is an encouraging share of women researchers (39.2%), the country faces a serious lack of young (specifically black) researchers. Moreover, the academic population is aging with 45% of scientific publications produced by researchers 50 years (1998). Against this backdrop, the production of postgraduate qualifications continues to be of concern and is very low – in 2010 there were only 8 618 master's degrees and 1 423 doctoral degrees.[8]

The development of a highly skilled human resource force for the country in universities is threatened by poor retention. The dropout rate in South African Higher education is high. The Figure below reflects throughput and drop outs in a five year period between 2005 - 2010.

Undergraduate student completion and drop out in higher education, 2010[9]

[7] CHE. Higher Education in South Africa. Available at: http://www.che.ac.za/heinsa/
[8] CHE. Higher Education in South Africa. Available at: http://www.che.ac.za/heinsa/
[9] CHET. South African Higher Education Open Data. Available at: http://www.chet.org.za/data/sahe-open-data

Although the dropout rate for first year students is often attributed to poor secondary schooling standards, poor retention of university students goes beyond the undergraduate years. Dropout rate at Master's level is over 50% and at PhD level over 40%.

Student financial assistance is provided by the Government through the National Student Financial Aid Scheme (NSFAS). Moreover, alternative admission processes have been developed that select educationally disadvantaged students on the basis of their academic potential while many institutions have introduced academic development and 'bridging' programmes that help students overcome poor schooling and support learning in English. NSFAS funds about 25% of higher education students but this is still not enough to meet the needs of students who want funding support. Some of the NSFAS funding is wasted by students who drop out. .

HE is financed from government budget, student fees, and donations and entrepreneurial activities. Changes in the composition of university funding from the different sources is highlighted below.

Comparison of higher education income 2000 & 2010[10]
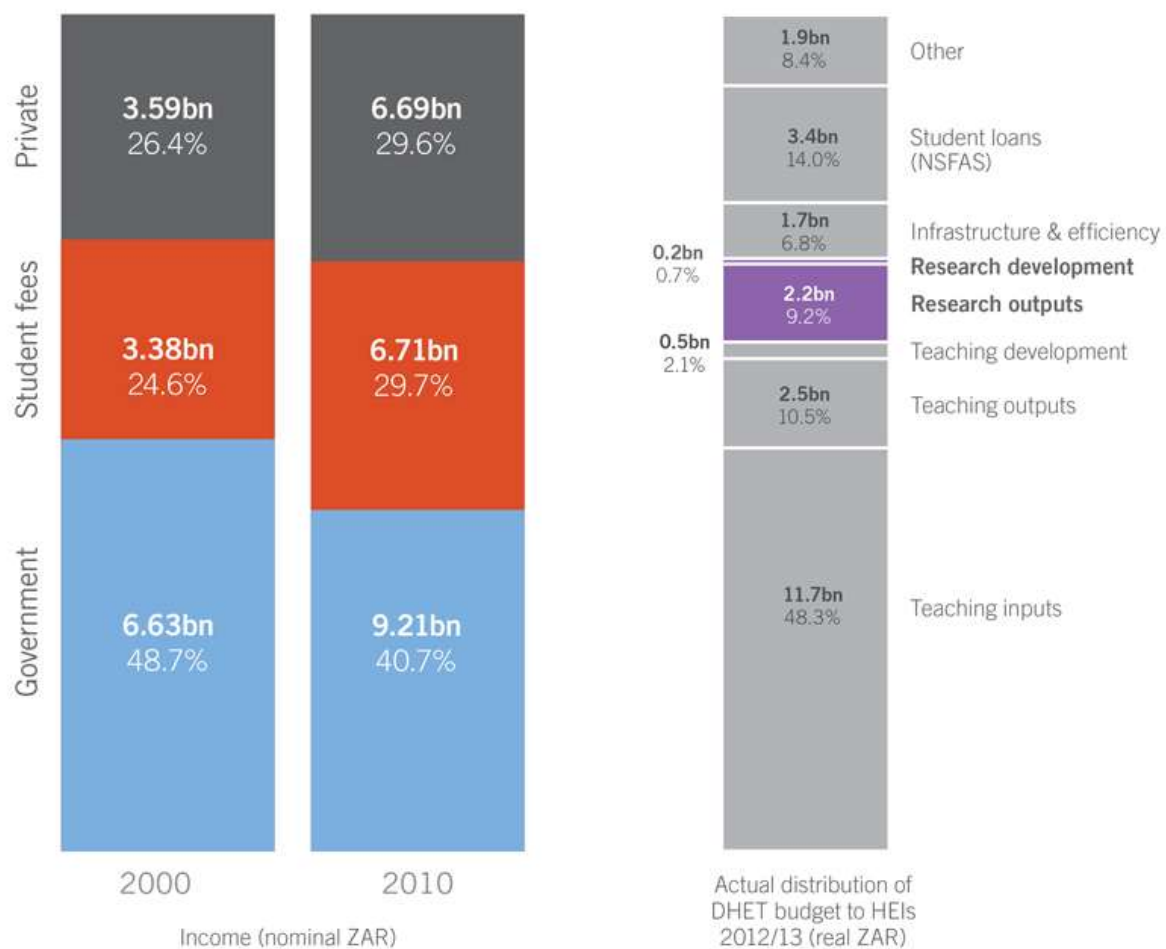
Over the years, the proportion of government funding in the larger scope of university funding has decreased. Fees and private funding now constitute a larger portion of university funding, although government contribution has increased. In 2012/13, most of the government funding for higher education went towards personnel and the student financial aid scheme.

