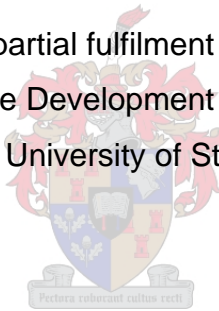


Transforming Higher Education Delivery in South Africa, Lessons and Experiences of CIDA City Campus

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DECLARATION

I, the undersigned, hereby declare that the work contained in this assignment is my own original work and that I have not previously submitted in its entirety or in part submitted it at any university for a degree.



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Signature

10th October 2007

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Date

Abstract

Some aspects of South African higher education transformation have been bleak, indicating that the trajectory of innovative teaching and affordability requires attention for the foreseeable future. At CIDA we have seen a different picture of this, in other institutions there may be other milestones yet to reveal other gains of transformation.

Briefly, this paper tells the CIDA transformation story; other institutions of higher learning in South Africa can learn from its approach and share in the remarkable sense of determination and commitment demonstrated by CIDA.

The purpose of this work is to reflect on CIDA's pattern breaking that can aid better student equity transformation in the South African higher education system. A limitation of the study is that we examine only one factor at a time and it may not adequately account for what happens when all the factors interact at the same time.

It emerged from the discussion that CIDA innovative teaching involves awareness of students' educational needs, views and emphasis on the physical experience of emotions and reasoning. Students are encouraged to be self-confident and feel good about themselves and others through participation and opportunities for spirituality and diversity.

Opsomming

Sommige aspekte van die transformasie van Suid-Afrikaanse hoër onderwys was skraal, en het getoon dat die trajek van innoverende onderwys en bekostigbaarheid vir die voorsienbare toekoms aandag benodig. In CIDA het ons 'n ander prentjie hiervan gesien; in ander instellings mag daar ander mylpale wees om nog ander voordele van transformasie te toon.

In kort, vertel hierdie dokument die CIDA transformasie-verhaal; ander instellings vir hoër opvoeding in Suid-Afrika kan kennis neem van sy benadering en deel in die merkwaardige sin van vasberadenheid en toewyding getoon deur CIDA.

Die doel van hierdie werk is om te besin oor CIDA se patroonbreking wat kan bydra tot beter studente-billike transformasie in die Suid-Afrikaanse hoër onderwysstelsel. Omdat ons slegs een faktor op 'n keer ondersoek, is een van die beperkinge dat dit nie genoegsaam rekenskap mag gee vir wat gebeur wanneer al die faktore terselfdertyd wisselwerking uitoefen nie.

Uit die bespreking het dit geblyk dat CIDA se innoverende onderwys die bewustheid van studente se opvoedkundige behoeftes, sieninge en die fisieke ervaring van emosies behels, en redeneervermoë benadruk. Studente word aangemoedig om selfversekerd te wees en goed oor hulleself en ander te voel, deur deelname en geleenthede van spiritualiteit en verskeidenheid.

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Introduction

In South Africa (SA), perhaps one of the greater challenges for the higher education sector is responsiveness towards provision of quality low cost tuition relevant to the current needs of the society. In the words of Mammen (2006:643): “in common with higher education (HE) systems in many parts of the world, South African higher education (SAHE) faced and continues to face multiple stakeholder demands for greater responsiveness to social needs”.

Subsidy is the lifeline that public higher education institutions have enjoyed for many years since inception in South Africa. Where subsidies are not enough, higher education institutions have to depend more on increasing tuition fees in addition to other sources. However, students from poorer families may not be able to afford high fees. The question is, how can a university produce graduates from high-poverty family backgrounds?

For existing institutions, this requires repositioning the whole institution's approach in improving teaching, learning and research to meet social needs. This view has arisen from the low graduation rate of young black matriculants and the high drop out rates. Naledi Pandor, the education minister argues that slow transformation is not just in terms of the quantity of products, rather it is demonstrated by high levels of underperformance, which is an unjust subversion of the historic promise of freedom and democracy that (politicians) put before South Africans. She further notes that financial 'lapses' at some institutions had convinced her that better management mechanisms were needed (Pandor 2007:1).

