

The University of KwaZulu-Natal (U.K.Z.N)

Can Humanities Social Science faculties (HSF) give utility value (economic) to the South African developmental state? A case study of HSF of the University of KwaZulu-Natal (UKZN) and the eThekweni region.

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I, Kagiso ‘TK’ Pooe, declare that this dissertation is my own original work, has not been submitted for any degree or examination at any other university, and that the sources that I have used have been fully acknowledged. This dissertation is submitted in partial fulfilment for the requirements for the degree of Master of Arts in Public Policy, University of KwaZulu-Natal, 2010.

Dated 2011: _____

Signature: _____

Abstract

This research paper seeks to explore whether the University of KwaZulu-Natal (U.K.Z.N) Humanities Social Science Faculty (HSF) can provide utility (economic) value to the eThekweni region and the South African developmental state. Utility value within this paper is defined as being, *'The welfare a given investor assigns to an investment with a particular expected return and risk.'* (duke.edu). A developmental state according to Professor Ziya Onis is a "...state where the government is intimately involved in the macro and micro-economic planning in order to grow the economy." (Onis 1991). Each existing developmental state has approached its development in a unique and contextually relevant manner. Yet all developmental states have one key variable prominent: Human Capital Development through investment in the Science Engineering and Management streams of study. This research project uses a qualitative research approach comprising of semi-structured interviews with selected personnel from the University's Humanities Social Science Faculty, private sector organisations, the local municipality, a representative from the Minister of Higher Education and Training and the Reference group set up by the Ministry to investigate the state of the HSF in South Africa. Six key questions will inform this research. Firstly, what is the content and curriculum make-up of a Humanities Social Science of the University of KwaZulu-Natal degree and what factors inform its make-up? Secondly, what is utility value expressed in employment terms does an HS degree provide? Thirdly, how are HSF Degrees structured to offer both knowledge and utility value to their students - and in turn - the South African job market? Fourthly, where do HSF graduates get employed i.e. in which Government Departments or industries do they find employment? Fifthly, what meaningful role does an HSF degree offer in the context of the developmental State in South Africa? And finally, does the UKZN HSF and its degrees need an overhaul? And if it is concluded that it does not need it, why does it not? *This research project found that the Humanities Social Science Faculty and its products, the graduates, do provide utility value - needed for leading people and organisations - in the form of management skills, deductive reasoning, critical and lateral thinking.* However, if the current state of the HS-Faculty continues, namely; the large number of students enrolled, the non-enterprising curriculum, the non-collaborative relationship between the faculty and local business and governmental structures, the HSF will have no "active role" in the developmental state and will in "fact" become a problem. And subsequently, a problem that contributes to the phenomena of unemployable graduates in a major way.

Acknowledgements

Rom 8v 22-25: *“We know that all creation is still groaning and is in pain, like a woman about to give birth. The Spirit makes us sure about what we will be in the future. But now we groan silently, while we wait for God to show that we are his children. This means that our bodies will also be set free. And this hope is what saves us. But if we already have what we hope for, there is no need to keep on hoping. However, we hope for something we have not yet seen, and we patiently wait for it.”* .I thank the one who made me for such a time, I have stumbled I have fainted you have kept me.

Too Papa, le Mama Kgang le Masisie Pooe, lelapa la Pooe [Thembi, Sonti, Ragori, Molefi, Gogo, Koko, bomalume, boragagdi].Modimo has given me the best through you, thapelo ya ka ko hore I can pay you back with a life well lived-Ma’ soon you will be able to retire. Too, my two ‘hommies’ ZZ ‘ngwana a tsweng ’Khuluse, Fish “F4fantacy” Mokheseng. My madness was your fault, my success is your success, The Pride [Mvelo ‘bro’Dube, Fika ‘MBA’ Manana, Vulindlela ‘No12’Zikhali, Gcobane ‘Cadbury-Shangan’ Msipha, Nkeka, MaJara ‘Jam’, Arthur ‘fly, Peter ‘no9’’, Dr. Ntlibi], His People Church Howard [Sis Nox and Boet Langa Dlamini] and my Cadre in this movement of academy Ndu’ Madlala, we are nearly there mate. Too, the University staff like Trisha Egling ‘my mum on campus.’ the guru Doug Engelbretch, Professor Hamilton Simelane (for always going the extra mile for me), Siyanda ‘Stylo’ Shange. The good people in the Research Commons, witnessing different generations push to add new African and South African knowledge has been amazing. Too my Supervisor and Post-graduate guide, Professor Paulus Zulu, you stressed me for the purpose of making me excellent. Thank you and it was a surreal privilege to be guided by you.

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Chapter one

Introduction

The new South African state, post 1994 under the leadership of the African National Congress (ANC), inherited a socially fractured and fragmented economy. As Nigel Worden put it, *“the euphoria over the creation of a ‘New South Africa’ was primarily based on its remarkable political settlement rather than social or economic transformation.”* (Worden 1995:145). This meant that the newly elected governing party had gained political freedom and power; however it had inherited major socio-economic challenges which needed to be addressed. The challenges were as a result of 342 years of white minority rule [300 years of Colonialism and 42 years of Apartheid] over the African population (southafrica.info). Professor Ben Turok further elaborates on this point by explaining that, *“Inequality in South Africa has manifested itself in the appearance of a dual economy. Colonialism and apartheid gave rise to a ‘peculiar form of capitalism, [which] turned the African majority into a landless, propertyless, disenfranchised, unskilled labouring class.”* (Turok 2008:54). This resulted in what Andre Gunder Frank termed underdevelopment, and described as the scenario *“when resources are not used to their full socio-economic potential, with the result that local or regional development is slower in most cases than it should be.”* (findarticles.com). The end result of South Africa’s underdevelopment has seen the country having to confront major socio-economic problems such as a rise in unemployment and growing economic inequalities between and within races.

The pressure and need to change the inherited challenges of 342 years of white minority rule has meant that the national budget has multiple roles to play with regard to remedying the socio-economic ills that confront South Africa. The lack of service delivery to the neediest communities has exacerbated the problems bedeviling South Africa. The government’s response to the above-mentioned challenges confronting South Africa has been to declare and angle South Africa towards becoming a developmental state; through the use of key policies. Until recently, no one single governmental policy existed which clearly articulated the form and type of

developmental state structure South Africa wanted to take. The Department of Trade and Industry (DTI) in February 2010 introduced the ‘2010/11 – 2012/13 Industrial Policy Action Plan’ (I.P), which states that the South African government wants “*The promotion of a more labour-absorbing industrialisation path with a particular emphasis on tradable labour-absorbing goods and services and economic linkages...*” (*dti.co.gov*). The I.P is South Africa’s new catalyst for the country’s ethos of becoming a developmental state. Other changes have also come into effect to aid the process of South Africa becoming a developmental state.

One such change was the creation of key new ministries; the Planning Commission, the Monitoring and Evaluation Ministry, the Ministry for Higher Education and Training, and, the Ministry of Economic Development. The task for these new ministries is to help steer South Africa towards becoming a developmental state. The first two above-mentioned Ministries are envisioned as playing an active role in governmental planning and implementation of policies. As was the case in Japan with the MITI (The Ministry of International Trade and Industry), the MITI played an active role in government’s formulation of economic policy and recruitment of talent (*econlib.org*). As Sangweni and Mxakato explain MITI was responsible for “*control of industrial policy and economic goal setting and planning. Implementation of industrial policy in-coordination with other ministries control of domestic production, Managaging competition in sectors of industry.*” (*Turok 2008:39*). These measures propelled Japan towards being one of the largest economies in the world and a model developmental state.

The creation of the above-mentioned Ministries and the policy recommendations adopted during the A.N.C’s policy conference in Polokwane in November 2007 are important building blocks towards South Africa becoming a functional developmental state. Professor Ha-Joon Chang states that a developmental state is “*a state that deliberately tries to affect the course of economic development with policies that deliberately discriminate between different sectors.*” (*New Agenda 2010:38*). The creation of the above-mentioned Ministries and other policy recommendations are the types of positive actions Professor Chang refers to. He explains that such actions are positive because

they aid government in plotting the economic trajectory of the nation. Also important is the fact that a developmental state thrives through human capital development and a heavy investment in Science Engineering and Management streams of studies. This was certainly true for both Japan and Malaysia.

Across all South African universities, Humanities Social Science faculties (HSF's) have the highest intake and output of student numbers, compared to either the faculties of Engineering or Commerce. The South African Qualifications Authority (SAQA) report for 1994-2004, certainly verifies this statement. When the 2010 HSF intake numbers and graduate numbers of the University of KwaZulu-Natal (UKZN) are analysed the trend looks to be consistent with the SAQA report. Reasons for students choosing HSF degrees vary. The most controversial reason put forward states that, students opt for 'softer' non-technical fields of study as is the perception towards a HSF degree. This is largely because students tend to attach more value to a qualification particularly a degree obtained from at a University than a diploma obtained at a University of Technology. (Business Leadership South Africa 2006:4).

The high number of students graduating with an HSF degree is not parallel to the RSA employment trends. Careers South Africa looks at graduate employment trends for both the Private and Public sector and it states that the existing skills shortage "...is most prominent in the fields of ICT, engineering, mining and finance..." (CareersSA 2006:9). Evidence of this prioritisation of key skills is found in policy-initiatives like the Accelerated and Shared Growth Initiative for South Africa (ASGISA) and the Joint Initiative for Priority Skills Acquisition (JIPSA). Both policies (plans) aim to move South Africa towards being a functional developmental state.

Professor B. Turok states that "it seems that a return to a developmental discourse under the rubric of the 'developmental state' may be attributed to a certain desperation that the model used over the past decade has not produced the required benefits for a large section of the population." (Turok 2008:186). In etching South Africa towards being a developmental state, government's and the ANC's biggest obstacle is South Africa's capacity deficit. Turok explains,

“There are references in many ANC documents that a developmental state is essential. However, capabilities at provincial and local government levels remain a great concern, especially as many qualified white professionals have departed...” (Turok 2008:194). The professionals’ skills that Turok refers to come from the Science Engineering and Management streams of study, as Careers SA has explained. More worryingly, the capacity deficit has meant that local (municipal) and provincial authorities have been unable to eradicate and give solutions to service delivery and poverty related problems plaguing the South African public service sector.

To understand what a developmental state is, it is first important to understand what development encompasses. J. Remenyi defines development as *“a process directed at outcomes encapsulating improved standards of living and greater capacity for self-reliance in economies that are technically more complex and more dependent on global integration than before.” (Remenyi 2004:22).* Hence when the South African government under the leadership of the ANC enacts policies such as the Reconstruction and Development Programme (RDP), Broad Based Black Economic Empowerment (BBBEE) it is facilitating its understanding of development for its nation and people within its given context. Thus a developmental state as Professor Ziya Onis rightly put it, is nothing more than a *“...state where the government is intimately involved in the macro and micro-economic planning in order to grow the economy.” (Onis 1991).* Or as Turok puts it in *‘Wealth Doesn’t Trickle Down’*, *“The developmental state reflects a growing concern that the private sector, which clearly has a major role to play, cannot alone solve...problems. The developmental state concept is an attempt to bridge the gap between a centrally planned economy and a free market system, without emphasizing an ideological position.”(Turok 2008:3).* It can then be said that the South African government realises that to overcome social ills like poverty, rural development, unemployment and other socio-economic matters it needs to play an active role in the nation’s economic path.

It is for this very reason that programmes such as ‘The Expanded Public Works Programme’, institutions like the Development Bank of South Africa (DBSA), the Industrial Development Corporation (IDC) and the Department of Trade and Industry

(DTI) have become so prominent. They are organisations with a developmental inclination, in the same way the MITI of Japan did.

Yet inherent in the concept of a developmental state are two points. Firstly it is predicated on economic growth and secondly for this to occur economic (or utility adding) skills are needed. According to Bizterms.net utility value refers to *'The welfare a given investor assigns to an investment with a particular return and risk.'* And secondly, for the above to occur, a country needs to have a sound educational plan. The educational plan should have a good Primary, Secondary school system and this ultimately has the effect of enhancing the institutions of higher learning. It is these institutions of higher learning that ultimately bolster the development agenda, as has been seen in the Japanese and South Korean economic miracles (educatejournal.org).

Problem statement(s)

The developmental path that South Africa has undertaken points to the promotion of Science Engineering Management graduates and their faculties. A prime example of this is the Department of Trade and Industry's recent Industrial Policy Action Plan (I.P). One of the IP's primary goals is *"The promotion of a more labour-absorbing industrialisation path with a particular emphasis on tradable labour-absorbing goods and services and economic linkages..."* (dti.co.gov). The I.P is the state's new catalyst for the South African developmental state. And for it to succeed, Science Engineering Management streams of study are vital. But, this situation brings multiple research problems to the fore. Firstly, the implication that universities are not producing the desired degrees for the South African job market. Secondly the implication that the Humanities Social Science faculties do not have an articulated role in the South African developmental state, thirdly that the government and the Humanities and Social Science faculties do not have an apparent middle ground on the issue of the developmental state. Lastly, HSF students are paying and studying for degree's the South African job market cannot readily absorb.

Research of Objective(s)

This research has the following objectives.

- The first objective is to investigate what role exists for Humanities Social Science Faculties and graduates in the developmental state.
- The second objective is to find out whether the Humanities Social Science Faculties are relevant (economically) to the South African developmental state.
- And the last objective is to ascertain whether it is prudent to continue taking in and producing Humanities Social Science (HSS) graduates at such a high numbers when employment trends suggest otherwise.

Theoretical Framework

Human Capital Theory (HCT), is one of the four factors of production Adam Smith mentioned in his '*The Wealth of Nations*', the others being *useful machines, instruments of the trade and improvement of land* (globalaccess.com). HCT consists of three parts. The first states that individuals in society accrue economically useful skills through vocational training (apprenticeship) or formalised education (degree/diploma). Secondly Smith says that as an individual accrues which ever skill, he/she is able to improve their financial situation and these financial spin-offs will benefit the society in general i.e. the state's tax base increases. Lastly like a construction truck or a warehouse for a maritime firm (equipment), the skill possessed by a skilled individual turns him/her into a real asset, human asset. (Smith 1776:224).

In relation to the developmental state human capital theory, HCT is important for two reasons. Firstly, human capital theory is one of the most important variables for the development of any developmental state (Remenyi 2004:200). Secondly, HCT's first point, that of education, is pivotal, because education has been a key catalyst for most developmental states' progression. This point is verified by Remenyi on his exploration of the role of education in Ghana. He says, "*The idea of education generally and literacy in particular was later seized upon as a critical factor in community development, both for broader utilitarian purposes and to directly enhance the knowledge based (and hence capacity for decision making) of individuals.*"(Remenyi 2004:226). Though Remenyi was looking at a Ghanaian case study, further studies by economists like Smith, Ricardo and Ramsey concur with the benefits educations accrues to a nation.

As indicated in the above paragraph one of the important features of the developmental state discourse is the role science and technology (engineering) plays. G. Jones in his book entitled '*The role of science and technology in developing countries*' explains how, "*The material wealth of a country depends on the production of goods and services through the co-ordinated use of the available supplies of human skills, capital, land, and natural resources. Economic growth can stem from greater production through the use of more efficient use of resources.*"(Jones 1971:5). However, for this to occur as was the case for

developmental states like Japan and South Korea, governments must understand that *“Technology contributes...for example in allowing the productive use of land previously considered infertile, or by discovering an economic use for a raw material previously thought valueless-and by productivity improvements through increased skills, better methods, and better machines.”*(Jones 1971:5). By placing high value and emphasis on science and technology (engineering) education, Japan and South Korea have dominated the technology markets through companies like of Sony, Panasonic, Honda, Samsung etc. Both these nations understood that *“Science provides the pool of basic knowledge and understanding on which technology increasingly depends.”*(Jones 1971:5). And, this has been the trend in all other developmental states. However, across all South African universities, Humanities Social Science faculties (HSF) have the highest number of students, compared to either the faculties of Engineering or that of Commerce. The South African Qualifications Authority (SAQA) report for 1994-2004, certainly verifies this statement. And when the 2010 HSF intake numbers and graduate numbers of the University of KwaZulu-Natal (UKZN) are analysed the trend looks to be consistent with the SAQA report. Reasons for students choosing HSF degrees vary. The most controversial reason put forward states that, students opt for ‘softer’ non-technical fields of study such as a Humanities Social Science degree.

Yet, the high numbers of students entering and graduating with a HSF degree runs contrary to the South African employment trends. Careers South Africa looks at graduate employment trends for both the Private and Public sectors, and states that the existing skills shortage *“...is most prominent in the fields of ICT, engineering, mining and finance...”* (CareersSA 2006:9). It can be argued then that South African developmental state (encompassing both the private and public sectors) are primarily in need of Science Engineering Management graduates and skills. This view is endorsed by Dias and Posel when they state that *“...the relationship between human capital and employment is likely to be influenced by the structure of the labour market.”*(Dias and Posel 2007). On current analysis the labour market is skewed in the direction of the Science Engineering Management streams of study.