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[10] CHET. South African Higher Education Open data. Available at: http://www.chet.org.za/data/sahe-open-data

2.3 Key stakeholders in South African higher education

2.3.1 Government departments

Besides the DHET, several other government departments have a stake in and are beneficial to higher education. The key departments include the Department of Basic Education and Training (DBE), Department of Science and Technology (DST), and the Department of Trade and Industry (DTI). The role of each of these departments in higher education is outlined in the table below.

Stakeholder	Focus area	HE Role
DBE	Responsible for policy and implementation at general and schooling further education and training.	DBE feeds the higher education system, and the quality of education at this level is partly blamed for poor retention and throughput in higher education. DBE has developed an Action Plan to 2014 outlining how the education sector can be improved, including employing younger and motivated teachers and professionalizing teaching.
DST	DST sets policy and drives programmes to enable science and technology to have a sustainable economic development impact for the country. They also have strategies that support implementation of policy.	The DST has several programmes that offer opportunities for higher education involvement: • University professors are involved in the Square Kilometer Array project which South Africa has jointly won to host with Australia. Several postgraduate research outputs will culminate from this project. • Provision of funding to university students and 232 postgraduate students were funded or co-funded in the 2011/ 2012 financial year. • Funds National science Olympiads and Women in Science Awards • DST has developed a ten year innovation plan which recognizes the HRD role of universities by setting targets for increased appointment of research chairs, improved output of PhDs in science, engineering and technology, improving on publications and increasing patents.[11]

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[11] DST. 2009. Ten Year Innovation Plan. Pretoria: DST.

DTI	DTI develops industrial policies and provides support for the accelerated development of industry and the SMME sector	DTI funds the Technology and Human Resources for Industry Programme (THRIP), managed by the National Research Foundation (NRF). It is a partnership programme that challenges companies to match government funding for innovative research and development in South Africa.

2.3.2 Higher education organisations/statutory bodies

There are several associations that promote the interests of higher education, key of which are:

- Higher Education South Africa (HESA), a platform for HE leadership representing vice chancellors of the 23 public universities in SA
- Centre for Higher Education Transformation (CHET), which disseminates publications from HE institutions
- Cape Higher Education Consortium (CHEC), an academic consortium comprising the four public universities in the Western Cape - CPUT, Stellenbosch University, UWC and UCT who collaborate with each other, including sharing an automated library system.
- Council on Higher Education (CHE) is an independent statutory body responsible for advising the Minister of Higher Education and Training on all higher education policy issues, and for quality assurance in higher education.

2.3.3 Research and development organisations and councils

Some of the key research and development organisations and councils in the country are the Medical Research Council (MRC), National Research Foundation (NRF) the Council for Scientific and Industrial Research (CSIR), and The Technology Innovation Agency (TIA).

The MRC's objectives are to use research to contribute to the health needs of the country. The six research programmes are; environment and development; health systems and policy, non-communicable diseases, infection and immunity, molecules to disease, women and child health. The MRC offers bursaries and scholarships for full-time post-graduate research training in areas where South Africa has an inadequate supply of scientists, including bioinformatics, biostatistics, epidemiology, demography, behavioural sciences, environmental sciences, health economics, health law, health promotion, health systems, health policy and health ethics.

The NRF was established in 1999 and provides services and grants to support research and postgraduate research training. Areas earmarked for by the NRF for significant funding are: economic growth; ecosystems and biodiversity; education; globalisation challenges; information and communication technology; sustainable livelihoods and unlocking the future.. NRF and DTI collaboratively facilitate THRIP, which has various funding models including funding of projects where government, science, engineering and technology institutions like the CSIR, The Human Sciences Research Council, the Council for Minerals and Energy, and higher education institutions (HEIs) are collaborating on projects led by HEIs. THRIP projects include promotion of mobility of researchers between institutions and placement of researchers in companies and SMMEs while they are doing

their research. THRIP supports around 235 projects worth about R150 million per year. The average industry investment per year is R240 million.[12]

The CSIR is one of the leading scientific and technology research, development and implementation organizations in the country which relies on partnership to finance research. Its key focus research areas are built environment, biosciences, defence, peace, safety and security, information and communications, laser technology, materials science and manufacturing, natural resourcing and the environment, mining innovation, modelling and digital science, mobile intelligent autonomous systems, nanotechnology, and synthetic biology.