Whilst the managerial challenges are a reality, the teaching in SAHE necessitates changing learning technologies because of the new student profile (growing young black matriculants and under-prepared matriculants). A switch from traditional pedagogic strategies may have its challenges as this depends on the kind of learning activity and the nature of the subject matter.

Another dimension is student equity in tertiary institutions in order to provide more skills through the HE system. The current case of offering free access to business education skills studies at Community and Individual Development Association (CIDA) City Campus calls for reflection. This paper argues that CIDA's way of dealing with students' inclusiveness in the SAHE sector can provide an invaluable lesson to the notion of student equity in SAHE transformation.

A limitation of the study is that we discuss only one factor at a time and it may not adequately account for what happens when all the factors interact at the same time. On the other hand, it is true that the characteristics of CIDA higher education practice can be understood using relevant theoretical frameworks already advanced in the higher education transformation studies in South Africa.

Given that CIDA's context may be entirely different, prior to tackling the objective of examining the practice of CIDA city campus in terms of pedagogic innovation and affordability, let us review some relevant existing literature. A close study of the CIDA case is also done through qualitative inquiry of personal observations, documented records and a key informant.

2. Literature review

Some of the ways in which young black matriculants were affecting the HE sector have been ascertained and summarised in the following paragraphs. The claims of underperformance and the slow pace of transformation in the SAHE sector after 12 years of majority rule in SA is common knowledge. As Pellissier (2006:8) puts it, "numbers reflect the marginal success rates of public institutions to successfully produce graduates of good quality despite the growing numbers admitted to the universities and Technikons". She maintains that the situation becomes even more critical bearing in mind the government's focus on transformation: if there is no equity with quality, then we pay lip service to (higher) education transformation which does not in any

substantive or meaningful way prepare historically disadvantaged South Africans for higher-level occupations and professions.

The above mentioned observations question the claim by the International Education Association of South Africa (IEASA) that "...today, the country is justifiably proud of its many achievements in transforming the sector to become more efficient, equitable and effective" (IEASA 2006). One explanation may be that this claim is simply an indication that the achievements recorded so far have made a difference in ensuring access, but have not simultaneously resulted in equity in academic interest among the emerging deserving young black matriculants. Thus SA will want to work towards the goal of producing more black academics and black graduates for the labour market. With this in mind it is possible to see a very different pattern from the one drawn by IEASA prior to 2000. IEASA maintains that in comparison to other developing countries, South African higher education transformation has a long way to go. This corroborates the view that "the 'continued failures' of some teachers and education officials could no longer be blamed on apartheid..." (Pandor, 2007:1).

On the other hand, the Department of Education (DOE) (1997) highlights the guiding principles for SAHE transformation *inter alia* to include democratisation, diversity, development, quality and effectiveness and efficiency. Horsthemke (2006:251) supports that "transformation of universities in South Africa...is rather about democratisation and enabling conditions for scholarly pursuits". Furthermore, "education for democratic citizenship implies active participation in the life of schools and classroom communities (Cushner *et. al.*, 2000:130). This will require proper learning technologies. Let us elaborate on this.

Learning technologies

Bitzer (2006:382) grouped learning technologies into the managerial value of technical innovation (which is outside the scope of this paper) and academic value of pedagogical innovation. Pedagogic innovation underscores practicing new teaching ideas. Cushner *et. al.* (2000:131) suggest that “several new ideas about teaching are often incorporated into learning communities. One is that teaching strategies should attend to the development of ‘voice’ among students. That is, teaching should encourage the expression of distinctive beliefs and experiences based on biological and socio-cultural differences”. In other words it should be facilitative.

Emphasising a focus on the facilitative model of teaching and learning, Mammen (2006:476;639) succinctly reiterates that “teaching methods must conform to a transformative model of quality where academics take pains to grapple with the low level subject mastery with which, students enter HE, go down to their level and promote enterprise, student autonomy and enhance cooperation and consultative learning”. Mammen adds that “students need to be motivated and encouraged to adopt positive and active attitudes to a culture of learning...to build a strong community of learning...capacity building of both academics and students as well as institutional transformations are pertinent for transformative perspectives to succeed”. Whilst encouraging student learning may sound easy, motivating students to ‘learn to learn’ is an onerous task.

