

**’n KOLLEGIALE GESPREK OOR DIE ‘PEDAGOGIE VAN HOOP’,
TYGERBERG-KAMPUS, UNIVERSITEIT STELLENBOSCH**
JN de Villiers Raadsaal, 18 Augustus 2010
Openingswoorde deur Russel Botman, Rektor en Visekanselier

Dankie voorsitter.

Goeie middag, kollegas. Molweni. Good afternoon.

Ek is bly om almal van julle hier te sien. Dis lekker om weer ’n slag op die Tygerbergkampus te wees – ek kom heeltemal te min hier.

Vandag se gesprek gee ons die geleentheid om te praat oor die **plek, rol en funksie van ons universiteit in die samelewing**.

OORLEGPLEGING

Die Universiteit Stellenbosch (US) is geruime tyd al besig om na sy posisionering in die hoërsonderwys te kyk – en met reg so. Die wêreld bly draai, en ons kan nie stilstaan nie.

In die jaar 2000 was daar die Universiteit se *Strategiese Raamwerk vir die Eeuwisseling en Daarná*. Dít het die Universiteit se “Visie 2012” vergestalt, en soos julle weet, word daar tans oorleg gepleeg oor “Visie 2015”. Gaan kyk gerus na die menings hieroor op die Universiteit se webblad en lewer self kommentaar. Hoe meer stemme, hoe meer vreugde!

The same goes for the Pedagogy of Hope. When I took office three years ago, I chose this concept, inspired by the Brazilian educator Paulo Freire’s *Pedagogy of the Oppressed*, and his subsequent *Pedagogy of Hope*, to kick-start a conversation about the **place and role of the University in society** (Botman, 2007). A lot has since been said about it, but the discussion is far from over. We need to talk some more, so I appreciate your presence here.

It was my understanding that if you look for a summary of the *Strategic Framework* really means it would be that we would reposition ourselves within a pedagogy of hope. Die *Strategiese Raamwerk* is baie progressief en dis in 1999 opgestel. Tot nou toe het ons nog nie genoeg gedoen om dit te implementeer nie.

Sometimes it takes one courageous conversation to lead to another. Today’s conversation is part of a process of consultation that is being driven by the Vice-Rector (Teaching), Prof Magda Fourie. It started with an introductory discussion on 20 January, which resulted in a discussion document on a pedagogy of hope as guiding concept of Stellenbosch University (unpublished).

This was submitted to the Institutional Planning Forum (IPF) of the University at the end of January, and inputs there were incorporated into a second draft of the discussion document, which has been circulated for comment. All faculties and divisions – everyone attached to the University – had been invited to make submissions.

Ek wil almal wat insette gelewer het, bedank vir hul deelname aan die proses. Ons het baie interessante terugvoer ontvang, wat ons nou bestudeer met die oog op die voorbereiding van ’n volgende weergawe van die dokument.

OOP GESPREK

In die gespreksdokument word die Pedagogie van Hoop van alle kante af beskou. Positiewe aspekte word belig, maar ook negatiewe opvattinge. Byvoorbeeld:

- Sommige kollegas meen dis goed dat relevansie beklemtoon word, want dit fokus die Universiteit se aandag op die werklike sosio-ekonomiese probleme van die land. Ander sien hierin 'n bedreiging vir akademiese vryheid, want dit kan die indruk skep dat al werk wat aanvaarbaar is dit wat met hierdie fokus te make het.
- Sommiges het 'n ideologiese beswaar teen die Pedagogie van Hoop weens wat hulle die neo-Marxistiese ontstaansgeskiedenis van die konsep noem. (As jy die ondersteuning van agtergeblewe gemeenskappe as Neo-Marxisties sien, dan is die Pedagogie van Hoop in daardie sin neo-Marxisties.) Ander sien 'n normatiewe en historiese uitdaging raak om sosio-ekonomiese geregtigheid na te streef.
- Sommiges meen die konsep het 'n religieuse strekking, wat dit onvanpas maak vir 'n instelling wat wetenskaplike kennis bevorder. Ander vertolk dit as 'n sekulêre klem op die "moontlike" eerder as 'n gedweë aanvaarding van die "gegewe".

Dié soort waagmoedige, "oop gesprek" word verwelkom en ons moet daarmee voortgaan. Die universiteit is nie 'n ideologie-fabriek nie – dis 'n plek van idees, selfs omstrede idees. Hipoteses moet altyd getoets moet kan word. Ons moet altyd kan bevraagteken, ondersoek instel en krities wees as ons in die soeke na die waarheid belangstel.