The CSIR also has a Water Sustainability Flagship (WSF) programme which aimed at providing a collaborative platform with strategic partners to contribute to solving the country's water challenges. The programme is focused on sustainable use of water to increase useable water by 2025. Intervention areas include:

- *Planning and governance in relation to waste water treatment works: Inadequate strategic, integrated and cooperative governance and planning for water sustainability constrains equitable access as well as sustainable and inclusive development.*
- *Solid waste/sludge treatment and management: Failing sewage treatment works impact on people's health and water resources.*
- *Near real-time monitoring system for waste water treatment works: The lack of near real-time system performance information hampers effective and efficient response.[13]*

TIA's objective is to stimulate and intensify technological innovation in order to improve economic growth and the quality of life of all South Africans by developing and exploiting technological innovations. TIA's core business objective is to support the development and commercialisation of competitive technology-based services and products, using South Africa's science and technology base to develop new industries, create sustainable jobs and help diversify the economy. TIA invests in advanced manufacturing, agriculture, industrial biotechnology, health, mining, energy and ICT. TIA fulfils its mandate through cooperation with higher education institutions, other givernment departments, state owned enterprises and industry.

2.3.4 Skills development entities

DHET is responsible for sector education and training authorities (Setas) who are mandated to implement the skills development strategy[14]. There are various Setas, and the Education, Training and Development (ETDP) Seta is directly responsible for higher education institutions. Setas have research of sectors as an integral component of their mandate, and most of them, including the manufacturing Seta, Energy Seta, ICT Seta work with universities to research the sectors and find ways of improving them.

Despite the large investment that has been made in skills development, the system does not seem to be producing the required skills to enable South Africa to be competitive in relation to its human resources. The Human Resource Development Council South Africa (HRDCSA), a multi stakeholder body under the leadership and stewardship of the office of the Deputy President of South Africa, and

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[12] THRIP. Fast Facts. Available at: http://thrip.nrf.ac.za/SitePages/Home.aspx
[13] CSIR. Contributing to a sustainable water future for South Africa. Available at: http://www.csir.co.za/flagships/
[14] http://www.saqa.org.za/show.asp?id=973

managed by the Ministry of Higher Education and Training is currently overseeing the review of the skills development system, meant to evaluate why the system is not achieving the intended results.

2.3.5 Funders

International partners in HE development include DGD (Belgium), Austria, CIDA, the Carnegie Corporation, DANIDA, DFID, EU, FINIDA, GIZ, USAID, JICA, NORAD, SIDA, SDC, the Ford Foundation, IDRC, Irish Aid, the Netherlands, the Rockefeller Foundation, the United Nations and USAID. However, numerous of these partnerships are phasing out.

There is a great need for skilled workers in South Africa and on the whole African continent in order to address massive youth unemployment. Both Danida and DFID have funded projects with the South African Department of Higher Education and Training to improve the opportunity of employment for the poorest and most marginalised people in South Africa. This is done by enhancing the ability of the Further Education and Training (FET) colleges to provide technical education and skills development responsive to the needs of industries, small and medium-sized enterprises, the communities and the students.

Phases 1 and 2 have been completed and the embassy has now initiated a third phase of the programme that will run until the end of 2013 with the budget of DKK 20 million.

According to Official Development Aid (ODA)-figures, South Africa received 1.3 billion US Dollars in 2011. Amongst its main donors appear the EU with 760 million EUR (2000-2005), France with 360 EUR, Germany, 234 million EUR and Denmark, 214 million EUR. Belgium invested a mere 44 million EUR between 2000 and 2005 in South Africa, and 62 million EUR between 2007 and 2011. Its main focal sectors being safety and security, health and land reform .

A second Indicative Cooperation Programme between the Belgian and South African government started in 2007 for a period of 4 years. The budget of 24 million EUR was to be invested in health, land reform, Belgian and local scholarships, support to civil society and micro-intervention programmes. A new ICP is announced by 2013.

Flanders also has an Indicative Cooperation Programme running with South Africa (2012-2016) which concentrates mainly on agriculture, food security, job creation, trade and development in the provinces of the Free State, Limpopo and KwaZulu-Natal.

In 2011, 11 Belgian NGOs were active in South Africa, Artsen zonder grenzen representing almost 90% of the total budget being invested in the country that year. Artsen zonder grenzen has also 154 staff on the ground, FOS 3 and Broederlijk Delen 2.