By stressing motivation, the cognitive school of thought theorise that one of the most important recent trends in motivation is the increased interest in conscious, self-generated goals. The argument advances that consciousness comes in different forms and levels and that learning new things partly goes with focused awareness (Halonen & Santrock, 1996:137; 453). The question of “how” has to be found. Karechi (2003:78) answers that “spirituality informs the deeper motivation out of which people live and learners are led through reflective activities to get in touch with their experiences of ultimate reality”.

This corroborates Deans (2005:49) record that “National Merit Devi Mays finds that the Transcendental Meditation (TM) programme not only helps her academically but also adds to her enjoyment of life”. But Fourie (2003:130) defers that “tertiary education must challenge students enough to develop their powers of independent reasoning and there is enough evidence that this is not so”.

These different versions treat motivation as an intangible matter. The first two views on how to go about motivating refer to engaging the deepest levels of identity to give meaning to life, whilst the third emphasizes the role of thinking skills. The connection between the two diverging views has not been well documented. However contentious the subject of consciousness is, and the relevance of introspection (“the function of the intellect applied to the observation of our own mental life”) to improve learning, the Catholic Encyclopaedia (2007a:4) contends that John Stuart Mill, adhering to the principles of Hume, was driven to the conclusion that the human mind is merely “a series of states of consciousness aware of itself as a series”.

Going back to the issue of encouraging students learning, it may be important to mention that such learning should be of high quality. The level of quality learning has received enormous attention in higher education literature; however it is linked to quality delivery which is determined by affordability amongst other factors.

Affordability

Van Rensburg (2001:7) for example argues that “...academic schooling (in South Africa) of quality is too expensive for most societies to offer to more than just a few of their young”. On the other hand, government has perceived (higher) education as an expensive and poorly delivered service. However, increasing funding is the populist demand that has received mixed reactions, as universities bemoan shortages and lack of financial resources.

One school of thought argues that if expansion of funds is not related to an increment in the ratio of intakes to graduates then such ploughing of more financial resources into tertiary education amounts to a waste of scarce financial resources and uneconomical activity. It can be argued that the clamour to meet HE delivery costs has led to most tertiary institutions in the country raising their fees, which might contribute to unintentional exclusion or marginal inclusion of young black matriculants from poor households. Graham-Brown (1991:70) writes, "...the failure of formal education (including higher education) to create a literate population is not simply a question of shortages and lack of resources, important though these factors are. It reflects the alienation of substantial sectors of the population from the education system and its providers". Naledi Pandor (2007:1) asserts that it has more to do with financial mismanagement rather than insufficient resources because given the DOE budget; this is no longer a persuasive argument.

On the other hand, Graham-Brown (1991:77) observes that the state imposes obligations on people to provide for their children's education without at the same time introducing elements of democratic choice into the process of education. Graham-Brown maintains "although people have taken their own initiatives to provide safety nets with their communities, the scale of the problem requires wider solutions". The DOE programme for HE stipulates that the system should be open to private and corporate participation to catalyse wider education transformation. However there might be mixed blessings from the interventions outside the state. This is the problem of the so called "fly by nights" entering the sector. As a response to this problem amongst others, and to provide wider solutions to the slow equity transformation, government has articulated some steps in the HE programme, as the DOE (1997) holds that a successful HE transformation has three central features amongst which is:

There must be increased participation, with an expansion of student enrolment, with students recruited from a broader distribution of social groups and classes. (Thus, indicating the emergence of a new student profile, mostly the under prepared young black matriculants).