Hypothesis

It is hypothesised that the skills and knowledge taught in a Humanities Social Science Faculty (HSF) can produce utility value (economic) for the South African developmental state. However, five problems currently exist and stop this from happening at U.K.Z.N, which in turn hinders the University's HSF from providing utility value to the eThekweni region.

The first of these aforementioned problems is the size of the College. The number of admitted enrolees is very high. The number of admitted first-level students from 2005 to 2010 is 13801. Of those, 8858 have graduated; that is, a 14.4% increase over five years. The national growth in the SAQA report for 1995-2004 was 2.4%. This is too large a number for a faculty that does not provide vocational training, which is needed in RSA currently. Secondly, the curriculum make up of the HSF schools is not attentive to the global and developmental imperatives of the Republic.

Thirdly, there is a lack of inter-disciplinary rigour. Subject options at undergraduate and post-graduate levels are limited. By inter-disciplinary this paper refers to, "*A curriculum organization that cuts across subject-matter lines to focus upon comprehensive life problems or broad-based areas of study that bring together the various segments of the curriculum into meaningful association.*" (*scrippscollege.edu*). There are no mathematical or science components that would broaden and deepen the minds of HSF graduates as is the case in liberal arts colleges in the United States of America. This lack of inter-disciplinary education devalues a Humanities Social Science degree immensely in South Africa.

Fourthly, the low points required to study a Bachelor of Arts (B.A) or Bachelor of Social Science (BSS) mean that the cream of the crop (academic adept and high ranking students) are not studying in the HSF. This devalues the quality of a HSF degree. Consequently, no synergy exists between the public, private sectors and the majority of the HSF schools. No communication exists to create a qualification that takes into consideration employment trends and needs.

Also, there is only limited funding for postgraduate students to engage in cutting-edge research work that seeks to answer some of South Africa's socio-economic and developmental state problems.

Finally, the South African public and private sectors greatly undervalue the usefulness of a 'Quality' Humanities Social Science student. This means the true potential of a HSF degree has yet to be tapped into in South Africa as has been the case in the United States of America, where most corporate and political leaders have a Humanities (Liberal Arts) educational background.

Chapter: 2

Literature review

The literature this dissertation relies on is broken into six parts. The first set of literature is concerned with the developmental state and how developmental state theory has played itself out in South Africa. The second set of literature looks at graduate employment trends within the Republic of South Africa. The third set of literature will analyse the role of modern institutions of higher learning on the African continent and how the operational expansion of these institutions has affected their running. The fourth set will investigate the usefulness of the Social Sciences (Liberal Arts) degrees in other more developed countries. The fifth set of literature looks at the university and its strategic function throughout the different parts of the world. The sixth and final literature set to be looked at is the University of KwaZulu-Natal's undergraduate Prospectus for the year 2011, as well as a number of other non-South Africa university prospectuses; with particular emphasis placed on admission criteria, scope and structure of the degrees.

First set of Literature review: Developmental state and South Africa.

The first literature publication is by Atul Kohli in '*State Directed Development*' where he describes the developmental state. Kohli says the main characteristic of a developmental state is that, "*For a variety of historical reasons these states have tended to equate rapid economic growth with national security and thus defined it as a priority*" (Kohli 2004:10). In Kohli's understanding, the developmental state is primarily a state that has economic matters as its first concern. Kohli's interpretation of what constitutes a developmental state is echoed by Professor T. Marwala Dean of Faculty of Engineering and Built Environment at the University of Johannesburg. In his article '*Foundations for a developmental state...*' Marwala quotes Professor Onis who states that "*A developmental state is a state where government is intimately in the macro and micro-economic planning in order to grow the economy...*" (arxiv.org).

Both authors highlight what is essentially the given role for a developmental state, namely economic growth.

These two authors are seconded by the acknowledged expert on the developmental state Professor Ha-Joon Chang, who states *“The classic definition of the developmental state is a state that derives political legitimacy from its record in economic development...”* (New agenda 2010:34). Chang explains that other developmental states such as Japan, Malaysia and China, were able to improve their economical standing continuously through *“...the use of selective industrial policy, as seen in East Asia between the 1950’s and 1980’s* (New agenda 2010:34). Hence, when one looks at literature concerning the developmental state one key fact comes to the fore. Economic growth is the primary concern of a developmental state and key public policies are used to achieve desired economic outcomes. This was the case with Singapore where it’s *“free trade policy and its welcoming foreign investment...”* (Chang 2010:35), attracted numerous multinational companies and foreign direct investment. Turok conducted an analysis into South Africa’s claim to being a developmental state. His analysis is embedded in his book *‘Wealth Doesn’t trickle Down’*, where he details his engagement with leading South African figures and stakeholders on the subject of RSA’s claim to being a developmental state. The stakeholder included labour experts, the governing party of South Africa the African National Congress and academics such as Professor Adam Habib, Charles Machethe and economist like Lumkile Mondi.

The case for South Africa to be considered a developmental state was led by the former Minister of Provincial and Local Government Mr. S. Mufamadi (Turok 2008:5). In his address he makes arguments about this ethos of South Africa being a developmental state; however he warns against the classical definitions being used (as Chang and Marwala have done) when referring to South Africa’s developmental state aspirations. The Minister stated, *“Although agreement has still to be achieved on a characterization of the developmental state in South Africa, a broad consensus appears to exist around the idea that the process of development involves more than just economic growth but includes life-and-*

death issues such as poverty, personal security, distributive equity, social justice and environmental sustainability.”(Turok 2008:1). This observation highlighted one of Professor Chang’s main points when he approaches the study of developmental states, namely that “...there are many different models of developmental states and looking at this diversity of experience can tell you a lot about how to ‘do’ a developmental state”(New agenda 2010:34). Hence, when former Minister Mufamadi includes social matters such as personal security, social justice etc, he is making a conscious argument for the formation of a South African developmental state: which will borrow ideas from other models – and still be contextualised to suit the local conditions.

However, before going deeper into the analysis of South Africa’s claim to being a developmental state, Turok begins by giving a background analysis of why the developmental state model is now part of the South African political lexicon. He says *“The term ‘developmental state’ has gained increasing currency in recent government statements and African National Congress documents. There is clearly a growing sense that policy pronouncements have given inadequate attention to the role of the state in development, hence failing to give sufficient weight to critical issues such as the upgrading of physical infrastructure, the enhancement of technological capability and the need to address the serious challenges of unemployment, poverty and inequality. ” (Turok 2008:3). Hence, the argument for RSA becoming a developmental state is not based on a popular need to use vivid and catchy rhetoric: rather, according to both Professor Turok and the former Minister, it is the grounded understanding that the inner workings of what constitute a developmental state, can improve the current socio-economic status standards of South Africa Furthermore as Professor Turok explains “The focus on the state reflects a growing concern that the private sector, which clearly has a major role to play, cannot alone solve these problems. The developmental state concept is an attempt to bridge the gap between a centrally planned economy and a free market system, without emphasising an ideological position.” (Turok 2008:3). This is in essence what the South African case for being a developmental state is about, namely the need to overturn socio-economic ills gained from South Africa’s past experiences.*

Second set of Literature review: South African graduate trends.

The second set of literature explores graduate employment trends. And, the first piece of work to be looked at is entitled, '*Graduate unemployment in the face of the skills shortage a labour market paradox*' by the University of Cape Town (UCT) Development policy research unit school of economics (DPRU Policy Brief). The report explores two major subjects; the rise in graduate unemployment and the many reasons for this phenomenon. And secondly, the report explores the issue of South Africa's skills shortage and how the aforementioned issue impacts on the skills shortage.

The DPRU begins by explaining that, "*Although graduate unemployment remains small relative to overall unemployment, the actual unemployment rate of this group has increased by almost 50 per cent between 1995 and 2005, which makes it the fastest growing unemployment rate among all the education cohorts.*" (DPRU 2007:2). The report goes on to list the many reasons why this phenomena has been so prevalent. The report explains that currently more and more universities are churning out graduates, yet they are walking straight into the wall of unemployment. One of the reasons for this problem the report states is the false notion that "*a tertiary qualification (more specifically, a university degree) was a magical key to a well-paying job and a bright future.*" (DPRU 2007:2). The report goes on to explain that this is a very dangerous situation to be in, chiefly because the lack of foresight on the part of the student and State has meant that the skills shortage problem has been exacerbated despite graduate numbers rising.

This is the second subject the report explores; it begins by stating that "*Firms, policymakers and government agree that skills shortages are probably the most important obstacle to accelerated growth in South Africa.*" (DPRU 2007:4). The report makes it clear that the government is trying to deal with this crisis through such initiatives as "*the Joint Initiative for Priority Skills Acquisition (JIPSA)...to identify urgent skills needs and provide quick, effective solutions. Some of their proposals included implementing specialised training plans, bringing retirees and expatriates back into the job market and attracting new immigrants.*" (DPRU 2007:4). Despite the government's best efforts to try and address the skills shortage crisis, the problem is too multifaceted to be left to it alone. The DPRU

report found that many companies believe that five key areas of weakness characterise the rise of graduate unemployment. Firstly, the lack of skills and experience on the part of graduates. Secondly, the wrong types of graduates are being produced. Thirdly, shortage also exists at management level and graduates are simply not suited for these positions. Fourthly, suitably-skilled staff is often poached by other companies or they opt to emigrate. Lastly, graduates are not of a high-enough quality.

The following literature is a report by the Higher Education South Africa (HESA) and The South African Qualifications Authority (SAQA) and is entitled Graduate Attributes. The crux of this report by H. Griesel and B. Parker is that a missing link currently exists in South Africa between institutions of higher learning and the business community. The missing link centers on the fact that graduates a produced yet business feels the product produced is not up to the scratch. Or as the report states, “...the knowledge, skills, competencies and values (combined to represent “graduate attributes”) developed by higher education may in varying degree be out of sync with the needs and expectations of employers and, at the same time, with the demands of a rapidly changing world of work.”(Griesel and Parker 2009:9). This report is deep-seated because it is devised by the two most respected institutions of higher learning, and represents a great step in monitoring and evaluating employment trends. This needless to say, should have the desired positive effect on the higher education system.

Third set of Literature review: the African university and its meaning.

The third set of literature looks at the role of the University within the context of Africa, and its role in the development of the continent. Professor Asavia Wandira former Vice-Chancellor of Makerere University in Uganda - one of the oldest and finest African learning centers elaborates on this matter. He begins by explaining that the African university has an obligation to its students when they graduate, because “Most of them will want to enter the world of work immediately on graduation. They may have chosen areas of specialisation which correspond to manpower shortages as declared by their country’s planners. They expect that their newly acquired university qualifications will be a passport to employment.”(Wandira 1977:6). Professor Wandira’s main point of contention pertaining

to the African university is that its existence should benefit its primary end-user, the graduate. He explains that a beautifully decorated qualification will be of no solace if it turns out to be of little or no demand (need), if anything *“Their pain and humiliation will be great if they should find that prospective employers are unable to accept their qualification.”* (Wandira 1977:6). In his book ‘The African University in Development’ Professor Wandira explains the history of most of Africa’s universities, he begins by explaining ‘The Jones Colleges’, which are named Jones colleges because the person leading the enquiry was Dr. J. Jones.

The establishment of the Jones Colleges occurred during a period in time when African scholars were questioning the role of universities on the continent; notably, a time when colonial rule was still very evident. The guiding echoes of the African academics present during this period was *“Inspired by the desire to see their countries develop and validate the African race in search for parity with Europeans, educated English-speaking West African had for nearly a century advocated the establishment of a university in West Africa.”* (Wandira 1977:9). This growing movement was led by great African scholars such as Dr. James Africanus Beale Horton of Sierra Leone, Professor Edward Wilmoth Blyden of Liberia, Casely Hayford (Ghana) and Dr. Benjamin Nnamdi Azikiwe of Nigeria. The end result of the above men’s work for Southern Africa was the establishment of the greatest Southern African institution of higher learning, the Fort Hare University (was known as the South African Native College).

The early work of the Jones Colleges era was carried over by another prominent African academic, Dr. T. Yesufu. The universities that came after his work were named the ‘The Yesufu Universities’. Dr. Yesufu published the ‘Truly African University’ in the 1970’s and modelled out six major functions for an African university. (a) *Pursuit, promotion and dissemination of knowledge*- the emphasis being on practical knowledge. (b) *Research* - with priority given to research into local problems. (c) *Provision of intellectual leadership* - involving ‘not only research and acquisition of knowledge, but its wide and effective diffusion, so as to light the beacons by which governments, industry, commerce and the rural population can plan

and execute...social development' the university seeing itself as the servant not master of the people'.. (e) *Promoting social and economic modernisation...* (f) *Promoting intercontinental unity and international understanding*. However, the most important of the six functions for this dissertation is point (d) Manpower development. In which it is stressed, in the ethos of the function, that "*not just graduates who have tended in the past to be 'highly academic and generalist' but 'skilled personnel' including middle-level manpower in whose production the university must participate.*"(Wandira 1977:23). This point is the main thrust of Professor Wandira's first chapter which emphasizes the importance of manpower development and the central role African universities must play in this.

The above points made by Professor Wandira were made in late 1970's. However, his points still ring true today and have been acted upon by many leading Developed nations. Proof of this is found in the book '*The African university in the twenty-first century: Future challenges and a Research Agenda*' by Adebayo Olukoshi and Paul Tiyambe Zeleza which was released in 2004. The authors bring together numerous African scholars to tackle some of the points Professor Wandira dealt with in the 1970's, the book is not about critique on Professor Wandira. Rather, it is an examination of the African institutions of higher learning. The book begins by explaining that, "*The traditional detached and critical function of universities has been increasingly displaced by the need to provide the changing labour market with qualified person power and to produce knowledge relevant to the new informational society.*" (Zaleza and Olukoshi 2004:345). This is in line with what the early African scholars believed in, as was espoused in the six objectives of the Yesufu University functions.

Olukoshi and Zeleza go on to explain that, "*The challenge facing Africa is not only to provide more university spaces for those students coming from secondary school, but for those already in the workforce... The question of finding the appropriate balance between massification, quality of education and training, and capacity building for Africa's development and international competitiveness requires serious research to guide the strategic policy choices that have to be made.*"(Zaleza and Olukoshi 2004:609). This multifaceted dichotomy between education and development is what is at the heart of the African universities' role. The authors go on

to explain how the African university - unlike its counterparts in North America or Europe has to straddle this complex matter. Further to this, Zaleza and Olukoshi explain that, *“While most economically developing countries invest a fairly sizable part of their budget on education it is common knowledge that the returns accruing to this investment are not as substantial. Since higher education institutions are very expensive the resources so allocated to these institutions from their meager budgets should be maximally utilized...”* (Zaleza and Olukoshi 2004:345). The authors of this book have a genuine understanding of the fact that financial resources (even for education) do not have an infinite budget.

This has meant that numerous African universities have had to discover nuanced means and methods to generate finances to fund university education and projects. One of the responses to this problem has been to turn to business like methods approach. And one such approach is, The Gibbons thesis which states that, *“...faced with the urgency of creating a reconstructive framework to guide higher education’s contribution to the developmental goals of the new democracy and its re-emergence into the global arena, policy-hungry analyst readily seized on the progressive and innovative appearance of mode 2 in their pursuit of research policy. It also provided the justification for orientating curricular reforms and academic restructuring towards inter-disciplinary at a number of prominent institutions.”*(Zaleza and Olukoshi 2004:342). The Gibbons thesis has many critics, however, what made it very popular was the fact that it greatly promoted what is referred to as Mode 2 research. Mode 2 was, *“As distinct from conventional applied research (where the research problem originates within orthodox disciplinary boundaries and is then linearly applied to a societal problem), mode 2 knowledge production and the definition of the problem which it is directed arises in the context-of-application, that is, through the process of solving the problem...”* (Zaleza and Olukoshi 2004:344). The thesis was very revolutionary in its approach, because of the fact that it emphasized practicality over theory as theory-over-practicality had become custom in universities and this is why it gained such great favour. The move towards more practical and applicable research gained much interest in developing nations.

The Gibbons thesis had been a radical allusion against established traditions. One such tradition that was affected by the Gibbons thesis was the universities approach to subjects. As the previous authors have explained, *“In almost all universities the decision on*

what programmes to mount, when to mount them and how many students to enroll have been a prerogative which has been jealously guarded. While universities should not be denied this privilege, decisions however should be made on the wider social, political and economic objectives of the political environment in which these institutions are situated” (Zaleza and Olukoshi 2004:535). The introduction of Mode 2 research challenged the old order of subjects taken at university; it asked for practicality and demanded that an output be part of the education system.