	2011
AzG	6.927.197
Fos	429.334
Rode Kruis VL	196.393
Broederlijk Delen	144.876
Cunina	125.018
EF	54.994
Caraes	4.353

MEMISA	4.055
	7.886.221

In October 2011, VVOB started a multi-year programme in South Africa. This programme focuses on improving the pedagogical, methodological and professional knowledge and skills of lecturers in Further Education and Training (FET) colleges.

In 2011/12, the DST received the following funding to advance science related development:

- The Canadian government committed R6,892 million over three years for South Africa's participation in the Grand Challenge Canada (GCC) call on point-ofcare diagnostics to improve healthcare and life expectancy among South Africans.
- France committed R14,850 million over three years (R4,95 million per annum) for the extension of the French South African Institute of Technology (F'SATI) Scientific Director contract.
- Japan has supported the development of science and technology in several ways to the value of R17 million in the 2011/12 financial year.[15]

2.4 Policy development focus for higher education

The development priorities of the post school sector, including higher education, are encapsulated in the Green Paper for Post School Education and Training, which aims to align the post-school education and training system with South Africa's overall development agenda, linking it to various development strategies such as the New Growth Path, the Industrial Policy Action Plan 2, the Human Resource Development Strategy for South Africa 2010-2030, and South Africa's Ten-Year Innovation Plan. Some of the improvements proposed by the Green paper for the higher education sector include:

- Increasing university enrolments to 1 500 000 (a participation rate of 23%) by 2030, compared to the 2011 enrolments of 899 120 (a participation rate of 16%). DHET will build the infrastructure for this anticipated expansion.
- Developing the capacity of DHET statutory bodies that are part of the post chool system (the levy-grant institutions, SAQA, the Quality Councils, NSFAS), and creating an enabling environment for private providers and workplace-based education so that education responds to the needs of the workplace. Stronger linkages will also lead to more availability of workplaces for student work placement.
- Strengthening uptake of humanities qualifications, which seem to be shunned currently as a study path of choice.
- Funding of universities must take cognizance of historical disparities which differentiate universities and make others poorly resourced.
- Improving undergraduate throughput to have stronger postgraduate outputs. Research to gain a clearer understanding of why students fail in their undergraduate years is needed to address the problems in an informed manner.
- Provision of essential academic infrastructure, including laboratories, information technology (IT) systems, accommodation, classrooms and lecture theatres, libraries and other facilities to support university education.

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[15] DST. 2012. Annual Report 2011/2012. Available at: http://www.dst.gov.za/images/DST_AR_2011-12_Completereport__web.pdf

- Incentivising academics by improving conditions of employment, employing more staff and providing funding and support for research.
- DHET will work closely with universities to explore ways of recruiting more postgraduate students who can reproduce the academic profession.
- Extending the retirement age of academics and making better and more use of retired academics in teaching and supervision on a part-time basis.

3 Development Aid Analysis

3.1 Development strategy with focus on poverty reduction

South Africa needs to follow a coherent and structured approach to tackling poverty, integrating it within sector policies, strategies, project activities and budgetary allocations. The vision remains to make South Africa a united, non-racial, non-sexist and democratic society. Consolidation of democracy should be closely linked to measures aimed at integrating the whole of society in a growing economy from which all can benefit. Failure to achieve this target might well result in the continuation of unacceptably high levels of poverty and inequality, both economic and social, which would adversely affect political stability and social cohesion.

The main challenges the EU noted in its country strategy with South Africa, still hold:

- Unemployment;
- Skills development in crucial areas
- Combat the HIV/AIDS pandemic;
- Fight against criminality and violent crime;
- Improve access to land and security of tenure
- Protecting the environment.[16]

In April 1994, a White Paper for the Reconstruction and Development Programme saw the light as a framework for tackling apartheid's legacy of poverty and inequality. This white paper had the following key programmes:

1) Meeting basic needs such as housing, water and sanitation, health, nutrition, job creation and land reform;
2) Developing human resources;
3) Building the economy by encouraging savings, boosting investment in productive enterprises and engaging in cooperative partnership with neighbouring countries;
4) Democratising the state and society;
5) Highlighting the part to be played by social organisations and institutions.

Two years after the RDP white paper was launched it was reinforced and elaborated on by the Macro-Economic Strategy for Growth, Employment and Redistribution or GEAR which sought for accelerated

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[16] *Cooperation between the European Union and South Africa. Joint Country Strategy Paper 2007 – 2013.*

growth and increased job creation. However GEAR did not bring the foreseen results, job creation and investment remained very low while economic growth was lower than expected.