Government has identified hiccups in supporting the new student profiles in the higher education system. For example the Minister of Education identified mediocrity in the teaching force, fiduciary lapses at some of our institutions and shortcomings of the governance structure (Citizen Metro, 2007:1). Within the academics cycle, Volbrecht (2003:113) notes “an ongoing tendency in South Africa Academic Development discourse not to see the centrality of staff development to the issue of institutional change”. Mediocrity in the teaching force corroborates Mammen’s (2006:476; 639) call for building academic staff capacity. It also suggests interrelatedness of academic staff development, good teaching and learning in institutional change, in order to deal with the emergence of new student profiles in the SAHE system. Fleisch (2002:173) insists that “...like health and social welfare, education (including HE provision by public institutions) was expected to improve efficiency and reprioritise programmes.” DOE (1997) mentioned that transformation of the HE system to meet growth, equity and quality objectives will involve additional cost. There is substantial scope to improve the internal efficiency of the HE system, but this will not necessarily lead to savings in the short term. One way of looking at efficiency is in terms of information technology.

Information technology

Fleisch (2002:173) argues that a low cost technology must fit into the system. Thus transformation through the adaptation of technology to manage risk and efficient delivery is essential. Inglis *et. al.* cited in Ellis and Vigar-Ellis (2006:613) “explained that higher education institutions are expected to keep up with and accommodate changes in society such as increased demands for education and new forms of accessing knowledge”. This is evidenced by the stance of van der Westhuizen *et. al.* (see Ellis & Vigar-Ellis, 2006:615) that “technology in education leads to a ‘technological imperative’ in higher education”.

In South Africa, information technological approaches (specifically digital technology) have been employed in some HE centres and the education system in general. Digital technology has been structured to accomplish educational purpose and higher institutions embraced this paradigm for low cost teaching and learning. For example according to October (2004:10) “an excited Ron Beyers who teaches the class says that there are virtually no running costs...using SMART Boards, which are supplied by Omega Digital technologies, Beyers is able to teach from many kilometres away in real time, while seeing, hearing and interacting with remote learners.” This suggests that cost saving technology delivery might translate to reduction in costs of education. Also Ellis and Vigar-Ellis cite that the WebCT ¹ system has helped institutions provide ways for faculty and students to engage in the process of teaching and learning and reach new groups of learners.

Writing on the culture of knowledge sharing in higher education, Maponya (2005:909; 901) concludes:

Cultivating a culture of knowledge sharing that encompasses learning, innovation and creativity will help higher education institutions to respond to complex situations and solve difficult problems...higher institutions should pool their resources in terms of human expertise, skills and competencies as a means of improving academic excellence, innovation in research and critical engagement with society.

But Mapesela *et. al.* (2003:209) indicate that there is little progress and some reluctance to collaborate in cooperative programmes and suggest a realisation of the need for the sharing of resources (such as digital technologies) *inter alia* in the SAHE sector.

Thus the leap into learning delivery digital technology has not gone far to help narrow the existing human expertise, skills and competencies gap between

¹ A brand name of the university-approved integrated learning environment developed at the university of British Columbia

some universities in SA. This point is supported by the claim that the transformation process is slow and lethargic; the gap between the historically disadvantaged and historically advantaged institutions is as wide as ever (Cassim 2005:658). Otherwise the current skewed demographic profile of academic staff within HE institutions in South Africa, which Cassim identified as raising the question whether transformation is taking place at all may be addressed through collaborative and cooperative academic programme delivery in the SAHE system.

Whilst digital technology supports effectiveness and cost efficiency, it is evident that individual institutions are not solely to be blamed as they have to ensure continued existence and compete to some extent based on market principles. Moreover, efficiency has to be managed based on laid down institutional philosophy. Adams (2006:7) records that “managerialism is focused on providing quality HE at the lowest cost by improving efficiency of institutions. Managerialism insists that institutions should function on sound market economic principles, where economic rationalism and the profit ideal drive the institution”. Thus economic rationalism influences universities’ philosophy on a different scale.

Comments

The preceding review of literature is not about evaluation of the transformation agenda sought in the SA HE system by the DOE. Rather our interest is to reflect on this agenda considering lessons that can be learnt from CIDA City Campus. This is because, as it will be shown, CIDA is characterised by participation, with an expansion of student enrolment and with students recruited from a broader distribution of social groups and classes.