The other push factor towards Mode 2 research was the issue of ‘Mass education’. It occurred in principle because of, “...*new patterns of student demand which themselves reflect shifts in social stratification (and identification)- and on outputs from the emerging mass system, principally the changing shape of graduate ‘careers’. Inputs and outputs are closely linked, because both are aspects of wider socio-economic articulation of mass higher education, which is distinct from the way in which elite systems related to their external environments.*”(Scott 1995:107). This mixture is what has led to the dominance of Mode 2 research in most developing nations.

Fourth set of Literature review: the debate about the relevance of Humanities and the Social Sciences.

The last set of literature review is by S. Fish’s ‘*Will Humanities Save us?*’. In it, he examines the importance of Humanities (liberal Arts) in today’s context. Fish argues that, “*You can’t argue that a state’s economy will benefit by a new reading of “Hamlet.” (insidehighered.com).* He explains how the state or strategic meaning of liberal arts (Humanities Social Science) education has changed over the years. Fish argues that classical notions like being a ‘well rounded citizen’ as espoused by many defenders of the Humanities Social Sciences faculties, “*belongs to an earlier period, when the ability to refer knowledgeably to Shakespeare...or the Thirty Years War had some cash value (the sociologists call it cultural capital)...*” (insidehighered.com). The idea Fish is presenting is a simple one, namely that contemporary scholars and funders that believe that Humanities Social Science can deliver utility value or some form of higher thinking are entirely off the mark.

He boldly states, *“It is not the business of the humanities to save us, no more than it is their business to bring revenue to a state or a university.”* (insidehighered.com). The role Fish ascribes to the Humanities Social Sciences is at loggerhead with the concept of the developmental state.

As unpopular as Fish’s observation sounds, he finds it very hard to understand why people (scholars and industry) cannot agree with him. In his final argument Fish crudely explains what the liberal arts (Humanities Social Sciences) should be used for. He says of the liberal arts, *“What then do they do? They don’t do anything, if by “do” is meant bring about effects in the world. And if they don’t bring about effects in the world they cannot be justified except in relation to the pleasure they give to those who enjoy them.”* (insidehighered.com). Fish is well aware of the fact that his observation is not going to enthrall university authorities or any would-be funders of the Humanities Social Science faculties. Frank Baffoe’s work is a counter to Fish. Baffoe in the book *‘Southern Africa Research For Development’* explains the usefulness of the Social Sciences in the development of Southern Africa, especially in the field of public policy development and research.

Baffoe found that, *“The logical implication is that there is an urgent need for practical men to improve their capability to cope with difficult issues of society by enlisting the cooperation and expertise of those with theoretical knowledge.”*(Safali 1988:109), Baffoe found that there was a need for Social Sciences in the arena of development. The last publication to be reviewed is entitled *‘Punching Our Weight: the Humanities and Social Sciences in Public Policy Making’*. This British Academy report states that; *“The challenges that confront public policy makers are growing in complexity. They require a sophisticated and far-sighted approach, which can anticipate, and respond to, potential long-term risks and opportunities. Humanities and social science research is well placed to help policy makers respond to these developments.”*(Britac.ac.uk). Led by Sir A. Wilson, the British Academy’s report runs contrary to Fish’s work. From the onset, the report explains that the Social Sciences do have a utility value; especially in the British civil service.

This report makes clear the fact that the British government has a well defined role for Humanities Social Science Faculties and expects them to contribute to the British state, the report explains that “...*findings reveal serious concerns that policy makers are not realising the full potential of the contributions that humanities and social science research can make to public policy making. Policy makers and academic researchers alike are agreed that more should be done to strengthen that contribution.*” (Britac.ac.uk). Sir Wilson’s report is important for two reasons: it comprehensively maps out a role for Humanities Social Science faculties in the utility value argument, secondly it challenges both the state and the Humanities Social Science faculties to engage on creating utility value and solutions.

Fifth set of literature review: university role and meaning.

In their book *Planning and management in universities: A study of British universities* Fielden and Lockwood look to understand what role exists for the universities in modern Britain. They state, “...*The work of many universities has been transformed gradually over the past twenty years, and the extent of that transformation is now forcing the question of purpose to the forefront. Are universities separate from society? Are they an integral part of society? Do they serve existing society? Are they primarily teaching institutions or primarily research institutions? ...*” (Fielden and Lockwood 1973:28). The two examine the problem with the role played by the British university and subsequently try to find out whether any more meaningful roles exist for them.

After problematising the role of HSF in the British nation, the two authors begin to explain just how important universities are to the British nation, and any other nation that has a university. In their book they state, “...*the striking point to be made immediately is the remarkable assets of universities. One enormous asset is the confidence engendered by their history of accommodating change and absorbing both increases in scale and function....Above all, there is the quality of their members. If a university does not possess the qualified manpower to solve its problems, which institution does?*” (Fielden and Lockwood 1973:30). Fielden and Lockwood expertly explain how universities are great reservoirs of knowledge, and when they are not properly utilised which other institutions exist for a nation to use. However, they do go

on to explain that one of the universities greatest weaknesses has been their slow response to contemporary societal issues.

They explain, *“Universities have generally been slow to recognise the importance of regarding the planning of new curricula or major modifications of existing curricula, as inextricably linked to the distribution of resources. The typical curriculum proposal is limited to an assessment only of the manpower resources needed and a listing of courses topics or rubrics which the syllabus would include.”*(Fielden and Lockwood 1973:164). The point that they make is one that has often been made that universities are distant from the rest of society. Hence the university as an institution is always being questioned. Salmi and Verspoor enter this debate by explaining that *“Institutions of higher education and research are central to a nation’s capacity to connect with the new international knowledge system and adopt...Yet in many developing countries, they do not effectively play this role.”*(Salmi and Verspoor 1994:1). Their focal point is that institutions of higher learning are going to be instrumental in developing developmental states.

Sixth set of literature review: UKZN prospectus and other universities.

The University of KwaZulu-Natal offers a broad range of disciplines to for study. They range from Engineering to Commerce and then finally and most importantly for this research project the disciplines in the Faculty of Humanities, Development and Social Sciences (Prospectus UKZN). UKZN is one of South Africa’s finest research universities and a leading light in many fields such as research on HIV/AIDS (allafrica.com).

With regards to admission into the Humanities Social Science Faculty, the prospectus states that *“A score of 26/32 points or more will usually ensure admission to the degree of your choice, provided that there are still places available, but some structured degrees have higher requirements...”*(UKZN Prospectus 2010:101). The admission system works on a seven level points system. A student receives points on the band level obtained, level band 7 (7 points for 80%-100%), 6 (6points for 70%-79%), 5 (points for 60%-69%), 4 (points for 50%-59%), 3 (3 points for 40%-49%), 2 (points for 30%-39%), 1 (point for

0%-29%) the only exception to the above is when 8 points are awarded for a student having scored 90%-100% for a subject. The two languages must be at Level 5 or higher and Life Orientation at Level 4, the other points need to ensure that the student gets his/her marks to 26 points or higher for admittance.

There is a broad range of subjects for students ranging from structured to unstructured degrees over two campuses (Durban and Pietermaritzburg). A structured degree is one where a student does a degree the School has selected major subjects and gives the students a pool of electives the School deems important. The HSF has Geography and Environmental Management, Management and Communication, Psychology and Cognitive Science as some of its structured degrees. An unstructured degree is one where the student elects his/her own major subjects and minor subjects. The structure of the degrees is in the form of a Bachelor of Arts or Bachelor of Social Science, *“degrees consist of 2 majors and relatively free choice of elective modules. (A major is a subject that is studied, usually from first-year-level through to third level.). a structured degrees (e.g. the BA in Drama and Performance Studies or the BSocSc in Geography and Environmental Management) consists, usually, of one major subject and a group of cognate electives modules, but some structured degrees include two full subjects” (UKZN Prospectus 2010:102)*. Having looked at the admission requirements to study towards a BA/BSS in UKZN and the scope and structure of what that might entail. This review will now conclude by looking at another institution on the African continent, Ashesi University College (Ghana) which was founded in March 2002.

Before presenting the admission requirement, the Ashesi University information prospectus explains that, *“The university's business plan was devised through a partnership with the Clausen Center at the University of California, Berkeley; our curriculum was designed in collaboration with faculty at Swarthmore College, University of California at Berkeley, and University of Washington” (ashesi.edu)*. That has meant that its curriculum is very different to the one found in South African Universities, the prospectus explains, *“The curriculum consists of a liberal arts core, an Africana Studies program, and degree programs in computer science and business administration.”(ashesi.edu)*. What this has meant is

admittance to this institution is selective and as the prospectus indicates they admit a, “...a limited number of students each year, which means that you will experience quality interactions with your lecturers and classmates because of our low student to faculty ratio.”(ashesi.edu). The institute uses the Grade Point Average (GPA) system for grading and admittance; which is very selective and rigorous analysis of a student’s capabilities.

Though this literature review has not been able to get the exact grading required to get into Ashesi University, one of its heads explained the situation in Ghana in relation to students attempting to get into Universities. At a Stanford University address the Ashesi Chancellor explained that in Ghana, “About 80,000 students take university entrance exams, of which approximately 26,000 students are assigned passing grades. Of the 26,000 students who pass, 8,000 are admitted to attend one of the five public universities.” (gsbapps.stanford.edu). From then on the Ashesi University takes only the cream of the crop.

The big focal point of the University is that it acknowledges that “Careers matter. Since Ashesi's inception, 90% or more of every graduating class have received a job offer within 3 months of graduating. 100% of Ashesi graduates get job offers within 4-6 months of graduation. Corporate Ghana recognizes the value our student interns and graduates add to their organizations.” (ashesi.edu). Therefore, the conclusion is that major differences exist between the two institutions of higher learning. However the core similarities are that they are both on the African continent and have major role to play in the development of both their respective nations. Secondly, they are both fairly new institutions of higher learning. And in the case of UKZN, the institution’s foundation dates back to the merger of older universities of the province - the University of Natal and University of Westville Durban – less than a decade ago. Despite apparent differences in both countries which these institutions inevitably have to grapple with, this literature review is concerned more with their respective ethos when it relates to the subjects-offered of admittance of students. This chapter will now conclude by explaining the new knowledge it will add to literature read on the above-mentioned subjects and themes.

New knowledge and findings

Having gone through the six literature sets and their offerings, this literature review has found two weaknesses in the make-up of the available literature. Firstly, there is a lack of information regarding the role Humanities Social Sciences Faculties can play in the developmental state literature; both international and local literature does not adequately address this issue. All current literature and research work has Science Engineering Management (SEM) streams of study as the focal points of for a developmental state. There is an apparent lack of understanding or undervaluation of the role Humanities Social Sciences can play in shaping the South African and other developmental states progress.

The second weakness within the literature relates to the fact that, no extensive research exists that firmly maps out what Humanities Social Sciences Faculties offers the South Africa developmental state with regards to making or managing economic affairs, as is the practical case with the Science Engineering Management fields of study. Furthermore, available literature concerning the Humanities Social Sciences and their contribution to society is at best applicable in the American, British and European historical contexts; which is, although valuable to learn from, cannot always be applicable in the South African situation, because to a large part, no European nation has had to grapple with becoming a developmental state.

The third weakness which exists within the available literature is the apparent lack of conceptualization literature: because conceptualisation literature is supposed to plot a way forward for South Africa or any other developmental state - from a Humanities Social Science point of view. Academics and scholars within the Humanities Social Sciences themselves seem unable to conceptualise a way forward for their Faculties in the South African developmental state.

Chapter 3 Methodology

A study of this nature necessitated that a qualitative approach be utilised. Three sources of information were elicited in accomplishing the previously stated objectives. The first of the three sources of information was elicited from interviewing the various senior academic managers across the Humanities Social Science Faculty, to find out what informed their curriculum make-up. This was followed by interviewing the Durban Chamber of Business and the eThekweni municipality. These two sources were interviewed to ascertain their feelings on whether the HSF and its graduates accrued them utility value. The last part of this study involved, using a desktop approach. The desktop approach involved analysing statistics from UKZN and the SAQA reports, detailing (a) how many first year students were taken in by the UKZN HSF (b) number of students exiting South African universities. This was done to assess whether the supply and demand needs of the South African labour market were factored into the make-up of the university and HSF policies.

Research approach

Individuals and institutions were picked in-line with this research projects guiding objectives, which were qualitative in nature. The first objective sought to investigate what role exist for Humanities Social Science faculties and graduates in the developmental state. The Second, wanted to find out whether Humanities Social Science faculties are relevant (economically) to the South African developmental state. The last objective aimed at ascertaining whether it was prudent to continue taking in and producing Humanities Social Science (HSS) graduates at such a high numbers when employment trends suggest otherwise.

All three objectives required that the semi-structured interview questionnaires be used, when interviewing organisations and individuals. What often happened during the interview was that the semi-structured questionnaires gave interviewees the opportunity to answer questions according to their personal experiences and

experiential knowledge. The additional information gained from the semi-structured questionnaires further enhanced the findings of this research. The semi-structured methods meant that participants sometimes ended up challenging established norms in the literature. This happened in the case of one senior academic who challenged the entire concept of Human Capital. He had completed an Engineering Science degree at a top overseas institution, had worked for numerous engineering and scientific firms and is currently working in the HSF. Hence, the semi-structured approach method utilised was extremely useful in eliciting such unique information.

Chosen interviewees

Thirteen schools exist within HSF in the University of KwaZulu-Natal. However, only 10 of the 13 schools representatives were interviewed. This was because the schools of Architecture, Planning and Housing, Social Work and Community Development and Religion and Theology, are professional schools and their respective curriculums are vocational in orientation. Further reason for their exclusion was the fact that the first two schools are classified as being scarce skills, whilst the last school is a unique and numerically small school. However, the School of Psychology was included despite the fact that it offers a professional degree. This was because Psychology as discipline has long been a Social Science discipline before becoming a professional vocational degree. Having included the School of Psychology this study was able to understand how a professional school balances supply, demand and quality assurance imperatives.

After finding out what a HSF degree entailed, local employers were interviewed. They provided information explaining whether HSF's and graduates brought them utility value. The identified employers were the Durban Chamber of Business (DCB) and the eThekweni municipality. In order to get a deeper understanding of this subject matter, three further individuals were interviewed. The advisor to the Minister of Higher Education and Training (HET), the specially created Reference Group tasked with 'rejuvenating' the HSF in South Africa and finally a developmental economist.

Rationale for interviewees

The Chamber was interviewed because it has over 100 business affiliated to it within eThekweni region. Its affiliates vary in size, some are Small and Medium Enterprises (SMME's) others are large firms like Standard Bank and Toyota etc. Finally the Durban Chamber was able to give insight into the immediate human capital needs of business in the region. As it has a structure where all affiliate Human Resource managers come together and meet to discuss matters human resource matters like the quality of first time employees, capacity constraints matters etc.

The eThekweni municipality was interviewed because it's one of the largest public employers in South Africa and the KwaZulu-Natal region. An additional factor for including the municipality in this study came from the fact that it has one of the largest budgets for a public entity in RSA. Most importantly to this study the municipality has a human resource called 'Talent Management', which aides the municipality with its hiring and personnel management.

In some instances the semi-structured nature of this study meant that interviews came about due to referrals'. A case in point is the interview with the special advisor to the Minister of Higher Education and Training, which took place using a telephone interview. The interview with the advisor was followed by an interview with the specially convened Reference Group. The Reference Group comprises of leading Social Scientist in South Africa. The interview took place using email correspondence. The last person was a developmental economist. Her value lay in the fact that she works in the HSF and has industry experience as a consultant and is an advisor to private and public organisations.

Desktop work (statistics)

Statistical data was used to assess whether the supply and demand needs of the South African labour market were factored into the make-up and intake policy of the HSF of

UKZN. The SAQA report for the period 1995-2004 and the UKZN intake numbers for the period 2005-2010, both reports detailed the intake and output numbers for all other faculties.

Analysis of data

Content-analysis was used in the analysis of the collected data. Content analysis allowed for vast amounts of information (from the interviewees) to be grouped into manageable themes (categories). Data was then analysed, using the research objectives as the lens of analysis. Through content analysis, complex and numerous answers from varying sources were analysed and interpreted for the purposes of coming to a singular and all encompassing analysis. This allowed for key points of convergence and divergence within the raw data to be selected and analysed in a manageable manner.

Limitations

There are specific limitations in methodology. Firstly, interviewing all business personnel in the eThekweni region was not possible. However, this was offset by having interviewed the DCB, which has over 100 eThekweni business affiliated to it. Secondly, when determining (economic) utility value it would have been desirable to have dealt with more statistics emanating from employers. However this was a coursework Masters and very little time was available to carry out such a task. Finally, as this was a case study limited geographically to the eThekweni region, it is not possible to determine successfully whether HSF's can or cannot add utility value to the whole of the South African developmental state. However, the interviews conducted did include major national employers. Therefore though not able to say conclusively whether each and every HSF can or cannot give utility, some of the assertions made (about HSF's utility value) can be said to have very sound bases.