About a decade later, in 2005, the South African government, still seeking to tackle economic growth, unemployment and poverty in a more comprehensive and targeted way launched the Growth and Empowerment Strategy (GES), which maps a ten-year programme of action for sustainable growth and development. This programme tends to create an enabling environment for productive investment by enterprises and to invest in skills and human capabilities. The major tools of this GES are the national skills development strategy that should halve unemployment by 2014, and the BEE charters or Broad-based Black Economic Empowerment that will promote economic equity, tackling inequality and broadening economic participation.

Apart from these rather economic actions, the South African government has also taken action in fighting the HIV/AIDS pandemic, through the 2004 Operational Plan for Comprehensive HIV/AIDS Care; combat corruption with the 2002 anti-corruption strategy and to promote a healthy and clean environment with the 1997 white paper on Environmental Management.

With South Africa playing a political role at international level by advocating the interests of developing countries it is continuously engaged in pan-African initiatives including the African Union (AU) New Partnership for African Development (NEPAD) and Regional Economic Communities. The country's various strengths present both opportunities and threats to its neighbouring countries. As such South Africa plays a vital political role at international level by advocating the interests of low-income countries and crisis states on the continent.

There is a strong realisation that skills development is an integral aspect of the growth and development of the country, and this is promulgated in policies like Industrial Policy Action Plan (IPAP) 2; the Ten year Innovation Plan and the National Development Plan. IPAP is an important pillar to the national growth path and represents a range of policies that are critical to achieve a scaled up industrial policy and the strengthening of production in the economy. A constraint to sustainable industrialisation of SA noted in IPAP is lack of demand driven sector specific skills strategies and programmes, and poor projection of medium to long term skills needs. The current skills development system is criticised for failing to provide adequate skills to support manufacturing and emerging sectors. Supply of higher level qualifications (NQF levels 4 and higher) has been limited. There is therefore a need to streamline the skills development system so that it focuses more on providing qualifications that have value in developing sustainable industrialisation.

The lack of higher level skills is also highlighted in the Ten year Innovation Plan which laments South Africa's low production of PhDs compared to leading knowledge economies. Critically, the number of PhDs being produced in Science, Engineering and Technology (SET) is very low. This low output of PhDs also affects the number of patents registered. The Innovation plan suggests several ways in which to improve PhD output in SET, including expanding PhD offerings to include to the traditional research based PhD, practice-based PhDs, professional PhDs and PhD by publication. To increase the number of patents and products, consideration has to be given to specialist institutions and the integration of innovation studies with academic PhD curricula, for example innovation and technology management, product development, technology incubation, project management, and business management.

Of the nine key challenges identified as facing the country, the National Development Plan, Vision for 2030 concludes that unemployment and poor quality of education are most critical, and the plan makes an association between high levels of unemployment and the poor quality of education for the

majority of the SA population. Although education as a whole is acknowledged as having the potential to facilitate society's ability to solve problems, develop competitively, eliminate poverty and reduce inequality, Universities are identified as key pillars for national development in their role as producers of high level skilled human resources, production of new knowledge and use of existing knowledge, and opening up opportunities for people. Research councils and institutes as well as state owned enterprises are also highlighted as being conduits of knowledge production and application. The solutions proposed by the NDP to improve the ailing education system in SA are:

- Laying a solid foundation to an educational career right from early childhood education.
- Building a professional, well qualified, competent and committed teaching, academic and public service workforce.
- Establishing a coordinated and integrated education and training system.
- Higher education, the national system of innovation, industry and state owned enterprises need to expand the production of highly skilled professionals to enhance innovation in the country.
- Developing an educational and national science system that is responsive to the needs of society.[17]

4 University Development Cooperation

4.1 VLIR-UOS activity in /with the country

South Africa has been a crucial partner for the Flemish University Cooperation for Development/ between 2006 and 2012 VLIR-UOS invested some 8,5 million EUR in its development programmes with South African institutes of higher education, which makes this country the second most important partner after Ethiopia. In 2011 VLIR-UOS represented 12,9% of the total Belgian ODA to South Africa. The overall objective of the university cooperation is to strengthen universities in their performance in education, research and community engagement. Scientific and academic partnerships with South Africa are realized mainly within the following areas:

- Food security;
- Environment and rural development;
- Health and social sciences;
- ICT and institutional strenghtening.

As part of the university cooperation with South Africa, there has been cooperation with a wide range of actors, including the Belgian Embassy in South Africa, the Directorate-General for Development Cooperation (DGD), the Belgian Technical Cooperation (BTC), the European Union (EU), the Belgian Research Foundations (FWO and FNRS) and the Belgian Science Policy.