As this literature review has shown, although universities in South Africa have their inadequacies, they are assisting in the student equity drive. However, there is room for public and private institutions to improve their current efforts to meet the growing needs.

Private higher education provision

Private HE provision is not new in SA. Currently, “the ministry [of education] believes that private provision should be encouraged as part of a broader policy to increase access and labour market responsiveness , as well as to stimulate quality improvement” (DOE 1997). Nevertheless, most of the private providers have tuition fee structures which exclude economically poor households from sending their wards to such institutions. In short, transformation is bettered where these institutions offer something better or different (such as lower tuition fees) without lowering the quality standards of their tuition.

There are other concerns for most private higher education providers in South Africa such as responsibility and ensuring lower drop out rates. This responsibility ensures quality output while balancing the underprepared matriculants’ constitutional right to access to education. This may be an onerous task in contributing towards inclusion by providers. Having said that, let us turn to a specific example in order to draw some relevant lessons that emerge from this case.

CIDA as a case study

CIDA City Campus is the first privately owned tuition free degree awarding institution in South Africa. Currently it has one thousand four hundred and ninety one students (CIDA Board, 2007). CIDA is a typical example of a private-corporate partnership initiative to transform the South African HE sector. CIDA intends to empower the South African youth that successfully attend the institution and therefore eliminate intergenerational poverty in some families. CIDA is borne out of the scholastic philosophy that knowledge implies factors transcending experience “...that all knowledge begins with concrete experience but requires other factors, not given in experience in order to reach perfection” (Catholic Encyclopaedia, 2007b:3). CIDA

emphasizes full development of learners as is evident in its mission statement.

History and background

According to oral account by Richard Pycke, CIDA Executive Committee chairman, in 1999 in downtown Johannesburg, CIDA City Campus started with hundreds of students. It emerged from Maharishi Open University USA. The institution is a section 21 organisation that is registered by the DOE to offer a Bachelor of Business Administration (BBA) degree which is fully accredited by the SA Centre for Higher Education (CHE).

The CIDA Executive committee chairman insists that although the idea of providing an institution that is not only accessible, but in addition relatively affordable came from Maharishi, Africa has enormous wealth and deep-rooted poverty. To address poverty there is a need to provide quality low cost tuition education. Thus the pioneers followed this philosophy and sought to transform the HE landscape in South Africa. This is because it was apparent that the majority of young black matriculants could not afford the opportunity of furthering their education beyond grade 12 and therefore were excluded.

Furthermore, Richard Pycke highlights that the inception of CIDA hinged on a number of factors:

- ❑ Availability of education resources for a head-start from Maharishi University of Management and administrative guidelines from Maharishi Open University.

- ❑ Socio-economic opportunity: The opportunity that emerged was out of the decay of Johannesburg's inner city that resulted from massive movement out of the central business district by businesses. Thus many of the high rise buildings that are a landmark of the city were empty. Thus when approached and after presentation, one of the

landlords donated the top floors of the building for the pioneering educational activity of CIDA in Bree Street, Johannesburg.

- ❑ Political development: Although this was a global trend, the change of government and policies relating to corporate governance required the corporate sector to undertake social responsibility. SA firms sought projects to be identified with in order to take advantage of government incentives such as tax breaks.

- ❑ Passion and vision: The founders of CIDA and their start-up resource backers believed that every human being has inner potential to succeed. In view of their educational background (some of the group members were educated in the USA where meditation has helped a lot of students to accomplish their studies) they had to make a difference in the lives of the less privileged through providing alternative higher education to them. Another explanation is that the conventional model is fraught with dysfunctional demands and selectivity that excludes the majority of young black matriculants from poor households. Thus CIDA opted for a model that features inclusivity and affordability as alternatives to the high tuition fees of some private and public higher education institutions in South Africa.