Chapter 4

Findings and Analysis

Chapter four is a presentation and analysis of results. The findings were arrived at using semi-structured questionnaires with selected interviewees, as explained in Chapter 3. Secondly, statistics detailing intake and graduation numbers of the University of KwaZulu-Natal (2005-2010) and the South African Qualifications Authority (1995-2004) national graduation numbers were also used. Three key themes will be used to analyse the data findings.

1. *Are Humanities Social Science faculties relevant (economically) to the eThekweni and South African region?*
2. *What roles exist for Humanities Social Science faculties in the South African Developmental state sufficiently?*
3. *Is it prudent to continue producing Humanities Social Science graduates at such a high rate; when employment trends suggest the reverse should be occurring?*

Four further themes will be looked at after the investigation into the three above themes. These four themes came about as a result of engagement with the interviewees and from an analysis of the results presented in this research project. They could not be ignored and had to be given space in this chapter. They now make up part of the findings and analysis of chapter four.

The last component of this chapter includes a presentation of data and some analysis from the Reference group set-up by the present Minister of Higher Education and Training. This task team was assembled to look at how to “*rejuvenate and strengthen the social sciences and humanities*” (*Mail and Guardian 2010:42*). Although still in its formative stages, the Reference Group provides a national tentative overview of the state of Humanities Social Science faculties in South Africa.

Are the Humanities Social Science Faculties relevant (economically) to the EThekweni region and South Africa?

Turok in his book *'Wealth Doesn't trickle down'*, explains how the African National Congress policy conference, resolutions were adopted with the purpose of steering the South African government under the party's leadership into transforming the country into a functional developmental state. An invaluable attribute that South Africa is said to need, in order to become a developmental state, is technical capacity. The government, under the leadership of the ANC, clearly understands that technical abilities of the country are important because they, "...translate broad objectives into programmes and projects and to ensure their implementation." (Turok 2008:13). However both government and the ANC also understand that, "This depends among others on the proper training, orientation and leadership of the public service, and on acquiring and retaining skilled personnel." (Turok 2008:13). This line of thinking has seen policy-makers in South Africa promoting and investing national funds into technical skills, jobs and education initiatives, as already mentioned in the first and second chapters.

This portion of the research project is concerned with finding out whether any relevance (economic) can be gained from the Humanities Social Science faculties. Literature review on the developmental state discourse has very little if any on the role for Humanities Social Science faculties. Thus, obtaining an answer for this first theme required four guiding questions to be asked.

- 1. As a key (education/business/municipality) structure of national governments plan to becoming a development state, what are the key areas of focus for your organisation/department currently?**

Academics

Responses to this question were very intriguing. The senior academic managers gave varying answers. Thirty three percent of them stated that their departments were primarily academic in nature. Hence the senior academic managers stated that they were concerned with expanding on subjects within their own programmes and also

increasing their post-graduate students, especially at master's and doctorate levels. One senior academic manager stated that his school desired, *"to enhance the school research capabilities, and, to mentor students for the purposes of allowing them to enter higher education sectors whether it is lecturing or publishing."* (2). This was a common answer given by most schools.

The professional school respondent stated that its key areas of focus were numerous and irregular at times. He explained that his school was concerned with teaching, researching, publishing, and at the same time meeting the set requirements set by a professional body. The professional body for psychologists demands that first rate practitioners in the mental health field are groomed according to set standards. According to him this is where the irregular component comes in, having to balance two very complex matters. The senior academic manager did explain that one of the national goals they are tackling is HIV/AIDS. He stated *"We as a School primarily focused on health related issues like HIV/AIDS, abuse and trauma."* (1). The senior academic manager from the School of Psychology explained that although this is not in the realms of the developmental state discourse, if the problem is left unattended, it could end up stalling economic growth. Because of this, his school is doing an invaluable job in aiding the South African developmental state.

One of the unique schools in the Humanities Social Sciences is the School of Development Studies- which is a graduate school and teaches only masters and doctorate students. According to one of its senior academic managers the school is primarily concerned with wanting, *"...to contribute to global and African scholarship through research and graduate teaching programmes in development and population studies, producing and delivering academically sound and comparative development research for policymakers, and intellectual community involved in the reconstruction of South Africa and the KwaZulu-Natal region."* (7). He explained that his school aims to help the South African government deal with national and local capacity constraints, through teaching and contextually relevant research programmes. Hence, he explained his school aims to graduate students into

key areas of the South Africa e.g. government departments, civil society and the private sector.

The rest of the schools bar one stated that their key areas of focus were a mixture of academic and developmental pursuits. A key example of a Humanities Social Science school concerned with developmental state matters is the School of Language, Literature and Linguistics which claims to be “*developing adapting language for commercial purposes, through technology transition tools.*”(6). Another school which is involved with balancing both developmental and academic interests is the School of Anthropology, Gender and Historical studies. This school claims to be developing academic programme that tap into historical tourism and “*community engagement*” research programmes. One of the school’s senior academic managers explained that this principle comes from the fact that as a school that it has a dynamic approach to everyday issues and is the third most productive unit in the Humanities Social Sciences. However, not every school is concerned with being dynamic and innovative when thinking about how it can contribute to the South African developmental state imperatives. A certain senior academic manager explained that her schools projects really just “*follow what the university deems important.*”(3).

Overall, the majority of the Humanities Social Science Schools can be said to be doing one part of what government requires, namely that of researching and seeking to produce more master’s and doctorate students. However, many questions must be asked of some of schools with regard to having programmes that take into account national and provincial government’s plans and objectives.

Business entity

The Durban Chamber representative stated that the Chamber has two key areas of focus. The firstly continue lobbying government and other business entities. Second the Chamber is concerned with having active, “*involvement with the economic development of the EThekwinini region; focusing on chemical, agriculture, automotive, agri-processing, import and export sectors. Other key areas of focus include improving Small Micro and Medium Sized Enterprise (SMME’s) and their development and improvement.*”(8). The DCB representative presentation

clearly shows that a discrepancy exists between what eThekweni business demand and the Humanities Social Science curriculum offering and focus. This schism relates to the fact that all the above areas of focus mentioned by the Chamber representative seem for the most part to favour Science Engineering Management graduates/faculties.

Municipality

The individual spoken to from the municipality stated that the municipality is currently involved in ensuring that the Integrated Development Plan (IDP) stated goals are met. She explained that the IDP has eight guiding points to its plan, 1. Sustaining our natural and built environment. (2) Economic development and job creation. (3) Quality living environment. (4) Safe, healthy and secure environment. (5) Empowering citizens. (6) Celebrating our cultural diversity. (7) Good governance. (8) Financial viability and sustainability. She stated that her department deals with, *“...empowering our employees and making sure they are satisfied (empowerment of employees); we have different programmes to achieve this. Such as DRL, a Human resources management information system; where employees can apply for leave on line, check leave statuses-it’s a self service system. E-recruitment, as well as Talent management.”*(9) To gauge where the municipality stands on this issue, she explained that they *“...are running an internal perceptions study to gauge of our employees,”* (9). However she stated that *“only 5000 of them have access to computers. And some of them are not computer literate.”*(9). Again, discrepancies exist between Humanities Social Science curriculum offering and the focuses of an employer. Although the IDP is broad in nature and some jobs/roles might exist for selected Humanities Social Science graduates it is evident again, that this employer favours the SEM graduates.

Higher Education and Training Department (HET).

The advisor stated that the *“The immediate goals for the department are the increase of Natural science students and to increase the quality of HSF’s (not numerically though). Also the department wants there to be an increase in Post-graduate studies; it needs to be understood as well that the department has just got launched and many of the critical issues will be sorted as time goes on.”*(10). As already mentioned, the Humanities Social Science faculties are doing half of what the country requires. That is they producing masters and doctoral students. Yet, the

advisor has stated that the national government's plans are focused on SEM graduates/faculties. The next part of this section will analyse the findings of the second question.

2. How important is Human Capital Development (HCD) to your organisation/department?

Academic

The responses from this question were particularly interesting as shall be shown. The two unique case participants, the professional school and the graduate school listed HCD as key priority for both their staff and students.

The senior academic manager of the professional school explained that HCD principles are well-upheld by both staff and students in his school. This is due to the fact that the school has to adhere to professionally prescribed standards or risk losing accreditation status. He explained that the school has 40 academics, 10 administrators all looking after 1500 undergraduate students, 600 Second years, 70 Honours, 50 Masters and 30 PhD's. Hence, the school staff members require large amounts of HCD skills training. Students doing psychology are educated to have HCD skills, because of the degrees structure and vocational nature.

A senior academic manager of the graduate school explained that HCD was "*critical. And that they spent a lot of time shaping this component.*"(7) He continued to explain that the school, "*Aim is to combine theory with an empirical and methodological application/teaching. We do not limit our students to South African issues, they can explore matters arising from Bosnia, and Peru provided the finance is there. We try to train students who can hit the road running; hence we place a huge emphasis on application and practical teaching and learning.*"(7). This mix of practical and theoretical learning has made the School of Development Studies not only the top research school in UKZN, but one of the best schools of its kind in the world.

The School of isiZulu is one of the most published and innovative school within the HSF. When speaking to one of its senior academic managers, he advocated for a synergy to be present between theory and practice within a degrees make-up. He also stated that employment trends should be factored into HSF curriculum content. He concluded that it is, “...important the School acknowledge the fact that students need to graduate with skills (human capital) that makes them employable.”(2) .He further explained that his above stated points go into the isiZulu curriculum offering and that HCD skills are one skills students graduate with from the School of isiZulu. He explained that, “our School trains students to be able to go overseas and further their studies at either Masters or Doctoral level. Our School is concerned with two things: teaching isiZulu (how to speak and write it). Secondly, how to analyse content. That is to say literature learning, linguistics skills (isiZulu specific).”(2). The academic in question explained how he, “...an isiZulu Professor [he has] never written a paper in isiZulu; my skills transcend my degree.”(2). The academic explained that the skills learnt in an IsiZulu degree are very much transferable and that one is able to take them and apply them in a number of academic and non-academic fields of work. A case in point is when the school sends over its young academics to go lecturer in the USA. The senior academic manager from the School of isiZulu also explained that the school has expansion plans. They include establishing Sesotho and Kiswahili programmes, where new knowledge will be developed for the benefits of the students and country.

Whilst a senior academic manager from the School Anthropology, Gender and Historical Studies stated that HCD is “Extremely important to us. Especially when it comes to fields such as Tourism.” (5). She explained that the school has major plans afoot to maximise on tourism and this would ultimately enhance the student’s skills base. She did challenge students more when it came to HCD, she stated that “...students need to be more proactive, with regards to being employable. Opportunities are available in areas of research and museum work for History graduates.”(5).The academic explained that the school trying to add to the HCD of tourism through academic research. She explained that “We are creating packages that aid

in the development of the 'thinking' process such as Zotero; a powerful, easy-to-use research tool that helps you gather, organize, and analyze sources and then share the results of your research.”(5). This she argued would do two things enhance tourism research and secondly equip students with the necessary computer skills and thinking methods. And it is envisioned by the school that that they will play a major role in historical tourism, using the geographical location and history of KwaZulu-Natal to push this idea. However, no mention of joint collaborations with either local government departments or private companies was made.

The senior academic manager from the School of Philosophy answered this question by stating that he, *“as a teacher on the subject of Human Capital Theory/Development, many authors and academics have confused it a lot and as such it should always be questioned and defined in the correct manner.”(4)* .He explained that the type of HC his school offers is unique. This is because the study of philosophy is very much linked to producing future academics. However, new programmes like Applied Ethics and Cognitive studies do bring human capital for economic gain. In Applied Ethics students are taught to be aware of ethical issues within the environmental, medical, business and government domains of employment. However most of their best students he explained go overseas. This is because their Human Capital skills are not given enough exposure in South Africa. They are then assimilated into other nations and in turn help those countries benefit from their human capital skills.

The senior academic went on to explain that HC theory is an ambiguous concept. He said that, *“In technical field it's easy to make the case for its existence. At higher levels it becomes very unclear what qualifies as HC. It depends on the development of the country and what becomes useful or not this is unpredictable.”(4).*According to him this means that, *“The point should be to train people to be adaptable. Education benefits the nations more than the educated person, again not a simple matter.”(4)*. Thus, from his schools perspective it is important to teach students how to think in a clear and concise manner, as most of the working skills will be picked up as graduates learn on the job.

The final two respondents felt that this question related more to their employees. One of the senior academic managers argued that by doing this they will improve the delivery and quality of the curriculum and this will in turn benefit students. However, one academic from the language schools made the point that her school designs courses which aim to better help students in other faculties. She stated that her school is involved in, “*designing courses for tutors in the School of Development Studies, Law students, Management Pietermaritzburg and part of the B.com first year.*”(6). This means that students from outside her own school are gaining additional HCD skills (language) from her school on top of their core subjects. The senior academic manager from philosophy made this point earlier, when he explained that HC is an ambiguous and non-limiting concept. As long as students are taught with well structured courses (whether from the HSF or not) and are encouraged to think, HCD skills can be generated and used for economic gain.

Business

The representative from the Chamber explained that Human Capital Development is, “*Very important. And that we believe that skills development must take place within organisations. The DCB is constantly bringing in new people and training them so they can have upward mobility.*”(8). The representative from DCB was not overly prescriptive when explaining what HC is. He simply explained that every organisation whether academic or business needs it, and that for the most part it is gained whilst working.

Municipality

The representative from the municipality works in the human resource division explained that HCD is the primary driver for her department. Which HCD for her department entails, “*training, retaining and attracting human capital. Hence, the municipality has started Talent management. This is a structured method to address one of the biggest risks that was identified to the municipality, namely retention of critical skills.*”(9). She explained that currently HCD within the municipality is centred around “*highly technical focused, real estate, engineers, architects (not as much as the engineers), technologists, technicians (mechanics) to look after the city’s vehicle fleets. Hence, Talent management was implemented to retain skills, and also to*

attract people from going overseas.”(9). The talent management system concurs with what the senior academic from the School of Philosophy stated, that when it comes to technical fields its easy to make the argument for its existence.

Higher Education and Training Department (HET)

The advisor stated the ministry does not deal directly with this matter, because the ministry does *“not have a prescriptive policy that dictates whether universities have to have a balance between utility (economic) and knowledge (theory), with regards to HSF’s.”(10)*. He stated that at a personal level he favours *“the American model because it allows for the first year of study to incorporate everything, Math’s, Science, Commerce etc, for first year students who most of the time don’t know what to study.”(10)*. He explained that *“the combination of utility and theory tends to be found in Cross-disciplinary work/study, a good example is the UKZN’s Aids research projects which encompass Medical science, Commerce and Humanities faculties.”(10)*. The advisor’s main argument was that HC is context specific. Hence he favoured the American model which allows for Humanities Social Science (liberal arts) students to get an all round education that makes them mathematically and scientifically knowledgeable. All this has the effect of enabling students to have enough knowledge and skills to enter any department or business, having had a broad range of subjects to pick from.

This paper now moves to discussing the third question.

3. Over the last three years which graduates (types of degrees) have you employed or graduated? A detailed answer is required.

This question had two distinct objectives. Too find out what types of graduates employers have been hiring in the eThekwini region. Secondly, examine whether any of the HSF schools have a nuanced approach to the issue of graduation. The question when dealing with the HSF was to examine how schools approached the issue, do they view it as a necessary exercise or do they see it being more than this.

Academics

Most of the interviewed respondents answered this question in two ways. Most stated that they did actually employ some of their own graduates, they cited the fact that some of their postgraduate students head their tutorial seminar activities. However, when it came to hiring students for the express purpose of training them to be school managers and academics only the School of Philosophy, School of isiZulu and the Development studies actually had some kind of plans in place. When queried about the main issue as to how schools view graduation, only the schools of isiZulu and Development Studies stated that they viewed the issue of graduation in a nuanced fashion.

To begin with the respondent from the School of isiZulu, explained that some of their graduate students, *“have been going overseas and that it was their hope (as a school) that they will come back and add to the school growth plans.”*(2). Therefore when they graduate students they are doing it with the express purpose of growing the graduates skill base and in turn hope that the school will benefit from having invested in the graduate. The respondent explained that, *“IsiZulu does not limit ones opportunities, currently we have students returning to do isiZulu (those who have been in the working world).”*(2). The School of Development Studies representative also shared the same sentiments that they as a school aim to graduate well-rounded individuals who are ready to make a contribution to society and that is why they are a graduate school. He pointed out that they enrol students from diverse academic and non-academic backgrounds and this is what makes graduating from this school so special. Thus, it can be concluded that the schools of isiZulu and Development studies view the issue of graduation as much more than a numbers exercise, they want to instill some sort of skills within their graduates.