4.1.1 Institutional University Cooperation

Since 2003 VLIR-UOS has been running an institutional university cooperation programme with the University of the Western Cape. The main focus of this programme is the "Dynamics of Building a

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[17] National Planning Commission. 2011. National Development Plan: Vision 2030. Pretoria:NPC

Better Society" or DBBS. The total budget since 2003 amounts to approximately 5,5 million EUR. This IUC programme is phasing out in 2013 and 2014. Its structure is as follows:

PROJECT	FLEMISH PROJECT LEADER	LOCAL PROJECT LEADER
Cluster 1: Collaborative Research		
1. Citizenship and Democracy	Stefaan Marysse (UA)	Chris Tapscott
2. Sports Sciences for Development	Bart Vanreusel (K.U.Leuven)	Ratie Mpofu
3. HIV Prevention and Care	Marleen Temmerman (UGent)	Ratie Mpofu
4. Water for Ecological Sustainability	Luc Brendonck (K.U.Leuven)	Yongxin Xu
5. Multilingualism and Cities in Transition	Kristiaan Versluys (UGent)	Stanley Ridge
Cluster 2: Institutional Development		
6. Student Quality of Life	Jan de Vriendt (K.U.Leuven)	Lullu Tshiwula
Cluster 3: Programme Support Unit		
7. Programme Support Unit	Stefaan Slembrouck (UGent) Phase 1 (2003-2008): Jan Blommaert (UGent)	Larry Pokpas

In 2008, VLIR-UOS started another IUC programme with a South African university. The cooperation with the University of Limpopo touches on "Human Wellness in the context of global change – Finding solutions for rural Africa" grouping human, societal and economic well-being and environment. So far there has been an investment of about 700.000 EUR. In 2013, this programme is in its fourth year of implementation. Its structure is as follows:

PROJECT	FLEMISH PROJECT LEADER	LOCAL PROJECT LEADER
Cluster 1: Cross-cutting		
1. Data Management and Analysis	Prof. Koen Vanhoof (UHasselt)	Prof. Ayisi Kingsley
Cluster 2: Ensuring Competent Communities		
2. Building Competent Communities that are equipped with tools they require to better manage the challenges of global change and contribute to the promotion of wellness within their communities	Prof. Herman Meulemans (UA)	Dr. Chris J. Burman
3. Multiple Literacies	Prof. Martin Valcke (UGent)	Dr. Rose McCabe

4. Prevention, Control and integrated management of chronic diseases in a rural community	Dr. Jean-Pierre Van geertruyden (UA)	Prof. Marianne Alberts
Cluster 3: Water		
5. The impact of water related stressors on the ecosystem functions of the Olifants River system	Prof. Lieven Bervoets (UA)	Prof. Antoinette Jooste
Cluster 4: Food Security and Climate Change		
6.Food Security	Prof. Edilbert Van Driessche (Vrije Universiteit Brussel)	Prof. Jones W. Ng'ambi
Cluster 5: Public Health		
7. Public Health Intervention	Prof. Marc van Sprundel (UA)	Dr. Supa Pengpid
8. Infectious Diseases	Prof. John-Paul Bogers (UA)	Prof. Maphoshane Nchabeleng

4.1.2 Scientific cooperation at departmental level

Since 1998 15 Own Initiative or TEAM projects have been running. Five projects are still running and another two are about to start in the coming Activity Programme 2013 as soon as the latter is approved by the Belgian government.

The main subjects are primary health care and HIV/AIDS prevention, biotechnology, aquaculture and food technology, water management, good governance and local community development. The total budget amounts 4,5 million EUR. These projects are:

Year	Insitution	Partner Institution	Subject	Duration (years)
1998	UGent	Rhodes University	Research and development of culture techniques for the indegenous mudcrab: Scylla Serrata	3
1999	VUB	University of the North	Training unit for a model of primary health care	3
2001	VUB	University of Cape Town	Uitbouw van "afstandsleren" in de context van het studieprogramma "Healthcare Technology Management for Developing Countries with focus on the Sub-Saharan Region"	2

2003	UGent	University of Pretoria Medical University of South-Africa University of Transkei University of Cape Town University of Free State University of Witwatersrand University of Natal University of Stellenbosch	Optimisation of the vocational medical training in family medicine/primary health care in South-Africa: a contribution to the realisation of health for all	3
2003	KU Leuven	Grain Crops Institute	Mobilising IPM (integrated pest management) for sustainable nematode management in household and community gardens of resource-poor farmers in South Africa	5
2003	UA	Medical University of Southern Africa	Improvement of the health of future generations by strengthening infant immunisation programmes in South Africa	4
2004	VUB	University of the North (UNIN), Medical University of Southern Africa (Medunsa)	HIV/AIDS/TB Care and Referral Systems Across Levels of Care (from community to tertiary AIDS clinic)	3
2005	VUB	University of the North (SA)	Enhancing the biotechnology research and training capacity of the University of the North (UNIN) through collaborative research and training programmes	5
2005	UGent	iThemba Laboratory for Accelerated Based Sciences	Implementation of sensitive and high throughput radiation technology to allow large scale biodosimetry screening	5
2006	UGent	Walter Sisulu University University of Pretoria University Free State University of Limpopo Stellenbosch University University of Kwa Zulu Natal University of Witwatersrand University of Cape Town	Development and quality assurance of post-graduate medical training in family medicine/primary health care in Southern and Eastern Afrika	3