He explained that the next step was identification of fundamental resources to kick-start the institution. Some foundation sponsors supported the project because of their interest in participating in the transformation of the country's skewed socio-economic conditions by helping young black matriculants have access to better business skills education. The initial sponsors were Puregas, O' Keefe and Swatz Ltd. The donations ranged from physical cash to free service. For example, the Swatz call centre provided the telephone service for contacting and admitting the first group of students. Other sponsors included the Monitor Group, Investec Group and Capital Alliance.

To date, CIDA education activities have been supported by scholarships from more than 100 donors with Investec providing the site for the institution. In

addition other organisations have backed the initiative through provision of personnel, sponsoring special programmes and projects. Thus at CIDA City Campus, “the large number of scholarships, sponsored by corporates, enable students from every background to access first class tuition” (CIDA City Campus, 2007:4).

Strategic directions

James (2007) submits that CIDA’s circumstances have changed because it has progressed along the form, storm, norm and reform to conform pathway of organisational growth. This does not mean that it has seen it all, but that it has experienced the normal organisational trend. The institution will not rely solely on donor funds because the previous incidental conditions arising from the consequences of apartheid and the democratisation process of the new SA has changed. Thus for CIDA to remain a low tuition fee model in SA’s fast growing and dynamic economic conditions, the strategic direction needs to be a step ahead of the other higher institutions.

One of CIDA’s strategic priorities is to support students from different economic backgrounds through teaching innovativeness. This strategic priority has informed the establishment of the CIDA endowment fund, trust and diamond fund, empowerment fund and CIDA UK foundation to mention but a few, and building strong relationships over time with government for organisational growth, development and sustainability.

To promote students’ inclusivity CIDA employs a financial aid strategy of a mentorship programme and Wise & Lowstein Loans. The CIDA calendar (2004:21) states that “...the mentorship programme is offered to students by external companies”. It can either be in the form of financial, personal, academic or guidance support (or all). Another aspect that supports students’ inclusivity is the Wise & Lowstein loans, which students get towards their studies the moment they are enrolled at CIDA. The majority of students who benefit from this programme receive little or no financial assistance from their parents or guidance (CIDA 2004:21). Thus at the upper level is a strategy to

keep CIDA's doors open and at the lower level is an arrangement to allow students to have identical access to free education and financial support.

For pedagogic innovativeness, there is a combination of different teaching and learning methods, through a caring, positive and inspiring environment. Another pedagogic strategy includes ownership that involves students' sense of belonging to a classroom community. The contents of the taught subjects are not central to but also enhanced by the approaches and methods employed by the educators (CIDA Board, 2007).

A variety of teaching methods including collaborative learning and democratic experience of syndicate work are used at CIDA City Campus. A combination of qualified industry professionals, part time academics, and some permanent academics provide the teaching services. In addition, pedagogic innovation includes using syndicates in classroom delivery. This is likened to intercultural interactions during academic activity and intensive classroom group work to enhance a holistic approach and coherent learning environment (Cushner *et al*, 2000:100-110). CIDA's educational approach includes giving students free daily newspapers and business magazines such as Financial Mail.

Current programme

The essential characteristics of this are personal development and self reflection which are structured into the curriculum routine in order to improve students' attention span, with student's ability to focus in the classroom activity, 'they learn things the first time' (Deans, 2005:48-49). Thus, the self reflection, for example, nurtures the individual students by providing improved learning ability. CIDA would like to encourage students' personal development with more emphasis on quiet time if the SAHE authority permits.

Other current programmes are on performance management (based on academic work load formula and audit) to improve productivity at CIDA, and to reconcile perceived controversy and conflict between external influences and CIDA internal mechanisms for education delivery. Thus CIDA has to provide a

relational environment for students and CIDA management. CIDA seeks to appoint someone of gravitas recommended by the student body to bridge the gap between the two and address issues of cooperation and other institutional obstacles.

Outputs

With the support of a large number of corporate sponsors and scholarships won at CIDA, CIDA strives to produce self developed graduates that are encouraged to develop their own communities using business education skills in their local conditions (CIDA, 2007:11). At CIDA, this is pursued through learning technologies such as internship, mentorship, counselling and a service placement programme that complements classroom pedagogic innovation.