Die Universiteit het verlede maand sy hoëprofiel openbare bevorderingsveldtog – die **HOOP Projek** – van stapel gestuur. Die doel van dié veldtog is enersyds bemaking en fondsinsameling – 'n **eksterne** fokus, dus. Dis egter ook 'n **interne** oriëntering van die Universiteit ten opsigte van die geleenthede en uitdagings wat die hede en toekoms inhou.

I have brought along some publicity material about the **HOPE Project**, which will be available in this venue at the end of this meeting. And there is a great new HOPE Project website with lots of information. Please visit www.thehopeproject.co.za. Die webblad is ook in Afrikaans beskikbaar, by www.diehoopprojek.co.za.

THE UNIVERSITY AS A PLACE OF RELEVANCE

The basic questions behind the HOPE Project are the following: **What is the university, and what should its place and role in society be?** From the perspective of a Pedagogy of Hope, the answer is that the university should be **a place of relevance**. In our context, that means SU should be of meaning to the people of South Africa and the rest of the continent and the world at large.

It is the question of being seen to use your excellence in society, to change policies in the country, to begin to create possibilities for people who otherwise would not have had them, and to think of better kind of world than the one we brought with us into the 21st century.

The Health Sciences embodies this understanding, to my mind. Members of this faculty know very well what it means to dedicate your scientific efforts to helping people in need – in fact, to devote your life to it. The reason is actually quite obvious. As Dr Gro Harlem Brundtland, a former Director-General of the World Health Organisation (WHO), put it in 2003:

There can be no real growth without healthy populations. No sustainable development without tackling disease and malnutrition. No international security without assisting crisis-ridden countries. And no hope for the spread of freedom, democracy and human dignity unless we treat health as a basic human right.

(SU, 2010).

The Pedagogy of Hope introduced in 2007 as a possible leitmotif for the University was an attempt to ensure that the University's commitments to equity and serving the needs of society were realised in practice.

- To guide the core activities of the university – which are teaching & learning, research and community interaction – five themes were distilled from the national and international development agenda (see Appendix); and
- Our faculties came up with 22 interdisciplinary academic initiatives and enabling programmes (see Appendix) linked to these themes.

In a nutshell, this is the “hope” that we are telling the world about as we progressively roll out the University's comprehensive advancement campaign:

- 5 themes, and
- 22 academic initiatives and institutional enablers
- that we say will “make the world a better place”.

This is quite an ambitious claim, but not one totally without foundation. “**Education is the most powerful weapon which you can use to change the world,**” as former president Nelson Mandela once said.

I was quite surprised when I appeared on CNBC, and the response was, “But Professor, why don't all universities do what you are doing?” When we tell people about the HOPE Project, they light up. If you can use the excellence of universities, and do something like we are doing with the HOPE Project, then countries will be better because of that.

As you know, our five development themes are:

1. the eradication of poverty and related conditions, and
2. the promotion of human dignity and health,
3. democracy and human rights,
4. peace and security, as well as
5. a sustainable environment and a competitive industry.

Our **vision** for our country and continent is a future free from poverty, where the human dignity of all people is protected, where our social and ecological systems are healthy, and where peace, security and democracy are safeguarded.

The HOPE Project puts into action the University's commitment to play a role in working for such a country, such a continent, such a world.

The needs out there are substantial, as you know very well.

On the **African continent**:

- 1 in 22 women face the risk of dying in pregnancy and childbirth;
- nearly 5 million people are living with Aids; and
- 20 million children have lost at least one parent.

Worldwide:

- 10 million children die of hunger or preventable disease each year.

What can we as a University do to intervene and be relevant by these real challenges? By following a science-for-society approach, we can bring about tangible change within communities. And that is exactly what we are doing. Whether it is rural healthcare and development, a renewable energy supply for the region, food security in Southern Africa, or conflict resolution in communities torn apart by poverty and violence, we are throwing the weight of our science behind the country and the continent's most pressing needs.

Voorsitter, ek gaan nie veel langer praat nie, want dis belangrik om deelnemers hier se insette te kry. Ek vind die volgende perspektief egter besonder nuttig.