2009	UGent	**Walter Sisulu University** University of Pretoria, University Free State, Stellenbosch University, University of Kwazulu Natal, University of Witwatersrand, University of Capetown	Strengthening developmental capacity for family medicine training in Africa: the South Africa-Family Medicine-Twinning project	3
2009	UGent	**North-West University** & South-African Police Services	Developing cultural sensitive emotional competence assessment and training for the South-African Police Services (SAPS)	4
2010	UGent	South African centre for Epidemiological Modelling and Analysis (SACEMA)	Data-driven modelling of the impact of early, wide-scale HIV treatment in South Africa	5
2011	UGent	NRF iThemba LABS Various hospitals in SA, Tanzania, Ghana	Capacity Building, education and training in Health Related Radiation Biology through a North-South-South cooperation	4
2011	KU Leuven	Tshwane University of Technology (TUT), supported by Stellenbosch University	Production of Potable Water for Small Scale Communities using Low-Cost Membrane Filtration	4
2013	KU Leuven	North West Universtiy University of Johannesburg	Development of tools for sustainable utilization and management of aquatic resources in South Africa. Case study: the Lower Phongola River and floodplain.	5
2013	KU Leuven	North-West University	Understanding the unemployment experience in South Africa in order to develop an evidence based intervention together with the local community	5

4.1.3 Short term innovative cooperation

Since 2003 seven South Initiative projects have been running. Three of them are still being implemented. The subjects are good governance, communication and ICT in education. The total budget amounts to 211. 000 EUR. A South Initiative project covers 2 years maximally. These projects are:

Year	Flemish University	Partner institution	Project Title
2003	VUB	University of Cape Town	Development of distance education for the study programme 'Healthcare Technology Management for Developing Countries with focus on Sub Saharan Region'
2003	VUB	University of South Africa University of Pretoria Technikon Pretoria	Opzetten website omtrent Zuid-Afrika's Informatiesamenlevingsbeleid
2003	UGent	University of Pretoria	Opbouw packet 'Graduate Readings for Nutrition Module'
2005	VUB	Rhodes University	Pilot studies for the Cross-cultural Assessment of Quality of Life in South-Africa using the Anamnestic Comparative Self Assessment (ACSA) Instrument
2012	UGent	Stellenbosch University	Framework for educational exchange in aquaculture education with Southern Africa
2012	Lessius Mechelen	National Museum Bloemfontein	The power of stories: Popular memory communication as a tool for collective identity endorsement
2012	Artevelde-hogeschool	Stellenbosch University	Exploratory research into sustainability on supporting self-reliance of community dwelling elderly

As part of the North South Cooperation, small scale projects on very specific topics such as water management, academic excellence and e-learning have been supported. Since 2005 five projects have been supported with partners from Zimbabwe (UZ), Zambia (UNZA), Kenya (UoN) and Belgium (KU Leuven, Vrije Universiteit Brussel and UGent):

Partner University 1	Partner University 2	Other partner Universities	Project title	Implementation
KU Leuven	UWC	UZ (Zimbabwe)	Integration of concepts and standardisation of methodologies in hydrology/hydrogeology and aquatic ecology for sustainable management of water resources in Southern Africa	2005-2006

UGent	UWC	UNZA (Zambia)	Engage in research that will produce institutional information to further advance a culture of postgraduate academic excellence at UWC and UNZA	2005-2006
KU Leuven	UWC	UZ	Eco-hydrology: a new approach to the study and management of freshwater systems in southern Africa.	2007-2008
Vrije Universiteit Brussel	UWC	UoN (Kenya)	Proposal of University of Nairobi to collaborate with the University of Western Cape for the development of a training environment for E-Learning	2009-2010
KU Leuven	UWC	UZ	Integrated ecological and hydrogeological study of anthropogenic impacts on the Lower Runde River system (Zimbabwe)	2009-2010

4.1.4 Scholarships

Between 2003 and 2012, 47 South African students obtained a PhD with a Flemish university, mainly through the Institutional University Cooperation programme with UWC, but also through Own Initiatives. Moreover five students could finalise their PhD through the Short Research Stay and PhD+ programmes.

In the same period the UWC-IUC programme delivered 34 masters students whereas three students obtained a masters through the Own Initiatives programmes. Eight students participated in the International Courses Programme with success. Another 17 South African masters students could benefit from the Master Credits Allowances programme.