As observed, students are provided with the opportunity to network with international leaders in business, leadership, entrepreneurship and society through cultural programmes and international exhibitions amongst others. The CIDA Extranet directs CIDA students to their respective communities to train people on issues ranging from setting up a petty business to business management. They are therefore agents for community change and transformation.

With limited resources CIDA has done limited research and the capacity to deliver research outputs is not as good as that of public funded tertiary institutions that use research outputs as a measure of their productivity in addition to scholarly teaching (see Bitzer, M., 2006:373).

Expansion

The future concern of CIDA is to strengthen the CIDA core (group of volunteer graduate students) and develop new models of sourcing outside donations and subsidies. The chairman of the CIDA Executive Committee maintains that

CIDA does not intend to increase its size, rather it will concentrate on improving the current level of education delivery and taking students beyond what other providers are doing in terms of social life and their scholarly accomplishments.

The CIDA Executive Committee chairman suggests that the continuous growth model (relating the institutions carrying capacity and student population and realities of the economy) is unrealistic for CIDA and therefore the choice to work with the system, conserve resources and plan for future survival is in order. Thus, it is left to CIDA to determine the number of students it can provide with education because CIDA authorities know what they can do with the available resources and need to maintain and improve their workforce.

CIDA's current challenges

Right from the beginning of CIDA there were some realities that influenced educational activity in South Africa. For example, CIDA could make choices about some of the factors concerning the type of student intakes, but that of the legal and enabling environment is outside their control.

Some of the current challenges are the changing landscape of the higher education system in terms of new student profiles, the objective condition of CHE and SAQA, increasingly dismal results at the high school level, lack of openness to new ideas and conservatism (not seeking and enacting innovative legislation for private providers to drive improvement) by the education authorities (Pellissier, 2006:9). Other challenges according to Richard Pycke include CIDA's single-source funding model, using materials based on existing education philosophy, short implementation lag, expectations of "credential-minded" society, and managing corporate donors' interests.

Richard Pycke concludes that it can be argued that CIDA's previous differentiator, and affordable tuition education may not necessarily mean that

its operation is low cost. On the other hand, the new challenge is taking young black matriculants beyond what others are doing. This is because such a HE purpose is not unique to CIDA in recent times as other institutions/bodies are investing in that drive; for example, Allan Gray scholarships and TSIBA in Cape Town to mention but two.

Discussion

Discussing where CIDA is now will involve some points that have emerged from the literature and the findings about the strategic direction and the current programme.

Firstly, more relevant to this paper is its approach to students' inclusivity and social justice. To address financial barriers, the fact that CIDA relies solely on donor funds makes sense since students are on scholarships and there is no threshold of income from school fees outside of donations. To promote free tuition, the strategy of using volunteer qualified industry professionals from time to time who provide their services free to the institution is in practice. The idea is that it reduces CIDA's expenditure on academic services. Thus raising tuition fees will not be as a result of meeting up with expenditure on academic staff, as long as CIDA use volunteer industry professionals and part-time lecturers.

What has sustained this combination of volunteers, part-time and permanent staff is the pedagogic innovativeness (various teaching methods). The syndicate strategy confirms an educational theory of encouraging the expression of distinctive beliefs and experiences based on both biological and socio-cultural differences (Cushner *et. al.*, 2000:133). Thus it encourages students to value themselves. Even where opponents to the approach of using volunteer industry professionals may have valid concerns.

Theory posits that amongst the advantages of combination of various teaching methods is that it is a consistent condition for different learning styles that characterises a group of learners from different contexts and

backgrounds, especially the underprepared. Thus, CIDA approaches education as preparation for life. This corroborates the liberal progressive orientation which sees education as preparation for life and values individual excellence and achievement (Le Grange 2003:93).