PARADIGMATIESE SIENINGE VAN DIE UNIVERSITEIT

In die boek *Universiteit, Wetenskap en Kultuur: Opstelle oor die Krisis, Uitdagings en Geleenthede van die Moderne Universiteit, saamgestel en ingelei deur Anton van Niekerk*, identifiseer Hennie Rossouw, oud-hoogleraar in die Filosofie aan die US, en 'n voormalige Viserektor (Akademies), **drie denkbeelde oor die universiteit**, naamlik die Pedagogiese, die Kognitivistiese en die Pragmatistiese.

Rossouw sê dis “verskillende stelle **voorveronderstellings en oortuigings omtrent die karakter en die funksie van die universiteit**” (my klem), maar stel dit ook duidelik dat “hoewel hulle onderling mededingend is en 'n mens daarom oënskynlik voor 'n keuse stel, sluit hulle mekaar nie volledig uit nie”.

Pedagogiese paradigma

In die pedagogiese paradigma word die universiteit gesien as 'n sentrum van opvoeding of algemene vorming deur hoër onderwys ... in die tradisie van die wetenskaplike denke.

Die ideale afgestudeerde in hierdie paradigma is die afgeronde en breed georiënteerde intellektueel, wat waarde heg aan rasonale denke, gegronde oordeelsvorming en die oop gesprek. Dis iemand met 'n gesonde skepsis; iemand wat alternatiewe standpunte en idees verwelkom.

Cognitivistiese paradigma

In terms of the cognitivist view, the university concerns itself specifically with the extension of knowledge, particularly new knowledge that is acquired through research according to the strict requirements of the scientific method.

In this paradigm, the graduate is someone with the intellectual skills required for independent research. For the sake of the reliability of the knowledge product, he or she attaches great value to impersonal and standardised procedures and methods.

Pragmatistiese paradigma

In die pragmatistiese paradigma is die universiteit se plek en rol om prakties nuttig te wees en benutbare produkte op te lewer. Dit is 'n instrument ter bevordering van doelwitte soos sosiale geregtigheid of ekonomiese voortuitgang.

Dié siening is 'n reaksie op die ivoortoringbeeld van die universiteit as instelling wat in totale isolasie van sy omgewing allerlei esoteriese aktiwiteite bedryf. Hierteenoor word die eis van relevansie gestel – nl. doelgerigte betrokkenheid by die aktuele behoeftes van die samelewing.

WAAR PAS DIE HOOPSKEPPENDE UNIVERSITEIT IN?

Soos ons die Pedagogie van die Hoop gebruik, slaan dit nie net op die pedagogiese funksie of opvoedingstaak van die universiteit nie, maar het dit ook betrekking op kennisontsluiting en -toepassing. Dit wil juis 'n inklusiewe en geïntegreerde benadering wees.

It can be summarised as follows: SU is a place where knowledge is pursued (cognitivist) *and* communicated (pedagogic) *and* applied (pragmatist) with a view to making the world a better place; thus a place that creates hope.

Hierdie siening van die plek, rol en funksie van die universiteit is in lyn met die US se bestaansdoel, soos geformuleer in sy Missiestelling en opgeneem in ons *Strategiese Raamwerk* (US, 2000): “om in verbondenheid aan die universitêre ideaal van uitmuntende wetenskapsbeoefening 'n omgewing te skep en vol te hou waarbinne kennis

- **ontdek** kan word,
- **gedeel** kan word, en
- **tot voordeel van die gemeenskap aangewend** kan word”

(US, 2000).

It is going to be an important challenge for us to continue to think through the challenge of what kind of university is required to meet the challenges that confront us here in South Africa at this moment in the 21st century.

One of the reasons for that is that we now have a Department of Higher Education and Training. In the past it was easy to say we universities are the tertiary education sector. But now there is also training, and what Minister Blade Nzimande calls all post-school training.

What had been tertiary in the past is now a much broader concept of activities and initiatives. So, what is it that differentiates a university from other centres of training post-school? How is the university pedagogically different?

Once we do that is that, we see that what we bring together is research, teaching and learning and community interaction in a comprehensive way. Not only do we work for knowledge, not only do we work for the sharing of knowledge, but we go further and ask how to apply it in society.

Differentiation within higher education is also important. We all share a commitment to research, learning and teaching and community interaction, but there will be institutions who say we do all

three, but mainly one of them. For instance, SU is saying we are research-driven, though we also focus on the other two areas.

And we also say that the research that we do is not just filed away somewhere, but is used to creating new professionals of a particular kind – professionals that are interested in the problems and challenges of the real world and gets involved.