Finally 12 students participated in International Training Programmes in a Belgian university, and 10 students came to Belgium to attend a short course (KOI –Korte Opleidingsinitiatief)

On the other hand South African universities are very popular destinations among the Flemish students: within a decade about 400 students benefitted from a VLIR-UOS travel grant to a South African university (REI – Reisbeurzen). Last but not least three Flemish students received a grant to do their PhD in a South African university (VLADOC – Vlaamse Doctoraat)

IUC-PhD	45	IUC-MSc	34	ITP	13
PhD+	3	ICP-MSc	8	KOI	16
OI-PhD	2	OI-MSc	3		
SRS	3	MCA	17		

Within a decade some 476 students enjoyed a VLIR-UOS grant related to a cooperation programme with South Africa. When taken into account that the Flemish university cooperation for development goes back to the mid-1990's the number of scholarships are undoubtedly much higher. Unfortunately, due to privacy laws, the exact number is unknown to date.

4.2 Focus on other university development cooperation donors

The Research Foundation – Flanders has a bilateral research Cooperation programme with the National Research Foundation of South Africa. In 2010 a call was launched and six projects selected for a total amount of 1, 366 million EUR. The main themes of the projects are health, environment, agriculture and social sciences. Another call was launched in early 2013.

Between 2009 and 2010 the Flemish Department of Foreign Affairs invested about 125.000 EUR in the financing of master scholarships mainly with the Institute of Transport and Maritime Management in Antwerp. It also supports courses on sustainable tourism destination management with South Africa. Since 2006 it supports a scientific research programme on spatial information systems for agriculture and cattle breeding between the KU Leuven and Stellenbosch University (1,2 million EUR). Finally it also supports a UNESCO-UNU Chair on Regional Integration, Migration and Free Movement of People in Southern Africa (2010-2014).

5 List of resources and interesting links

- BBC > South Africa profile: http://www.bbc.co.uk/news/world-africa-14094760
- VLIR-UOS Programming mission report University of Limpopo: http://www.vliruos.be/downloads/IUS_programming_mission_Limpopo.pdf
- EU country strategy paper 2007-2013: http://ec.europa.eu/development/icenter/repository/print_csp07_za_en.pdf
- UNDP in South Africa: http://www.undp.org.za/
- Indicative Cooperation Programme (ICP) Belgium-SA 2007-2010: http://diplomatie.belgium.be/en/binaries/pic_south_africa_2007-2010_tcm312-158665.pdf
- Development co-operation information system South Africa: http://www.dcis.gov.za/
- National Development Plan, Vision for 2030: http://www.npconline.co.za/medialib/downloads/home/NPC%20National%20Development%20Plan%20Vision%202030%20-lo-res.pdf

6 Annexes

6.1 List of Universities in South Africa[18]

Traditional Universities

Institution	Nickname	Location(s)
University of Cape Town	Ikeys / UCT	Cape Town
University of Fort Hare	UFH	Alice, East London, Bhisho
University of the Free State	Kovsies / UFS	Bloemfontein
University of KwaZulu-Natal	UKZN	Durban, Pietermaritzburg, Pinetown, Westville
University of Limpopo	Turfies	Polokwane, Ga-Rankuwa
North-West University	NWU / Pukke	Mafikeng, Mankwe, Potchefstroom, Vanderbijlpark
University of Pretoria	Tuks / Tukkies / UP[11]	Pretoria, Johannesburg[2][15]
Rhodes University	Rhodes / RU	Grahamstown
University of Stellenbosch	Maties, Stellies	Stellenbosch, Saldanha Bay, Bellville
University of the Western Cape	UWC	Bellville (Cape Town)
University of the Witwatersrand	Wits	Johannesburg

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[18] http://en.wikipedia.org/wiki/List_of_universities_in_South_Africa

Comprehensive Universities

Institution	Nickname	Location(s)
University of Johannesburg	UJ	Johannesburg
Nelson Mandela Metropolitan University	Madibaz / NMMU	Port Elizabeth, George
University of South Africa	Unisa	Distance education, headquartered in Pretoria, campuses and regional offices nationwide
University of Venda	Univen	Thohoyandou
Walter Sisulu University	WSU	East London, Butterworth, Mthatha, Queenstown
University of Zululand	UniZulu	Empangeni

Universities of Technology

Institution	Nickname	Location(s)
Cape Peninsula University of Technology	CPUT	Bellville, Cape Town
Central University of Technology	CUT	Bloemfontein, Welkom
Durban University of Technology	DUT	Durban, Pietermaritzburg
Mangosuthu University of Technology	MUT	Umlazi
Tshwane University of Technology	TUT	Pretoria
Vaal University of Technology	VUT	Vanderbijlpark