Business

The respondent from the Chamber stated they have *“One person with a Human Resource background (he says this a HSF personnel), the rest have had a Commerce*

background. Some have Masters in Business Administration (MBA), most are B.Com graduates.”(8). Although speaking about the Durban Chamber specifically, he did explain that their core affiliates also gravitate towards either the commerce of non-Humanities Social Science graduates. Furthermore, he was able to make this intimation because the Chamber hosts forums where human resource managers from the eThekweni business regularly meet. At these meetings they deliberate on employer needs and wants.

Municipality

The respondent from the municipality explained that in her department “*[they] have employed intern industrial psychologist, or graduates with a statistical background. As well as project managers. Intern programme is being utilised to aid those students that need that one year’s practical experience, like clinical psychologists.”(9). She also explained that the hiring of employees has been dictated by the Talent management system. The system as she earlier explained aims to hire and retain employees with SEM inclination.*

Higher Education and Training Department (HET)

The HET advisor’s position obviously did not allow him to answer this question as the other respondents did. However, he raised a very important point with regards to the issue of HSF graduates. The advisor stated that, “*The more pressing issue is the fact that HSF graduates are lacking in quality, this is because of the poor pre-university education system, across the country.”(10). The advisor raised a very telling point. Because in most literature and discourse in South African the supposition exist that when the issue of quality graduate is mentioned, this graduate must go and come from the SEM stream of study. As such the issue of quality within the HSF’s, has been neglected in favour of bolstering the SEM faculties.*

This research project can conclude that from this question, HSF graduates face a double-predicament. They face the problem of not being hireable because they lack

immediate utility value, and the stigma of their qualification being deemed of lesser-quality. Both these are a hindrance to a HSF graduate finding employment.

The issue of the quality of graduates exiting the UKZN HSF is something most academics commented on as shall be seen later on in this chapter. The penultimate question is of first theme is.

4. Have you as a developmental entity sought to recruit more H.S.F graduates?

Please elaborate.

This question has aims to examine whether Humanities Social Science graduates are in high demand. Even though no hard statistics were given in answering this question, the answers emanating from the DCB, eThekweni municipality and the advisor to minister are extremely valuable.

Academics

With the exception of the professional school and the graduate school all other schools explained that they do not recruit students. Rather, the Faculty handles the whole process of recruiting. However, one senior academic did state that his school was being hard-pressed by the university to accept more students into its programmes.

A senior academic manager from the School of Psychology explained that they do not need to recruit, because, *“the School is a professional occupation degree. As such students from everywhere come to use, rather than us advertising ourselves”* (1). This point was echoed by other senior academic managers earlier in this chapter. The respondent from the School of Development studies explained that due to the school’s international prestige students automatically flock to them. This is also assisted by the fact that the school has a laissez-faire application process, and welcomes all students even those who have no university endorsement. He explained that, *“school, judge’s applicants on their writing and workplace skills. The head explained that the school wants rounded students, even the South African Reserve Bank wants an employee who is well rounded.”*(7). The

senior academic manager went on to explain that in essence this is what a BA/BSS degree is suppose to offer.

From this question it is possible to say, with the exception of the School of Development studies and the School of Psychology (at Post-graduate level especially), most of other HSF schools have no control over how they operate. This is largely down to the fact that the schools have no control over who they allow into their programmes. This concurs with the UCT Standard Bank DPRU report, which stated that students in some universities end up studying subjects they do not like or have affinity for. In the case of UKZN HSF there seems to be no proper supply-and-demand indicators of enrolees-to-programmes. Therefore, an oversupply of enrolees is occurring and as the advisor to the HET rightly explained, the quality of graduates exiting such a system is going to be very poor. The fact that the respective Schools do not have control over who enters and what numbers exist is calamitous.

Business and Municipality

Both these entities indicated that they are not actively recruiting Humanities Social Science graduates. The Chamber of Business representative explained that, at best, when they are looking at candidates from Humanities Social Sciences, they are just looking for Human Resource practitioners. The municipality representative explained that the Talent Management programme is not actively targeting Humanities graduates.

What role exists for HSF's and graduates in the development state?

As previously stated in the opening chapters, the South African government has embarked on a mission to become a developmental state. Evidence of this is seen through the adoption of policies such as the DTI's Industrial Policy Action Plan (IP) and Broad Based Black Economic Empowerment (BBBEE). By being a developmental state it is hoped that major social ills like poverty, unemployment and poor service delivery will be methodically eradicated, as was the case with the Asian

developmental states. South Africa's move towards becoming a developmental has been given further impetus by the introduction of new governmental departments, the Ministry of Monitoring and Evaluation (M&E), the National Planning Commission and two new education ministries.

The separation of the two educational (especially the formation of the ministry of Higher Education and Training) ministries is critical in South Africa becoming a developmental state. As the Human Science Research Council (HSRC) explains, *"Higher education of institutions (HEIs), and most importantly universities...can be assigned various responsibilities with regard to public service delivery. In some cases in the history and development of higher education, HEIs were considered to be mainly repositories of knowledge...they were seen as having three key duties...: to generate knowledge, to conserve it and to impart it"* (HSRC 2010:89). This has seen SEM streams of study being highly prioritised, with the supposition that they hold the key to South Africa's goal of becoming a functional developmental state.

The prioritisation of the SEM streams of studies by South Africa state has meant that HSF graduates are entering a job market where their skills/degrees seem not to be needed. This was confirmed by the DPRU UCT report. To further understand the aforementioned statements five key questions will be answered by the already mentioned interviewees.

- 1. Employment trends, both Public and Private show that the Science Engineering and Management (Science Engineering Management) graduates are the most sought after. Does this mean the Humanities Social Science Faculty graduates cannot add to the current Human Capital Development imperatives of South Africa?**

Academics

The majority of academics acknowledged that currently South Africa does require SEM streams of study. However, a senior academic manager from the School of Psychology explained how his school as a Humanities Social Science is going to play a role in the South African developmental state. He explained that because, "... South

Africa is faced with major social problem, industry might not be calling for social workers and psychologists. But societal problems demand we have both streams of study. South Africa's social context is extremely complex, this is due to high income inequalities and its history. Hence, Humanities graduates (from Psychology) are trained to make a difference in people's lives and situations."(1). He explained that psychology and some Humanities Social Science schools have a part to play in the dealing with social problems that the SEM streams will be unable to diagnose and alleviate. This view was shared by all the other academics interviewed, namely that a role does exist for the HSF and its graduates. However, they as schools do need to pick an area they can influence in the same manner that the School of Psychology has.

Some academics explained that as the South African economy expands more entities will require management personnel and leaders and since management is ultimately about the management of human beings. A well trained HSF graduate is the ideal candidate for leading management strictures or being part of the strategic management set-up. This is because the critical thinking skills, conflict resolution and broad minded emphasis is ultimately the skills a HSF degree is suppose to render.

This line of thinking was continued by another senior academic manager who explained how her, *"...son studied BSS (Management and Communication) and went to abroad, and is now living in London and working for HSBC; one of the largest banking and financial services groups in the world."*(6). She also explained that, *"He was not a high flyer academically. However, the core HSF skills he learnt (analytical thinking, communication, lateral thinking etc) have allowed him to outcompete his rivals in London, with commerce degrees."*(6). Many others senior academics shared such stories of students with HSF degrees going overseas and excelling. One respondent explained that, *"In RSA we tend to not fully understand or use the HSF degree holders to their maximum potential as is the case in the United Kingdom and other countries."*(6) and this is a problem can only be fixed by improved graduates entering the work force.

However, this research project found that respondents from the schools of IsiZulu and Philosophy gave the most insightful answer to this question. Both respondents

concluded with the other academics. Yet, their reasons for agreeing came from having themselves been involved with employment and human capital skills. The respondent from the School of isiZulu explained that in his previous role, he co-pioneered and led a flagship course, named *Language in the Working World*. He stated that, “*Students produced by this subject are now either managers or directors across the public and private sectors. The aim of the programme was to teach students to analyse management situations and not to be rigid in approaching management matters. It emphasised continuous improvement technique; Kaizen technique. An analysis performance technique which is inward looking and forward planning orientated. An example of this subject success is David Khumalo, who majored in both isiZulu and Language in the Working world. He is now a high flying municipality leader.*”(2). The respondent explained that the very same skills and ingenuity used in running that programme have been put into making the School of isiZulu one of the best run schools in UKZN and this only add to graduates HC skills training.

The respondent from the School of Philosophy was able to give the best answer due in part to his educational background and work experiences. The respondent studied at one of top engineering and economics educational institutes the Massachusetts Institute of Technology (MIT). The respondent has a science and engineering degree, has worked for numerous mining firms, private enterprises, and government. He currently is involved with the School of Philosophy.

The respondent explained that even at an institution like MIT which is renowned for engineering, science and economics there is an emphasis for those students not majoring with a HSF degree to take seriously courses from the faculty and to learn the necessary skills that come from the Humanities Social Sciences. This is because the university educational system recognises the importance a HSF education gives, and the key skills emanating from it. He respondent explained, “*Skills taught in Science Engineering Management are important. However, what is lacking in developing countries is management skills. Hence, skills gained from doing a Philosophy degree with analytical, reasoning skills would be good for management. Another bonus one gets when doing a HSF course like Philosophy, is the ability write reports clearly and the ability to recognise conflict.*” (4). This was the same point the above respondents stated, namely that the Humanities Social Science

faculty and graduates are going to play a managerial role in the South African developmental state. The next portion of this analysis will look at what business, the municipality and the advisor in the ministry said.

Business

The representative from business answered this question in parts. He admitted that South Africa currently needs SEM graduates, this is of extreme importance. Secondly and most interestingly he stated that there needs to be a, *“focus on HSF’s, so they do not fall and lag behind other faculties. There are various opportunities that exist for persons qualified with a HSF degree and the HSF do need to be exposed to the younger generation.”*(8). This was an encouraging point, yet was balanced out by the reality that business in the eThekweni believes the HSF needs to catch up to the other faculties and become more contextually relevant.

Municipality

The municipality representative acknowledged that the fact that HSF and its graduates can add utility value to the municipality. She went on to explain that their importance is currently being undermined by, *“The profit motive which is what determines value; currently National Treasury is becoming more rigid about how the municipalities spend money. If we cannot motivate how we are going to use money, it goes. So, humanities related departments (Research and Development, HR, skills) face the brunt of budgetary constraints, in part because of the World Cup. The priority at present for funding is geared towards the Procurement and infrastructure development clusters which are at the coal-face of service delivery.”*(8). Therefore, even though the municipality acknowledges that value and some form of utility value exist from the HSF. The issue of the profit motive means they are being shunned.

Higher Education and Training Department. (HET)

The advisor agreed with previous respondent’s sentiments about HSF graduates having a role to play in South Africa’s human capital imperatives. He cited two

individuals that encapsulate what HSF graduates can accomplish if given the chance. As he explained, individuals like *“Bobby Godsell and Gail Kelly, who are leading business leaders and figures. Both hold HSF qualifications, Godsell from attained his at the then University of Natal and Kelly from the University of Cape Town.”*(10). Having explained what a good HSF degree can do for an individual and nation, he was quick to point out that currently, *“No policy exists for prescribing exactly what type of role the HSF can play in the development state. However, currently the goal of the department (and nation) is to increase the numbers of Natural science graduates.”* (10). He went on to re-emphasise the need to improve the quality of HSF graduates, explaining that the department is with *“increasing the quality of HSF’s (and not the number of students entering the system).”*(10). The advisor finished off the interview by explaining that by increasing the quality of HSF students and bolstering the SEM streams of study, South Africa would be able to increase and improve its postgraduate numbers. The push to have more postgraduate students South Africa can make a *“contribution to academic knowledge worldwide. As currently the trend of knowledge production favours developed nations.”* (10). The advisor finished off by explaining that all the above goals and reforms are not going to happen in one year or so. Rather they as a department want to lay a good foundation, which will see all the mentioned points happen, after all he explained the department has just been launched.

Developmental economist

The developmental economist explained, that currently the SEM streams of study are very necessary, *“However, HSF do not need to be sidelined. As they play an important role. Despite the unfortunate tag of being a catch all (unfair notion) for all students who do not know what else to do. Disciplines such as Development studies, Political Science and Economics arm you to be able to think critically and make one more socially aware of what is happening in the world.”*(11). She acknowledged the fact that the South African labour market is calling for more SEM graduates, however the sidelining of HSF and graduates is unfair and that *“More studies need to be done to assess the economic utility value of HSF graduates.”*(11). She explained that the contribution HSF graduates can and do make is going to be different to SEM graduates.

2. What key areas of Human Capital Development are you aiming to develop to enhance your organisations/department contribution to the RSA Developmental state? Please elaborate.

Academics

The majority of respondents explained that their schools wanted to enhance their teaching, research and publishing capabilities. Some of the respondents gave clearly articulated plans, as shall be shown. One such school was the School of Developmental studies which will not feature in this section, as its plans have been discussed earlier.

Two respondents did elaborate on their schools respective HC contributions they want to add to South Africa. The respondent from the School of Anthropology, Gender and Historical Studies, explained that her school comprises of three departments. As such they have different HC contribution to make. She explained that, *“The Gender School is involved with research and community work related to HIV/AIDS. The School of Anthropology is involved with migration and transnationalism and issues of identity. And lastly the School of History studies with societal issues like the grant system, conflicts, ANC MK history, research into centers of development like Inanda, Adams College.”*(5). The respondent explained that each one of the departments that make up the school, have identified these projects as their contribution to the South African developmental state.

The second respondent from the School of Psychology stated as a discipline that deals with mental health, they have identified a few areas where they can help in the progression of the South African developmental state. He explained that as a school they have identified, *“Substance abuse, violence, HIV/AIDS, rape, trauma, as prevalent social ills existing within the KZN region. Hence, the vision of the department is to meet these needs.”*(1). The respondent did explain that even though they have identified these social ills, *“Currently the system is geared towards making people a jack of all trades, where specialisation is lost and the ability to be innovative is lost.”*(1). He explained that *“there needs to be a change at the lower levels, currently psychologists are to overqualified and cannot help where they are really needed. What*

are required are councillors with lower-level training who have a degree plus one year's training.”(1). If this were to happen the identified social problems would be dealt with much quicker. In summary, it can be concluded that some of the school within the Faculty need to re-visit their plans of action and take into consideration the major socio-economic imperatives the eThekweni region has. From this formulate ways to assists the region and nation. The next response is from business.

Business

The Chamber representative explained that they are focused on developing marketing, administration and micro and macroeconomic imperatives. As already stated they include growing SMME's and other business activities. The Chamber member explained that there imperatives are also a reflection of what there member affiliates require. Hence, members require that infrastructure development occurs it becomes part of their mandate. This is because part of their mandate compels them to look after their affiliates needs.

Municipality

The municipal representative explained that the municipality's imperatives are defined by the Talent Management Policy (TMP), which aims to retain and hire critical skills that are in short supply. She explained that the TMP “*was launched in 2009. Phase one was done by consultants (Catalyst consultants also did Transnet), DBSA and Anglo. However, phase two is going to be done by the municipality.”(9).* The TMP she explained works on a “*Task grade system, and is being implemented from level 16 to 23 (non-political positions) and the system identifies critical areas needing to be filled. These positions currently are engineering and technical in nature.* (9). The need to have technical skills she explained comes from the fact that the municipality and national government is faced with major public service deliver imperatives.

Higher Education and Training Department (HET)

The advisor explained that they are focused on the improvement of the Further Education Training (FET) centres. This is because the vast majority of Grade 12 learners and other youth require functional FET's, if they are to get a foothold into the formal economy. The importance of the FETs lies in the fact that currently 3 million youths are unemployed and only FETs can help change this. He explained that this is the HC development strategy the HET ministry is busy with. However, he explained that a lot of work needs to be done to make FET's a first option for many would-be youths.

3. Are you in anyway involved with the Humanities Social Science Faculty (H.S.F) curriculum content development? If so, in what way?

Academics

The respondents gave very contrasting answers to this question. Two senior academics explained that their schools did not take part in the HSF curriculum content development process. One senior academic manager explained that although not involved in this process, his school has two academics on the university board. The rest of the respondents explained that they were either directly involved in the shaping of their respective schools curriculums or played some other role to do with the curriculum.

All respondents explained that no common forums exist where all schools meet and conceptualise a common Humanities Social Science degree for the Faculty. Each school works on its own curriculum. Furthermore external actors referred herein as, eThekweni business (DCB) entities, post-graduate students, the municipality or any other influential entities have no way of engaging with the HSF. Although all schools have to submit their respective school curriculum plans to the leadership HSF leadership and University council, this is a poorly thought-out way of planning. This is

because many opportunities for constructive criticism are missed and issues such as making the HSF degree inter-disciplinary never occur between the schools themselves.

Then the same question was to the DCB, the municipality, the advisor to HET and a developmental economist, who has dealings with the HSF of UKZN.