The raison d'être of the University is to create and sustain, in commitment to the universitarian ideal of excellent scholarly and scientific practice, an environment in which knowledge can be discovered; can be shared; and can be applied to the benefit of the community (SU, 2000). That is different from saying this is applied science. It goes much further – it says this is applied within society, where it will make a difference and where our country will get a better chance.

We should also be clear on the niche we fill as a university with one foot in the city and one foot in the rural areas.

(Alle universiteite word gedefinieer deur hierdie drie dinge – kennis ontdek, kennis deel en kennis toepas. Maar nie alle universiteite verbind hulle om kennis aan te wind “tot voordeel van die gemeenskap” nie.)

CONCLUSION

I started off by raising certain critical questions on the Pedagogy of Hope:

- Does the call for relevance threaten academic freedom?
- Do the ideological roots of a critical pedagogy negate its value?
- Does the hope message have a religious bent that clashes with the knowledge pursuit of science?

Ek wil nou graag hoor wat julle sê.

Baie dankie.

VERWYSINGS

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www.sun.ac.za/university/Management/rektor/docs/russel%20installation%20speech.pdf

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www.sun.ac.za/university/StratPlan/stratdok.htm#visie

Universiteit Stellenbosch (US). 2000. *Visie 2015.* Internet URL: <http://blogs.sun.ac.za/visie2015/>

APPENDIX

Die Universiteit Stellenbosch se strategiese ontwikkelings temas /

Stellenbosch University's strategic development themes:

1. Die uitwissing van armoede en verwante toestande /
Eliminating endemic poverty and related conditions
2. Die bevordering van menswaardigheid en menslike gesondheid /
Promoting democracy and human rights
3. Die bevordering van demokrasie en menseregte /
Promoting human dignity and health
4. Die bevordering van vrede en veiligheid /
Promoting peace and security
5. Die bevordering van 'n volhoubare omgewing en 'n kompeterende nywerheid /
Promoting a sustainable environment and a competitive industry

Stellenbosch University's strategic development projects /

Die Universiteit Stellenbosch se strategiese ontwikkelingsprojekte:

1. Access to Electronic Resources: Student Success and Support for Research /
Toegang tot Elektroniese Bronne: Studentesukses en Navorsingsondersteuning
www.thehopeproject.co.za/library
www.diehoopprojek.co.za/biblioteek
Library and Information Service: <http://library.sun.ac.za>
2. Africa Centre for Dispute Settlement / Afrika-sentrum vir Geskilbeslegting
www.thehopeproject.co.za/disputesettlement
www.diehoopprojek.co.za/geskilbeslegting
Additional information: www.usb.ac.za/disputesettlement
3. Africa Centre for HIV/Aids Management / Afrika-sentrum vir MIV/Vigsbestuur
www.thehopeproject.co.za/aidscentre
www.diehoopprojek.co.za/vigssentrum
Additional information: www.aidscentre.sun.ac.za

4. Centre for Invasion Biology (DST-NRF Centre of Excellence for Invasion Biology)/
Sentrum vir Indringerbiologie (DWT-NNS Sentrum van Uitnemendheid vir Indringerbiologie)
www.thehopeproject.co.za/cib
www.diehooprojek.co.za/sib
Additional information: <http://academic.sun.ac.za/cib>
5. Centre for Studies in Complexity / Sentrum vir Studies in Kompleksiteit
www.thehopeproject.co.za/complexity
www.diehooprojek.co.za/kompleksiteit
Additional information: www.sun.ac.za/complexity
6. Combating Poverty, Homelessness and Socio-Economic Vulnerability under the Constitution
Bekamping van Armoede, Dakloosheid en Sosio-Ekonomiese Kwesbaarheid in terme van die Grondwet
www.thehopeproject.co.za/povertyrights
www.diehooprojek.co.za/armoederegte
Additional information: <http://bit.ly/sun-rights>
Legal Aid Clinic: <http://bit.ly/sun-legal-aid>
Regshulpkliniek: <http://bit.ly/sun-regshulp>
7. Communication and Information Systems / Kommunikasie- en Inligtingstelsels
www.thehopeproject.co.za/comm-info
www.diehooprojek.co.za/komm-inlig
Faculty of Engineering: <http://bit.ly/sun-engineering>
Fakulteit Ingenieurswese: <http://bit.ly/sun-ingenieurswese>
8. Energy and the Environment / Energie en die Omgewing
www.thehopeproject.co.za/energy
www.diehooprojek.co.za/energie
Faculty of Engineering: <http://bit.ly/sun-engineering>
Fakulteit Ingenieurswese: <http://bit.ly/sun-ingenieurswese>
9. Focus on the Promotion of Human Dignity / Fokus op die Bevordering van Menswaardigheid
www.thehopeproject.co.za/humandignity
www.diehooprojek.co.za/menswaardigheid
Faculty of Theology: <http://academic.sun.ac.za/theology>
Fakulteit Teologie: <http://academic.sun.ac.za/theology>
URDR: www.sun.ac.za/urdr Egon: www.sun.ac.za/urdr