Secondly, the notion of inclusivity at CIDA is beyond producing graduates. CIDA provides identical opportunity for growing the black academic capacity. Through the use of the CIDA core, these graduates are mentored to develop their path in academics through classroom communities. At a glance it serves as proof that transformation at CIDA is doing what it says it is. There are many questions that cannot be answered yet. For example, University of Western Cape chemistry department's (2007:15) advertisement for a prestigious scholarship is a case of how another university approaches Equity Development programme as a way of meeting the objective of increasing its academic staff pool. This means that CIDA's strategy may not work for other universities. This strategy may not solve the problem of an inadequate pool of black academics in the HE sector. Certainly, this approach remains to be judged successful, but it shows CIDA's emphasis on broad based participation in its HE service.

Thirdly, from CIDA's experience, the self development and quiet time (personal development) component allows students to get in touch with the deeper sources of their motivation. Specifically, with the spirituality component "students are able to find energy to live with integrity and commitment for common good...the students undergo a process of personal transformation in which they reassess the assumptions that lie hidden in their hearts and minds" (Karechi, 2003:80). Thus they can read and have some new and absolute connection with practical realities. The curriculum allows students to reconnect to their previously unrecognised ability and therefore enrich the learning experiences. This enriches their spark of creative imagination and impetus of interest in their studies and surroundings.

This Karechi says is "because this (spirituality) brings love, trust and self confidence, the opportunity to accomplish their set target becomes infinite".

Thus the teaching innovation involves awareness of students' needs, viewed in terms of physical experience of emotions and reasoning. On the other hand, students are encouraged to be self confident and feel good (soulfulness) about themselves and others. Educationists are not unanimous in their disapproval and scepticism as shown earlier in the literature review because this radical idea's exact way of improving students' performance is not well understood. And because the success is inconclusive, it remains to be judged as the best way in dealing with new student profiles targeted by the CIDA education model.

As observed during the enquiry, if HE providers are allowed to pursue different educational philosophies, CIDA would possibly adapt the learning for life (spirituality) in its curriculum. This is to bolster students' process of personal transformation in which they reassess the assumptions that lie hidden in their hearts and minds (Karechi, 2003:80). Nonetheless the rigidity of the South African higher education authority means that the CHE focus will use the explicit quality assurance mechanisms uniformly, not minding that equal application does not mean identical application.

Lessons and some experiences from CIDA

Likened to the charter schools in the USA, CIDA's story are "...teams of people starting from scratch in the design of a new school; site-level control over key decisions; evaluation of the venture results" (Hassel, 1999) and stimulation of interest and desire to make a difference in the community by transforming the South African education system through private sector support. CIDA academic contribution takes an extraordinary effort to compete and prepare students for the world of work because most of their students are under prepared.

Some of the tests CIDA is deriving are pattern breaking and include a call for greater accountability for results based on the standard of the product and established consequences of operational performance. Others include removing financial barriers to entry into higher institutions for the majority of

poor household wards, the desire to introduce flexibility in the regulation of the higher education sector and delegating major decisions to classrooms and the school as a body.

On the other hand, CIDA is confronted with the label of being a new institution. Its outputs are untested and have no reputation in producing the best skills and manpower required in SA. This is explained by a combination of factors.

CIDA experience shows that racial segregation in SA higher education is a challenge for inclusivity to be accomplished. At CIDA the current 99.9 per cent black student enrolment is not representative of the demographics of SA and management seeks to redress this imbalance to make CIDA a true reflection of the new South Africa.

Concluding remarks

It is imperative that to clearly identify the steps needed on several levels for a shift towards students' inclusiveness and social justice in the SA higher education sector. CIDA has devised strategies and ways to reduce consumption of resources in producing quality graduates. One of these strategies is the use of volunteer industry professionals in teaching. In addition the CIDA case allows for student participation in teaching, spirituality, diversity and boost of confidence in their scholarly performance. This serves as proof that CIDA transformation exemplifies the criteria of participation, with an expansion of student enrolment and students recruited from a broader distribution of social groups and classes (DOE 1997).

Having reviewed the challenges facing CIDA, it might be possible for CIDA's to plan the route to sustainability in the long run. To conclude, CIDA has to configure its operational cost to ensure sustainable delivery without compromising the quality of the output.

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