Business

The representative from the Chamber of Business explained that the Chamber was not involved in any curriculum development process with either the HSF or any other Faculty within the UKZN. He explained that he only does this for the Durban University of Technology (DUT), where he sits on the Accounting and Economics Department board. One of his duties is to look at their curriculum and examining whether it is relevant to what business wants.

Municipality

The representative from the eThekweni municipality explained that the municipality does not sit on any Faculty curriculum programme or board, of the University of KwaZulu-Natal. However the municipality and private industry realise that institutions of higher learning are a massive reservoirs of information and knowledge that could help them do things better.

Hence the municipality has the Municipal institute of Learning (MILE) program, to bridge the two worlds by pursuing active partnerships with institutions of higher in the eThekweni region. She explained that MILE even funds research projects that aim to bolster the eThekweni region. The representative stated that, *“Currently you get institutions that are either outward looking or inward looking, DUT is an outward looking institution. They came and approached the municipality with forward thinking plans, that involved internships for their students, research for the municipality etc”*(9). The municipality’s representative’s claims are disconcerting when one remembers that UKZN is supposed to be one of the leading institutions in Africa, yet does not have an active relationship with its own local municipality.

Higher Education and Training Department (HET)

The respondent explained that they are not actively involved with matters relating to the curriculums developments of institutions of higher learning. Rather they are involved with keeping institutions accountable by auditing their financial management and also ensuring that they audit the quality of graduates universities produce. He also explained that government just oversees the structure of degrees i.e. how long degrees run for etc and that *“the curriculum content is left up to the respective institutions. Unlike other developmental states in order to change anything in Higher qualification framework vast consultations need to be done.”*(10). Having read how other developmental states overcame their social ills like poverty and unemployment it seems very strange that government does not have more of a say on a very critical issue. This despite the fact that it heavily subsidises institutions of higher learning, who are supposed to be very attuned to national governments plans and actions.

The existence of two-centres of powers leaves the student (especially the HSF graduate) and the country short changed, as no indicators of supply and demand exist. That is to say government which is the largest employer in RSA is unable to tell the HSF or other faculties these are the numbers and types of degrees it requires. Yet, at the same time it is subsidising the whole process.

Developmental Economist

The developmental economist explained that she is involved with the School of Development studies' curriculum make-up. Her role is to run and look after the economics courses and the two other Masters programmes. She explained that all courses are evaluated and monitored and designed to be academically sound and relevant to the job market.

4. Are there any alterations you would make to the H.S.F curriculum make-up currently?

Academics

The respondents gave three types of answers. The first answer by two respondents stated that their schools had already put certain changes into place. The second answer by the majority of the respondents explained that they would like to see more basic skills like writing for academic purposes, better language conceptualisation skills being part of the HSF degree. The final answer was advocated by one respondent, who even though he agreed with the second respondents, advocated for a controversial change to the HSF curriculum degree, as shall be explained. The academic in question is a highly distinguished academic in the field of economics.

The second answer which was best elaborated on by one senior academic from the School of Philosophy. He explained that his schools, *“first year programme was revamped to counter negative results of pre-university Schooling system learners come from. One cannot exactly spell out what each HSF school should do, as they are the best masters of their destiny. However, first year level study needs a rigorous overhaul their needs to be attention on primary skills. Maybe it should go to a four year degree.”*(4). Although many other academics spoke on this matter, they all came to this conclusion that an overhaul of first year level study is needed and primary skills should be bolstered.

The third and most controversial answer came from a respondent who has had the opportunity to lecture at Oxford University and has a grasp of both the academic and business world. The academic in question stated that the alteration he would make advocate is one which would see, *“Professional School not to necessarily being part of the university. The university should have graduate schools. However research should be part of university. The first degree should be broad in nature and include Classics, Mathematics etc.”*(7) He also agreed with the notion held by the other senior academic managers who believed that a strong role exists for the Humanities Social Science faculties. He recounted how

while overseas, “most of the giant multi-national companies operating in London have leaders that have attained their first degrees in the Humanities faculty e.g. Philosophy Political Science and Economics (PPE). One such individual I know is the former Deputy Reserve Bank Governor Ian Plenderleith, who studies Greek.”(7). The respondent whose first degree is not a Humanities Social Sciences one, was adamant that a Humanities Social Science degree is of value and that it should not be frowned upon by employers.

He explained that, “A disjuncture currently exists between what people study and do. A degree just shows that you can think (it’s a screening device), the technical knowledge you acquire in the workplace. On the job training is what counts the degree assists you with the thinking. The degree also just exhibits ones character.”(7). The responded was of the view that a degree’s main purpose is to make the mind ready for work. He finished off by stating that, “The University must become multi-disciplinary, and multi could mean Political science with Economics. Inter-disciplinary, the creation of new schools and ideas.”(7). This view was expressed by some of the respondents, but not as well as this one.

The next part examines answers from the DCB, the municipality, the advisor to HET minister and the developmental economist.

Business

The Chamber of Business representative explained that as he had never been involved with the HSF he could only give comment from the outside looking in. He was adamant that, “there needs to be some kind of paradigm shift or re-invention of the HSF. This is so that it can be made more relevant, to bring it out into the open, to expose more people to it and to expose the job opportunities that may exist for persons qualified with it.”(8). This is a particularly important comment, since the DCB represents over 100 businesses in the eThekweni region. The comment speaks to the fact that the HSF of UKZN needs to change its offering and graduate students ready to enter what has become a complex and more technical job market.

Municipality

The representative of the municipality explained that as a former student of UKZN HSF what is taught does not adequately prepare one for the working environment. She

stated that, “one is ill equipped to deal with what is expected, the political processes, and the technical skills like budgeting are not covered in the degree and the IDP’s relevance and meaning is not in the curriculum.”(9). She wholeheartedly advocates for the HSF curriculum have skills that employers require, and that schools should not just aim to teach students theory.

Higher Education and Training Department (HET)

The advisor explained that this issue is being investigated by the Reference Group led by Professor Ari Sitas. Furthermore, the Academy of Science of South Africa (Assaf) has and is doing research into this matter. However he did concede that improvement are needed, not only in UKZN but across all South African universities.

Developmental Economist

The developmental economist explained that the merger between the University of Durban Westville (U.D.W) and the University of Natal Durban (U.N.D) impacted negatively on the cross-disciplinary work, and that this needs serious addressing within HSF. She advocated for the Faculty to have a strong Economics Department, as is the case with other universities abroad. The economist further suggested that management commerce students should do more subjects from the Humanities Social Science Faculty. This would sharpen both sets of students and given them a well-rounded education.

5. Do you believe that the H.S.F can benefit your organisation/department or the nation as developmental entity in any way? Please elaborate on given answer.

Academics

All respondents interviewed stated that the HSF can contribute to the South Africa’s developmental goals. Three reasons were put forward by the academic respondents, *social cohesion, critical thinking and moral guidance.*

Social cohesion

The respondent from the School of isiZulu stated that *“Life is found in the HSF. Even science recognises we are social entities, so a well socialised being is a good thing. Socialising is good in the workplace because it helps build people that can create enabling working conditions/atmosphere.”*(2). He believed that the HSF is the best placed faculty to foster socialisation and that the ethos of the HSF, *“teaches one how to be social, adaptable and industry currently lacks this very trait. The open-minded approach to work and leadership gained through a HSF degree, can allow a company the opportunity to exploit this very skill. This can be done through having HSF graduate who can substantially add or build up a feedback system to help the company performance.”*(2). The notion that the Faculty plays a major role in fostering social cohesion was prevalent throughout most of the interviews conducted with the academic respondents.

Critical thinking

The second reason (critical thinking) was best described by the respondent from the School of Philosophy. He explained that the HSF schools are not just about teaching English literature i.e. Shakespeare. Rather about teaching students principles, tolerance, creative thinking and reasoning skills using literature like Shakespeare. He further explained that, *“One of the reasons why the US has been one of the best economic and democratic states is cause of its Liberal Arts College system. The founders of the US were trained in the liberal arts system.”*(4). It is for the above-mentioned reasons the South African developmental state and its business entities can benefit from the Humanities Social Sciences.

Moral integrity

The third reason (moral integrity) was best articulated by the respondent from the School of Psychology. He stated that the *“Humanities is about highlighting issues of morality (which does not pay) through the use of critical thinking and debating skills. It offers analytical tools for the purposes of gauging whether institutions like government are carrying out their duties correctly. These skills might not be marketable in the same way as being a Chartered Accountant. The real*

question is can a nation do without having a 'Moral economy', and HSF to unravel this moral economy? Lessons can be drawn from Nazi Germany, where the society grew economically. However that nation lost its Moral economy."(1). His main contention was that HSF though, not able to bring immediate economic value like B.Com degree, offers society something money cannot buy a moral compass. This then leads this section to the reply by to the non-university individuals.

Business

The Chamber respondent explained that presently no clearly spelt out role exist for HSF graduates in the Chamber. However, that is not to say that other sectors have no need of the skills the Faculty has and produces in the form of graduates.

Municipality

The representative from the municipality explained that currently the organisations needs are determined by the budget and the needs of the municipality and currently the SEM skills are what are required immediately for service delivery purposes. However, that does not mean HSF and its graduates are not needed and valuable, because they posses conceptualisation and critical thinking skills.

Higher Education and Training Department

The HET representative explained that HSF products could be used within Management structures. As they bring critical, lateral thinking skills.

Is it prudent to continue producing HSF graduates at such a high rate; when employment trends suggest the reverse should be occurring?

This theme has two objectives. The first objective is to exhibit output numbers, otherwise known as graduation rates, of HSF students. The Second and most important objective to this study, is interpretation of intake numbers of students entering UKZN HSF. Two pages following this one a report by the South African Qualification Authority (SAQA) listed Figure 1 will be shown. It looks at the output numbers of all faculties across South Africa's universities. Before it begins showing the statistics a small commentary on the above stated issues is given and forms part of this theme. Even though the report is dated 1995-2004 this research project maintains

it provides vital information, for cross-comparison purposes. Following the SAQA report the UKZN intake policy statistics for HSF (2005-2010) are shown, along with the SEM numbers (Figure 2).

Importance of this question

It's vital to understand that intake numbers are not merely abstract exercises of involving new students entering the system because other students have left. In the literature read about the developmental state Kohli, Chang etc all explain that educational matters like the issue of the university intake and curriculum offering are informed by the developmental states imperatives. The HSRC latest publication '*The Zuma Administration Critical Challenges*' states that, "*South Africa remains one of the most socially unequal countries in the world. It seems that over the last 15 years of democracy, economic growth has nevertheless been associated with growing poverty...The poor still do not have access to the capital necessary for socio-economic gains.*"(HSRC 2010:87). This information is not new, however as the report continues to explain "*Such divides represent a threat to a public service delivery and a recipe for deepening poverty.*"(HSRC 2010:87). What has happened over the last three years is that the poor and marginalised in South Africa have begun to vent their frustration over poor public services matters. Places like Thokoza Township, Diepsloot, near Johannesburg represent the frustration of the many poor and marginalised sections of South African society. (Mail and Guardian.co.za). These developments have alarmed many analysts and government.

This paper argues it would be prudent for government and universities to have common ground on the issue of intake and output of students. This is because government as the largest employer has admitted to having a shortage of engineers, land surveyors, accountants etc. Yet, it seems no measures have been taken by government or even the private sector to influence universities to start producing graduates in-line with the South African job market. In short it can be argued that no supply and demand system exist to aid South Africa's push towards becoming an functional developmental state.

**Figure 1 (SAQA)
Trends by Broad Field of Study3**

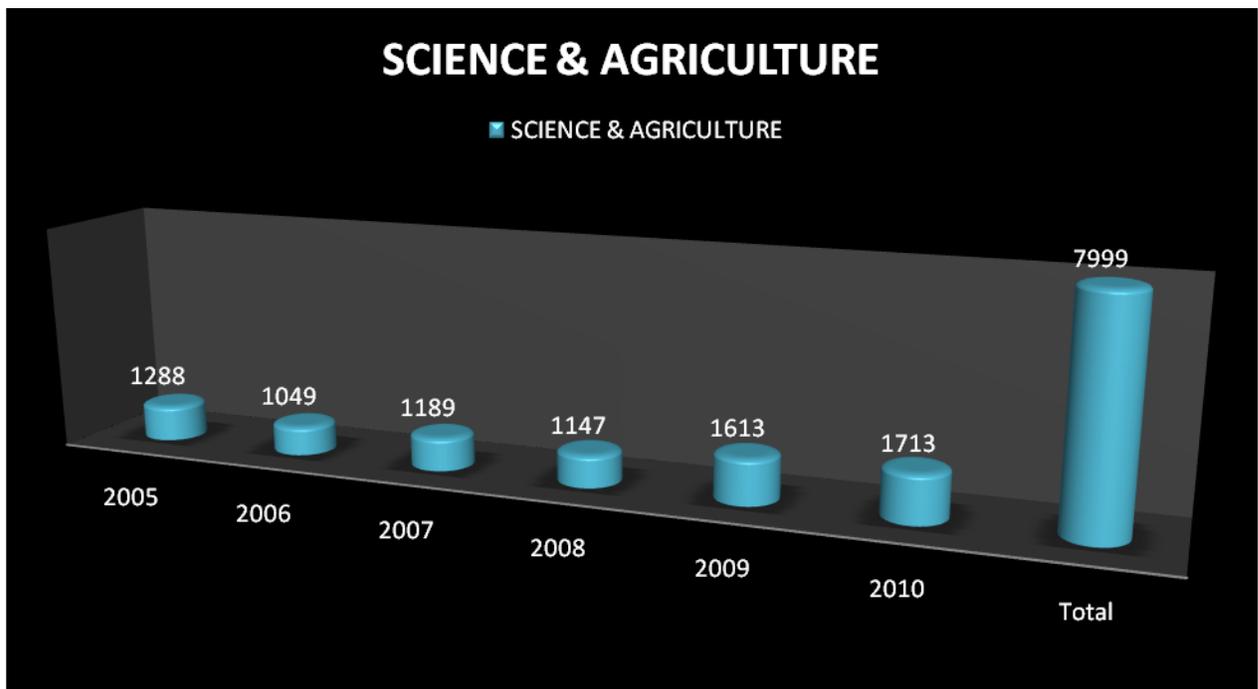
The highest growth (8.4%) in the number of qualifications awarded between 1995 and 2004 occurred in the broad study field of Business and Management Sciences. This was followed by the Natural Sciences (4.2%), Health Sciences (3.7%) and Engineering Sciences and Technology (3.5%). Social Sciences showed the lowest annual growth (2.4%) over the period. However, this growth occurred from a large base (32 267 qualifications in 1995), while Health Sciences and Natural Sciences grew from bases of approximately one-fifth that of Social Sciences.(SAQA)

Growth in qualification by broad field of study

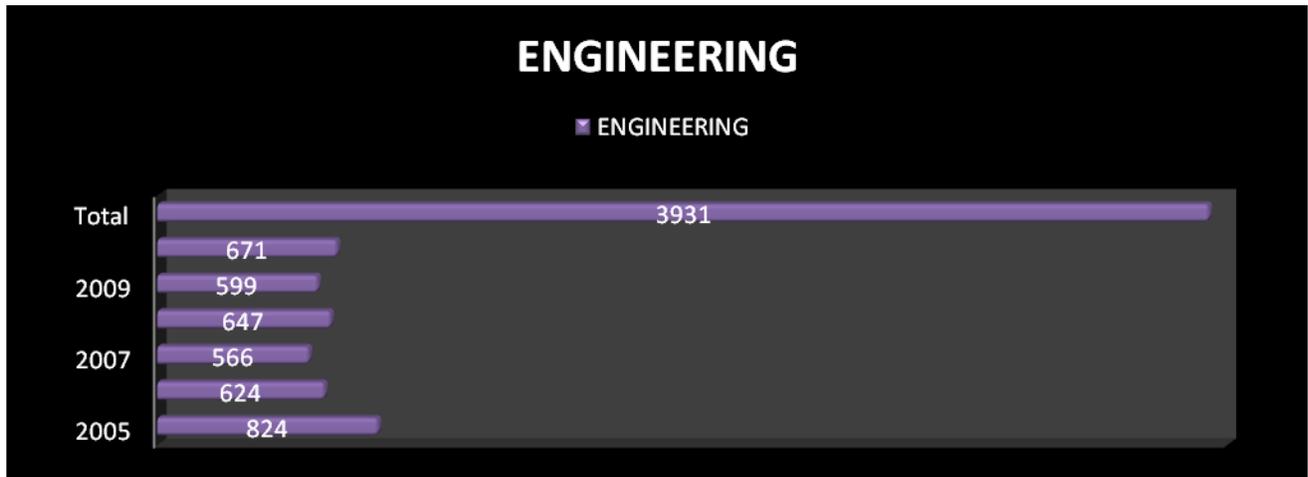
road field	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	Average annual growth
Natural Science	6662	7004	7578	7788	7943	7785	8173	8510	8754	9650	4.2
Engineering Sciences and Technology	8079	7917	7944	7918	7428	7047	8720	9685	9897	11038	3.5
Health Sciences	5642	6165	7136	6687	6595	6847	7088	7149	7297	7858	3.7
Business and Management Sciences	14363	15466	18070	19925	20310	20816	22986	25705	27584	29702	8.4
Social Sciences and Humanities	32267	35675	39236	37622	37788	36266	33241	34614	37025	39781	2.4
Total	67013	72227	79964	79940	80064	78761	80208	85663	90557	98029	4.3