10. Geographic Information Technology / Geografiese Inligtingstegnologie
- www.thehopeproject.co.za/git
- www.diehooprojek.co.za/git
- Department of Geography and Environmental Studies: www.sun.ac.za/geography
- Departement Geografie en Omgewingstudies: www.sun.ac.za/geography
11. Graduate School (incorporating the African Doctoral Academy and in association with the Partnership for Africa's Next Generation of Academics) /
- Nagraadse Skool (insluitend die Afrika Doktorale Akademie en die Vennootskap vir Afrika se Volgende Geslag Akademici)
- www.thehopeproject.co.za/graduateschool
- www.diehooprojek.co.za/nagraadseskool
- Graduate School: www.sun.ac.za/graduateschool
- ADA: www.sun.ac.za/ada
- PANGeA: www.pangeaonline.org/
12. MEDIAAFRIKA
- www.thehopeproject.co.za/mediafrika
- www.diehooprojek.co.za/mediafrika
- Department of Journalism: www.sun.ac.za/journalism
13. Security Institute for Governance and Leadership (SIGLA @ Stellenbosch) /
- Sekerheidsinstituut vir Regeerkunde en Leierskap
- www.thehopeproject.co.za/sigla
- www.diehooprojek.co.za/sigla
- USB: www.usb.ac.za
- Faculty of Military Sciences: www.sun.ac.za/Milscience
- Fakulteit Krygskunde: www.sun.ac.za/Milscience
14. Standard Bank Centre for Agribusiness Leadership and Mentorship Development /
- Standard Bank Sentrum vir die Ontwikkeling van Agribesigheidsleierskap en Mentorskap
- www.thehopeproject.co.za/agri
- www.diehooprojek.co.za/agri
- Faculty of AgriSciences: <http://academic.sun.ac.za/agric>
- Fakulteit AgriWetenskappe: <http://academic.sun.ac.za/agric>
15. Stellenbosch University Food Security Initiative /
- Universiteit Stellenbosch Voedselsekerheidsinisiatief

www.thehopeproject.co.za/fsi

www.diehoopprojek.co.za/vsi

16. Stellenbosch University Water Institute / Universiteit Stellenbosch Waterinstituut

www.thehopeproject.co.za/water

www.diehoopprojek.co.za/water

17. TsamaHub (Centre for Transdisciplinarity, Sustainability, Assessment, Modelling and Analysis)

TsamaHub (Sentrum vir Transdissiplinariteit, Volhoubaarheid, Assessering, Modellering en Analise)

www.thehopeproject.co.za/tsama

www.diehoopprojek.co.za/tsama

Additional information: www.tsama.org.za

18. Ukwanda Rural Clinical School / Ukwanda Landelike Kliniese Skool

www.thehopeproject.co.za/ukwanda

www.diehoopprojek.co.za/ukwanda

Additional information: www.sun.ac.za/ukwanda-rcs

Ukwanda Centre for Rural Health / Ukwanda Sentrum vir Landelike Gesondheid:

www.sun.ac.za/ukwanda

19. Unit for Corporate Governance in Africa / Eenheid vir Korporatiewe Bestuur in Afrika

www.thehopeproject.co.za/governance

www.diehoopprojek.co.za/bestuur

Additional information: www.governance.usb.ac.za

20. Universities' Partnership in Adapted Physical Activity /

Universiteitevennootskap in Aangepaste Bewegingsaktiwiteite

www.thehopeproject.co.za/humanperformance

www.diehoopprojek.co.za/menslikeprestasie

21. Virtual Postgraduate Learning Support / Virtuele Nagraadse Leerondersteuning

www.thehopeproject.co.za/vpls

www.diehoopprojek.co.za/vnlo

Additional information: <http://academic.sun.ac.za/ite/>

22. Youth Sport Initiative / Jeugsportinisiatief

www.thehopeproject.co.za/youthsport

www.diehoopprojek.co.za/jeugsport

SUSPI: www.suspi.co.za