Figure 2: UKZN intake numbers

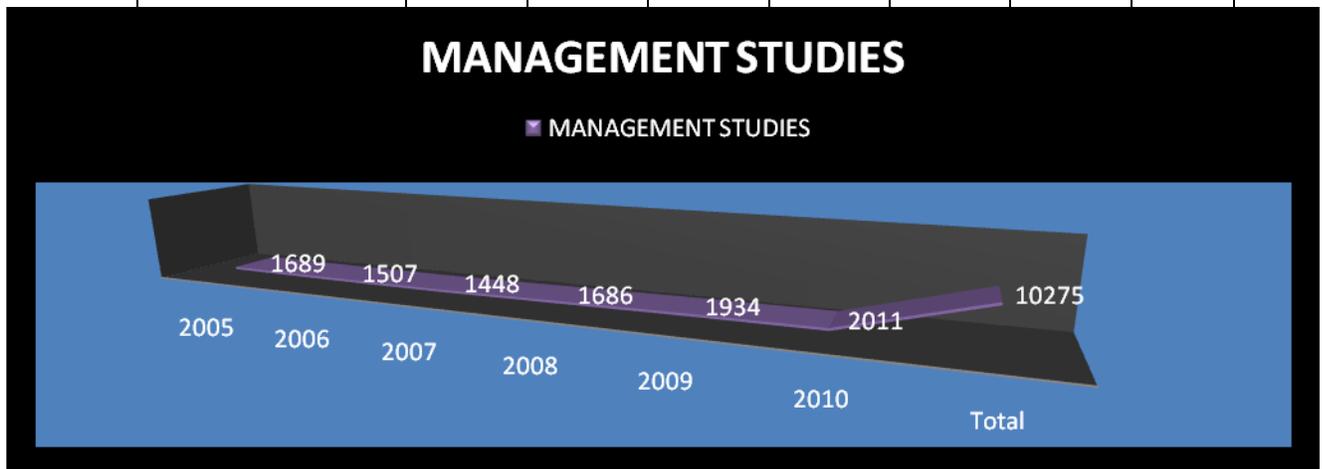
	2005	2006	2007	2008	2009	2010	Total
SCIENCE & AGRICULTURE	1288	1049	1189	1147	1613	1713	7999



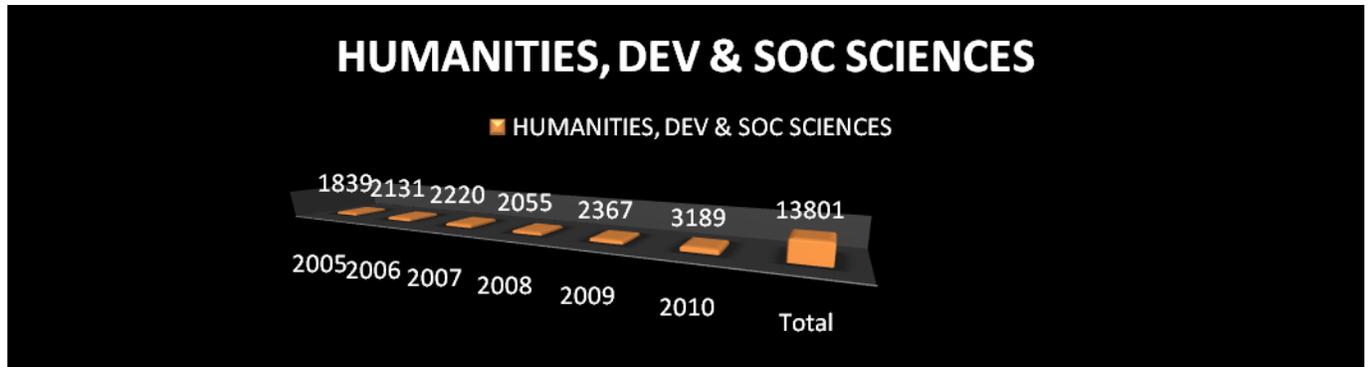
	2005	2006	2007	2008	2009	2010	Total
ENGINEERING	824	624	566	647	599	671	3931



	2005	2006	2007	2008	2009	2010	Total
MANAGEMENT STUDIES	1689	1507	1448	1686	1934	2011	10275



	2005	2006	2007	2008	2009	2010	Total
HUMANITIES, DEV & SOC SCIENCES	1839	2131	2220	2055	2367	3189	13801



Analyses of Fig 2

The information for Fig 2 comes from the Division of Management Information (DMI) of the University. It indicates that the HSF annual growth rate (intake numbers) over the last five years has been (14.4%). Two reasons could account for this high number. Firstly, there has been a documented surge in High School (Grade 12) pupils nationally receiving University endorsements exceptions (politicsweb.co.za). Secondly the merger that took place between the Universities of Natal and the University of Westville Durban might be a contributing factor in the high numbers. On current evidence, taken from the intake numbers for the HSF of UKZN, the coming years will see the Faculty exceed the SAQA national levels 2.4%.

As the literature review stated the degrees which are most in need by the South African developmental state are the SEM degrees. However, the intake numbers read as follows. The Science and Agriculture Faculty has experienced a (-5.4%) growth rate, the Engineering Faculty has been growing at (0.66%) and the Management Studies faculty has grown at (3.2%). These much sought after degrees' intake of first year level student is extremely diminutive when compared to the HSF. This paper now moves to presenting the interview results for this above-mentioned theme, two guiding questions were asked.

1. Do you engage with the University of KwaZulu-Natal (U.K.Z.N) leadership structure and wider business and Public sector community regarding the type of skills (graduates) require? Please elaborate.

Academic

The majority of respondents of the different schools stated that they did not engage with external stakeholders such as business or government. However, when engagement occurred it involved the university leadership authorities. However, two respondents admitted more external stakeholders need to be given a say in the HSF curriculum plans. One of the two respondents explained that, *“there is a need to sync what business requires into the HSF curriculum, so as to help the students.”* (5). This particular respondent elaborated on his point and stated that *“as things currently stand the high numbers of HSF is a recipe for disaster. Bloated numbers mean that the training of excellent black South African scholars is at risk and also non-academics that can go into other fields such as business or politics, quality are greatly compromised by this pending disaster.”*(5). The respondent from the School of isiZulu agreed that more needed to be done. This is because he has seen how having external influences can benefit students and enrich degrees. He explained how he co-designed a module called *Language in the Working World*, and the Unilever Company was invited to be part of it. What happened was that, *“Unilever was able to speak directly to us as a Department regarding what type of skills graduates require. The aim was to produce graduates ready work, which would be able to adapt to different situations.”*(2). Earlier on in this chapter he had explained how the majority of students who took his course are now sitting in influential positions in the public and private sectors.

One respondent explained that perhaps the UKZN’s HSF needs to have a professional body that can go and engage with external agents such as DCB, Unilever and government and ask them to come audit what the HSF of UKZN is doing. In this way this needed engagement can happen.

Business and Municipality

Both respondents answered no to this question. They both stated that the only institution of higher learning they are both engaging with is the Durban University of Technology (DUT). The municipality respondent stated that they also work with Mangosuthu University of Technology (MUT).

2. Would you advocate that the university to change its intake policy, so as to aid the Nation's skills shortage? That is to say decrease the number of Humanities student's intake numbers and increase the Science and Engineering Management numbers.

The intimations prevalent in this question made it a very a controversial and provocative question to have to answer. However, it's not the first time the issue of University admission is being linked to manpower (human capital) development. In the book '*Selection For Universities In Scotland*' J. Powell explores this issue with regards to Scotland's institutions of higher learning. He explains that, "*Admission of fulltime, first-degree students to Scottish Universities rose...Although this expansion was partly in response to population trends, it was, as the report recognised, also a response to demand for more educated manpower and for the making more readily available to a greater number of able young persons (including those from less favourable social backgrounds) the benefits of a university education.*"(Powell 1973:13). This question has been included in this study for one reason. Too gauge whether a link between manpower planning and economic planning is well understood in the South African developmental state context. This study therefore is a micro representation of this gauging.

The Scottish case study exemplifies how universities are supposed to respond to a country's development needs. On current evidence, this link has not been made. It can be rightfully argued that South Africa has had to grapple with many variables that Scotland may have never had grappled with. However, both nations have had to increase student numbers entering universities to create parity (equality) within their countries. Scotland had to uplift it's previously economically marginalised and South

Africa its black people [African, Coloured and Indian] population group, which was barred from entering institutions of higher learning. However, Scottish universities understood that they needed to aid the nation's manpower planning by linking intake numbers to manpower development. This section now moves to getting view on this question.

Academics

Respondents gave contrasting answers to this question. The majority of respondents stated that at a logical level they were in favour of capping intake numbers for the HSF, and increasing SEM intake numbers. However, two respondents objected to this suggestion. The first respondent explained that changing the intake policy would in his view unbalance the whole educational system. He explained that, even if the intake policy was changed there are not enough matriculants ready (qualified) to take advantage of change in policy. This is because there entrance points would not allow them to enter the SEM faculties.

The second respondent, in agreement with the viewpoint of the interviewee discussed above, stated that as long as there are resources available to teach and look after the large numbers of students entering the HSF. There is no need to change the intake policy. The majority of respondents disagreed with this respondent viewpoint. The majority of the respondents stated they would favour a change to the current intake policy for two reasons. Firstly, the reduction in students would mean academic staff would not be overworked as is the case currently. One academic respondent explained that, *"The whole system currently short changes everyone. So, we need to half numbers and programmes should be enhancing tools, after all the Humanities grow nations and great leaders."*(6). The majority of respondents bar one agreed with these sentiments.

One respondent did give his reason for why student numbers are so high. He explained that in his dealings with students in the HSF, *"there seems to be a misconception*

about the importance of going to a university (some believe just being here will ensure employment).”(1). This viewpoint is very consistent with the UCT/Standard Bank report discussed in Chapters two. This explained that most students enter the HSF and universities with the sole purpose of getting employment after studying, and not because they really understand what purpose a HSF degree serves.

The last answer given by one respondent was that a capping of numbers should occur. Furthermore a more rigid method of screening (increasing points) students should also follow suit. So that in improving the quality of undergraduates the Faculty will also be able improve its postgraduate programmes and studies. However, most respondents agreed that the intake policy will not change for three reasons. Whilst two further contrasting answers were also given.

1. Economies of scale

Some respondents stated that the University is a money-making institution and needs to achieve economies of scale (make a profit) needing large student numbers. One senior academic who sits on one of the University’s leadership structures explained that, “...*the university works on a numbers crunching system, as government has it. However, it’s making the system dysfunctional, poor students being taken in and made to feel incompetent when they fail. The truth is some of them should not be here in the first place, and students that are here should be getting quality education-they are not receiving this.*”(6). The respondent in question even explained that the notion of capping numbers was once mooted by a former Dean within the Faculty. However, his proposal was ‘duly’ turned down by the University leadership.

2. The issue of race and political implications

Another senior academic manager who is understands the inner workings of the University explained that the intake policy will not change because of political reasons. He explained that if the policy were changed the students most affected would be African. The respondent continued his point by stating that the, “*Practical*

implications for students (especially Africans ones) the implication would be quite dire, they will be locked out of the higher education system. And does the ruling ANC led government want this to occur? Considering who will be excluded. How this will be implemented without compromising other racial groups is also too complex to ponder.”(1). The academic also explained that he was perplexed by why so many black (African) students flock to the HSF. When it is common knowledge that national policies like BBBEE clearly want blacks with SEM qualifications and that most bursaries and scholarships are in those faculties. He said that if he were allowed to advice them he would urge them to go and join a profession like Chartered Accountancy.

His viewpoint has bases when one considers the comments of Mr. Tsakani Matshazi, Chair of the Charter Accounted Council and President of the Association for the Advancement of Black Accountants of Southern Africa, who explains that, *“Since 1976, only 1433 Africans have completed the requirements to register as a CA in South Africa; a number that compares unfavourably with the total of 29561 CAs. Active, large-scale intervention is required to redress the situation. Transformation would therefore take too long if left purely to economic forces,”* (*timeslive.co.za*). The push to have more African accountants, engineers, scientists etc as the previous academic respondent explained has seen numerous bursaries and scholarship being made available to deserving black students. Yet the majority still flocks to the HSF where bursaries and scholarships are scarce. Hence, the first respondent explained that political reasons exist for not capping numbers in the HSF.

3. *Pre-University education*

This point has already been mentioned. However, the respondent from School of Development studies explained that this point needed to be elaborated upon. He stated that even if the intake policy was changed, *“Currently this would not work because numbers (students) wanting to study Science Engineering Management degrees are too few anyway, due to issues of poor marks.”(7).* This point is supported by matric statistics which show that not many students are able to enter these fields due to poor Science and Maths marks; which are the main subjects needed to do a Commerce or Science degree.

Two contrasting answers

Answer one

The respondent from the School of isiZulu explained that instead of seeing the large numbers as needing to be controlled (capped), the University should identify the best and brightest HSF graduates and convert them into SEM students. He explained that just because a large number of students enter the HSF, it does not mean they are any less intelligent than their counterparts in other faculties. He refuted the fact that a Humanities Social Science graduate cannot be trained to become a Scientist or Engineers. He explained that one becomes a Scientist or Engineer when you design cars and other products, which requires specific Engineering Science skills. In addition to this he explained that currently it cannot be said South Africa has engineers or scientist, because there is no South African engine or product that has been globally recognised as having contributed to engineering, scientific or commerce knowledge. Hence, the respondent explained given the correct teaching and nurturing, students from the Humanities Social Sciences could do what the current crop of Science Engineering graduates are doing.

Second answer

The second respondent from the School of Philosophy explained that the large numbers are also because of the HSF structure. He explained that the HSF is actually a combination of three faculties, the Faculty of Humanities, the Faculty of Development and Faculty of Social Sciences. The respondent explained that where he had taught all three are treated as such individual entities, yet UKZN lumps together. This is one of the reasons for such large numbers. He explained that even though numbers are high, the issues which are dealt with at master's and doctoral level explore real social issues affecting South Africa, something the SEM streams of study cannot deal with or aid South Africa in. He agreed that an overhaul was required at the pre-educational level. He offered four suggestions to improve the South African education system.

- Firstly, government needs to fix primary and secondary schools curriculums and physical infrastructure.
- Secondly, there needs to be a conducive learning environment cultivated within RSA's primary and secondary schools. By fixing toilets, providing water and electricity to every school.
- Thirdly if the first two are done correctly, better educated people should enter the university and improve the South African society.
- Lastly, the American University model of having a four year degree structure needs to be adopted.

Business

The representative from the Chamber stated that it would be *“a good thing to do initially.”*(8), to allow the intake policy to favour SEM streams of study. However this would not really solve what is really a complex matter. He explained that currently universities *“ do not get the students coming from Matric that are (a) wanting to do Science Engineering Management degrees (b) qualified to do Science Engineering Management degrees. Many of the matriculants do not have Math's, they have Math's Literacy; meaning they cannot get into the Science Engineering Management programmes. Furthermore, the current matriculants lack Math's and Science basics and this is where the shortage exists.”*(8).The representative echoed the same point made by previous academic respondents. He like the other respondents pointed out that the whole educational system needs to be re-worked in order to make RSA a functional developmental state.

Municipality

The representative of the eThekweni explained that it was not an easy issue to comment on. However, *“both private and public sector should clearly say to universities this is the amount of students we want. Supply and demand rules must be present.”*(9), and this is not being done at present as this research project has shown. A notable observation is that not even an employer such as large the eThekweni

municipality has any way of working with the university for the purposes of explaining supply and demand numbers, for its project in the region which require the aid of the University.

Developmental Economist

The developmental economist like previous respondent explained that this was a hard issue to deal with and has no single answer. However, she explained that a realisation needs to start sinking in that not everyone is meant to be attending university. Furthermore, employment trends show that most youths would be better served attending universities of technology and FET colleges. She agreed that currently HSF is oversubscribed. Her last point was a very insightful one, she explained that *“By allowing students to enter into the Faculty we are straddling students with financial burdens like NSFAS and other loans, when they do not get employment directly after studying as they thought they originally would.”*(11). She explained that in one respect changing the intake policy would resolve the above-mentioned indebt scenario.

Higher Education and Training Department (HET)

The advisor admitted that the Humanities Social Science numbers were high (when presented with the University of KwaZulu-Natal and national numbers). However he hoped that the new initiative involving re-vitalising FET colleges would change the numerical composition of the HSF (and other faculties). He explained that it's only in South Africa where *“More people enter universities in such large numbers, and that most students overseas go to technical colleges and other forms of institutions of higher learning; as is the case in Germany. Universities are small in numbers overseas; in South Africa we have the pyramid in the inverse direction. Universities are the most attended, this should not be the case.”*(10). Added to this the minister did agree that more needs to be done to create a system where supply and demand issue are inculcated into intake policies. This section of the chapter now moves towards presenting the sub-themes that presented themselves throughout the findings and analysis.

Sub-themes

As this research project progressed, more and more information came to the fore, from the respondents. These sub-themes will be brief discussions of the additional findings.

- 1. The overlooked fact that the poor pre-university system is also bringing down the quality of the Humanities Social Sciences; perhaps more than the other faculties due to the fact that it has the lowest points requirements and is viewed as the easy of the university degrees.**

This was a constant theme that kept being referred to by most of the respondents, the fact that a poor pre-education system exists and it's having an adverse affect on the quality of HSF. The Reference Group led by Professor Sitas even acknowledged this fact. When the assistant project leader, explained that *"the problem starts not with universities but with basic education (currently and historical)"* (12). The available literature did not mention this point, mainly because when talking about the poor state of pre-university education system in South Africa, the experts and commentators always talk about how the poor state of pre-university education adversely affects the SEM streams of study. It has become custom to think of a successful Grade 12 learner as one who excels in Maths and Science and attains a SEM degree. The DPRU Standard Bank/UCT verifies this notion when it states, *"Learners should be encouraged to study mathematics and science at high School level to increase the number of students that are able to enrol for technical courses at tertiary level."*(DPRU 2006:16). However, no studies have concentrated on how having top students entering the HSF can benefit the South African developmental state. The HSF of the University of KwaZulu-Natal is not helping itself by having low entry requirements, most academics stated.

2. The skills (utility value) of a Humanities Social Science degree, is only really (useful-has utility value) when one has a job. Yet, Science Engineering Management students taking HSF subjects add to their already skills.

Literature relating to Utility value refers to a process where, *an expected return on an investment at a given risk occurs (financial-dictionary.com)*. Having spoken to numerous academics and understood thoroughly what a refined and polished HSF degree recipient can do for a developmental state. It is right to conclude that HSF does possess utility value. As Prof Sitas Director of the research group explained, HSF graduates can be the next, *“Thinkers, planners, designers of systems and alternative systems, conflict specialists and diversity facilitators, communications and information specialists and languages (African, Hindi, Chinese etc); heritage and history.”*(13) of the South African developmental state. However, he concurred with the fact for all the above to occur a *“cultivation”* process is needed, where students entering the HSF are groomed and educated with tools that will help them maximise the potential of their degree.

The literature and the interviewed personnel (bar the two non-University representatives) were silent on the issue of how to get the skills students from the HSF who possess utility value into direct employment. The most significant answer came from the representatives of the Chamber of Business. He explained that the HSF of the University of KwaZulu-Natal needs to overhaul its whole Faculty and programmes (curriculum) to include economically relevant subjects. So that students produced enter the job market with a considerable competitive advantage. He explained that new industries like the Environmental sector need to be researched and fully exploited by the Faculty. However this is not being done adequately currently.

- 3. The absence of a regulatory body that acts as a quality and numbers controller for Humanities Social Science Faculties: it ought to check that the curriculum, intake and output numbers are in-line with the South Africa's needs. Such is the case with the Professional degrees.**

This theme was constant throughout this research project. The SAQA and the UKZN DMI statistics showed explicitly number for a non-vocational degree have been high. The lack of monitoring and evaluation means that every university has absolute autonomy on the matter, and might in fact let it continue for monetary purposes. The fact that an oversight body is not in existence means that, common standards and norms cannot be inculcated into a HSF degree. Furthermore, the lack of a regulatory body means that supply and demand permutations are not understood for employment purposes. This, as the development economist explained, has the effect of producing a glut of unemployed HSF graduates, who will have been saddled with debts from different institutions' loans.

- 4. The lack of selling (commercial) points, due to the poor cross-disciplinary work and ethos. No combinations that allow for a HSF degree that offers both theoretical and vocational skills (appeal).**

Some respondent explained that currently the UKZN HSF offers very one dimensional degrees. Students and graduates from the HSF are unable to enter non-Humanities Social Science career paths. What should have been offered is a HSF degree that could allow a student to do Political Science, Maths and Statistics- as is the case with liberal arts degree in the United States. The lack of enterprise on the part of the University and Faculty of Humanities Social Science places the graduate from this Faculty at a disadvantage when trying to enter the labour market.

- The final section of this chapter is an analysis of the findings of the interview conducted with the Ministry of Higher Education and Training's Reference Group.

Reference Group interview

The purpose of interviewing the Reference group was to deduce whether the findings this research project unearthed were only particular to the UKZN alone or whether they have a national resonance about them. The Reference group as mentioned has been tasked with finding ways to 'rejuvenate' the Humanities Social Sciences and has been mandated with completing this task by June 2011. The presentation of the interview with them will be presented in a question-and-answers format with analysis of questions following thereafter.

- 1. Do you think the ruling government's policies have factored in the role of institutions of higher learning and the different faculties they have for the purposes of building a South African development state? If yes, what can be done to rectify problem and if no why?**

Member 1: *To a large extent this has been done, albeit at the expense of other faculties Humanities and Social Sciences.”(12).* She explained that the policy mandates of Department of Science and Technology, Department of Arts and Culture would better explain this point.

Member 2: *For certain the institutions of higher learning are factored in and priority areas of funding and scarce skills have been identified. The problem was and is that in this scheme the Humanities and Social Sciences were under-scored.(13)* .He later explained that *“The meaning of the developmental state is as follows- with globalization and the neo-liberal world of market dominance- nation-states steered the boat but abandoned the rowing to “civil society” and to industry and commerce. That all parastatals were corporatised and made to work like enterprises and so on. All the states did was to create frameworks (steering) for this to happen. Now, a developmental state does some rowing and also attempts to control the waves. So it needs different capacities.”(13)*

Analysis: both members of the Reference group agree that institutions of higher learning have a role to play in the South African developmental state. However, and more importantly to this research project, the Humanities Social Science Faculties have not been ascribed a role by government.

2. **Do you feel that Humanities Social Science faculties (HSF) such as University of KwaZulu-Natal etc can play a part in alleviating the lack of human capacity in the region, as pointed out by Professor Turok in his book; ‘From The Freedom Charter to Polokwane...’?**

Member 1: *Yes. The historical contribution of Humanities and Social Sciences attest to this. Graduates in the Faculty have held in the past and currently influential position in the private and public sector. I have no doubt that you will find many such individuals in KZN and the country at large. (12), she explained.*

Member 2: *I think we need to be more sensitive to the labour market but also be proactive about what kind of labour market we will need in the coming decade. We also need good primary research and scholarship to envision the future. (13), he explained.*

Analysis: the first member explained that the Humanities Social Science Faculties have long played a role in shaping South Africa’s path, whether through the public or private sector. However, the second member explains that currently Humanities Social Science Faculties need to start being aware of what is currently needed by the country, and that this is where the Humanities Social Sciences should be at the forefront. They need to shape the future trajectory of South Africa’s economy.

3. And, what role can Humanities Social Sciences (products) play in the development of the South African development state?

Member 1: *As policy makers, as implementers, critics, and producers of knowledge and critical skills.(12).*

Member 2: *Thinkers, planners, designers of systems and alternative systems, conflict specialists and diversity facilitators, communications and information specialists and languages (African, Hindi, Chinese etc); heritage and history.(13).* However, he explained that for this to happen there needs to be proper planning and “cultivation.”

Analysis: both members of this team envision graduates of the Humanities Social Sciences being the future custodians of South Africa. They explain that graduates from this Faculty are going to be involved in the whole process of the policy cycle; from the formulation, implementation, monitoring and evaluation stages. Yet they do this within context of South Africa, the use of African languages and traditions ways will possibly be further refined with the purpose of building a uniquely South African developmental state.

4. Is it correct for the Humanities Social Science Faculties to be preoccupied with producing graduates for the workforce (public/private sector), or should the Humanities Social Science faculties be concerned with producing something else?

Member 1: *It is not an either or. HSF has been able to straddle both worlds – active participants (producers of workforce) as well as producing knowledge for its own sake and even as policy makers, implementers. (12).*

Member 2: *It can never be either/or. Yes for the sectors you mentioned and yes to produce the future academics, teachers and researchers. (13).*

Analysis: the answer from both members was that it is not a set rule that the Humanities Social Sciences must solely concentrate on producing either employees or academics. Rather they seemed to imply that a synergy is required when it comes to what the Faculties are producing.

5. **How closely should Humanities Social Science (Universities) intake policies, curriculum content mirror the regions and South Africa's stated development path? As espoused by policies like the Department of Trade and Industry's Industrial Development Plan.**

Member 1: *While HSF should reflect national priorities in their curriculum, they should also be able to set their own agenda's that seeks to be forward looking. (12).*

Member 2: *I do not think the Faculties even know about this- the Development Studies and Economics Departments do; the School of Sociology and Social Studies does but not the rest. (13).*

Analysis: three points can be taken from the above-answers. Firstly, that the Humanities Social Science Faculties should have a curriculum that is attuned to the national imperatives for both the public and private sectors. Secondly, the Humanities Social Sciences should not be wholly benevolent to the government and private sector wants. Strategic imperatives should be adhered to. And finally, the educational institutions (with some Humanities Social Science Schools being the exception) are not fully versed with what it is means for South Africa to be a developmental state. This is an extremely worrying point.

6. **Why are Humanities Social Science faculties continuing to take in such a high numbers of students, when employment trends point for the need for universities to produce more Science Engineering Management graduates?**

Member 1: *Employment trends are not showing that at all. (12).* She referred this research project to the Academy of Science of South Africa (ASSAF) latest study on graduates. She went further to explain that, *"While SEM studies should grow, they should not grow at the expense of other faculties. It is a fallacy that what this economy and country requires is a bunch of SME graduate who are unable to analyze the world/the problem they are trying to resolve. Besides, the problem starts not with universities but with basic education (currently and historical).*

Indeed not everyone who comes to university automatically qualifies (point system) to take the science stream, and or interested.” (13).

Member 2: *They (Universities) are trying both (to restrict both Faculties) but SEMs restrict their numbers to available labs and practical spaces. Our numbers (University students) are low in comparison to most developing societies- I think it is 19% of matriculants as opposed to 32%”(12)*

Analysis: both members agreed that there are small numbers of Science Engineering Management students in the system. However, their importance is too over sensationalised, to the point that their weaknesses i.e. lack of critical thinking, lateral thinking skills – that are taught to the Humanities Social Science students are not properly developed. The bigger problem is that the pre-university educational system in South Africa is failing to create quality students.

- 7. Taking into consideration what employment trends and research indicate about the country requiring Science Engineering Management graduates, do you think the Humanities Social Science Faculties need to restructure themselves and their offering and create a different set of Humanities Social Science graduates to add to the needed utility value in R.S.A State?**

Member 1: *An open curriculum at university and school level might be a solution. SEM graduates might also benefit a great deal in taking HSS courses and vice versa. The solution then is not to turn HSS into SEM. (12).*

Member 2: *That will be part of my job to define what this is. (13).*

Analysis: Humanities Social Science Faculties are in need of a change. This research project has shown this to be true for the University of KwaZulu-Natal. And, more research needs to take place to further find a way forward.

Analyses of Chapter four

From the three themes, four sub-themes and the Reference group, four points can be deduced about the findings and analysis this chapter.

1. Humanities Social Science faculties have a critical part to play in the development of the South African developmental state.
 2. The issue of supply-and-demand of HSF graduates needs to begin to be managed. Currently, the size of the HSF of UKZN is problematic matter. It is not a uniquely UKZN phenomena, but is rather a nationwide problem.
 3. The lack of an oversight body means HSF's across South Africa cannot be audited for such issues as quality of graduates produced, curriculum development and lecture students quality assurance matters.
 4. Finally, the HSF of the UKZN and other South African universities in general need to have a curriculum that is economically sensitive to the needs of the South African labour market. It should offer an in-depth and rigorous training methodology for the production of world class researchers and academics (think tanks) for the South African developmental state. A special emphasis should be placed on producing young (African) South Africans for the purposes of academic work.
- ❖ This concludes Chapter four. The next chapter will be a conclusion of the whole research project.

Chapter 5 Conclusion

The developmental path that South Africa has undertaken points to the promotion of Science Engineering Management graduates and their faculties. A prime example of this is the Department of Trade and Industry's recent Industrial Policy Action Plan (I.P). One of the IP's primary goals is galvanise the South African economy through promotion of industrialisation which should then lead to labour intensive jobs being created. Added to this the IP is also been tasked with promoting the goods and services and economic linkages sectors. For it to succeed, Science Engineering Management streams of study are vital. This dissertation explored the utility value of Humanities Social Science faculties to the South African developmental state in the context of such policies as the IP.

When examining the whether the HSF adds utility value to the RSA developmental state, it came to the fore that the HSF is not a homogenous faculty. It comprises of numerous schools, come of which are professional like the School of Psychology, School of Social Work etc and others are extremely academic in nature like the School of Philosophy. Moreover, each university in South Africa has its own definition for what constitutes a BA or BSS degree for instance the Witwatersrand University makes a separation between the Humanities and Social Sciences, and has subjects such as Public Administration as part of its BA or BSS offering. Thus when referring to the HSF in the South Africa context, it is largely defined by the institution in questions understanding of what constitutes a HSF education.

Yet, it is this ubiquitous quality of the HSF qualification that has meant that it can produce great thinkers and leaders. However, as the South African government has had to grapple with complex and sometime technically demanding problems such as the need build houses, improve infrastructure, expand telecommunications services and most importantly deal away with poverty. In order to do all these aforementioned and other duties the RSA government has embarked on a course of actions to turn its civil service into developmental state apparatus. The term developmental state was coined by Professor Chalmers Johnson, when he was describing how countries such as Japan, Malaysia (Asian Tigers) were transforming their socio-economic

statuses using their civil services. These Asian tigers used state policies to drive their industrial sectors, manpower planning, regulate foreign exports and imports etc.

A key characteristic in developmental state has been the agreed notion that for all the above to occur the civil service needs to well educated and public policy should ensure that the private and public are both active players in growing domestic economic growth. Thus, Science Engineering Management streams of study have been greatly sought after to drive industrial and technological expansion of these nations' economies.

The South African government under the leadership of the African National Congress has envisioned RSA becoming a developmental state. Already government has had experience shaping South Africa's socio-economic trajectory, through policies such as BBBEE, social welfare benefits for the elderly, children's grants etc. However, these interventions have not been enough to stem the many problems facing the RSA government such as rising unemployment, HIV/AIDS, poor service delivery and corruption. The need to grow the economy and overturn the numerous problems facing RSA has meant that the RSA government requires certain key skills, as the literature in chapter one and two explained. The key skills in question are said to come from the SEM stream of study, and though this is known fact what has been happening over the course of many years is that more HSF graduates have exited the system than SEM graduates.

This study utilised, Human Capital theory to verify or disprove data found. According to Adam Smith HCT is about how an individual accrues economic wealth through being vocationally trained or formally educated. Once the individual is able to accrue the necessary skills he/she is able to better their financial situation and these financial spin-offs will benefit the society in general i.e. the States tax base increases. This study was unable to rely on previous literature to guide it, as all literature identified Science Engineering Management streams of study as the key utility value drivers of developmental states. The literature available had no place for Humanities Social Sciences, and if developmental state theory had to be followed there would be no room for HSF's. Hence, this study is adding new knowledge to the theory of developmental state discourse and South African human capital discourse.

Through desktop research it was shown that the universities are not producing the required degrees for the RSA labour market. Secondly it was found that HSF's and its graduates do have a role in the RSA developmental state.

However, this is going to depend on how faculties (especially the HSF of UKZN) can redesign their curriculum offering, so that labour market needs and wants are taken embedded into the make-up of a BA/ BSS degree. Also HSF's need to begin to start understanding their supply and demand system with regards to students entering and exiting the Faculties.

Penultimately, this study believes that government and tertiary institutions have not done enough to create a common meeting ground with regards to manpower planning. Two findings verified this study's'. The first is based on the fact that no nationwide supply and demand system exists to track the number of student entering and exiting universities. Secondly, UKZN as one of the largest tertiary institutions in RSA has no dialog with either the local municipality or national government on key issues relating to the employability of HSF graduates and manpower planning (human capital). Finally, HSF students are paying and studying for degree's the South African job market cannot readily absorb. All the above problem statements have led to this last problem.

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