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PROGRAM NAME: WOMANITY – WOMEN IN UNITY

GUEST NAME: PROFESSOR CHERYL DE LA REY – VICE-CHANCELLOR & PRINCIPAL OF THE UNIVERSITY OF PRETORIA- GENDER TRANSFORMATION IN UNIVERSITY

SPEAKER	TRANSCRIPTION
DR. MALKA	Hello, I'm Dr. Amaleya Goneos-Malka, welcome to 'Womanity – Women in Unity'. The show that celebrates prominent and ordinary African Women's milestone achievements in their struggles for liberation, self-emancipation, human rights, democracy, racism, socio-economic class division and gender based violence.
DR. MALKA	We're here at the University of Pretoria talking to Professor Cheryl De La Rey who has been the Vice-Chancellor and Principal of the University of Pretoria since 2009. Her previous executive positions include being CEO of the Council on Higher Education, Deputy Vice-Chancellor at the University of Cape Town and Executive Director at the National Research Foundation. She has published books and several journal articles in her discipline, psychology. Professor De La Rey is a registered psychologist, a Fellow of the Psychological Association of South Africa, a Fellow of the Royal Society of South Africa and of the Academy of Science of South Africa. She is a member of a number of boards and committees such as the National Human Resource Development Council, The Council of the Association of Common Wealth Universities, International Council of Sciences, Strategy & Planning Committee and the Talloires Network. She is also the African Co-Chairperson of the Australia Africa Universities Network.
DR. MALKA	Welcome to the show Professor.
PROFESSOR CHERYL DE LA RAY	Thank you very much, I'm delighted to have the opportunity to speak to you and your listeners.
DR. MALKA	Congratulations on entering into the second term as Vice-Chancellor and Principal of the University of Pretoria.
PROFESSOR CHERYL DE LA RAY	Thank you very much.
DR. MALKA	Please can you share some information about the university as well as your role as Vice-Chancellor and Principal?
PROFESSOR CHERYL DE LA RAY	Well thank you. The University of Pretoria is one of South Africa's oldest universities. It was started in 1908, well over a 100 years ago and from a very small beginning has grown into South Africa's largest research university. So currently we have about 50,000 full time students and another 15,000 students who study by distance education. So we are a community of about 65,000 students and I find it dynamic, it's diverse and it's invigorating on a daily basis.
DR. MALKA	In terms of the faculties, if I'm not mistaken, there're nine faculties?
PROFESSOR CHERYL DE LA RAY	That's correct, there are nine faculties, our largest faculty at the moment is our faculty of Engineering, Built Environment and IT, but we also have the only faculty of Veterinary Sciences in South Africa and we have a Faculty of Law, so we cover all the main

	professions and disciplines and we also have a Business School, the Gordon Institute of Business Science based in Johannesburg. So we offer the widest range of academic programmes of all South African universities and as I said, it's dynamic, it's diverse and we're growing all the time, including attracting a growing number of students from the rest of Africa and from across the world and we're delighted about that.
DR.MALKA	When we're talking from the rest of Africa, are there specific countries that have been targeted?
PROFESSOR CHERYL DE LA RAY	Initially it's mostly been – when we started attracting students from the rest of Africa it was mostly in Southern Africa, in particular where English is a language of communication, but now we've seen that diversify with an increasing number of students coming from West Africa for example.
DR.MALKA	And are these students part of the distance learning education or full time students?
PROFESSOR CHERYL DE LA RAY	No, full time students. Our distance education at the moment is a very focused offering. It's offered in the Faculty of Education mostly to South African School Teachers who are seeking to improve qualifications and then we have an open and distance learning programme at the Masters level in Veterinary Science and those tend to be international students, many from across the continent. But by and large, our African students, you know, other than the South African students are full time students in residence here at the University of Pretoria.
DR.MALKA	And the contribution in terms of student numbers what percentages would you say are from the continent?
PROFESSOR CHERYL DE LA RAY	Well at the moment we have about 5,000 students from the continent of the 50,000 that I mentioned.
DR.MALKA	That's 10%
PROFESSOR CHERYL DE LA RAY	Yes, it's a good number and we'd like to increase that.
	Great! University I've found, and I'm talking from personal experience, it was one of the instrumental experiences in my life on shaping who I became and learning new ideologies, being exposed to the diversity, hearing things that possibly you wouldn't have heard otherwise, in a different environment.
PROFESSOR CHERYL DE LA RAY	Quite correct
DR.MALKA	How do you see the responsibilities that universities have in terms of shaping the way that students think because ultimately the students that are coming through the education system now, they're going to be the future economic drivers, political drivers, social contributors to not just South Africa, but as you mentioned, we've got the rest of the continent that's been included.
PROFESSOR CHERYL DE LA RAY	And the world at large.
DR. MALKA	Yes.
PROFESSOR CHERYL DE LA RAY	Well I would describe a university education as what, perhaps in today's language is called a game changer and it's a game changer at two different levels. Firstly it changes somebody's future dramatically, and it starts off with changing the way you think, not only about the world but how you think about yourself and your role and responsibilities in the world and there is no doubt that

	<p>universities produce those who drive the political sphere, the economic sphere and also the public space in general. We produce the leaders in all, in our local communities but also in the other sectors that I've mentioned. And we see our role as fundamentally critical to the development, not only of South Africa but to the African region. We believe very strongly that the curriculum and the curriculum we offer has to be not only of world class quality in academic terms but relevant to our changing environment, but not only in the present, but in terms of the future. What will be required of an African leader for example, in the next 20 to 50 years, and that's what we look at. So quality and relevance as well as diversity and sustainability are the four principles that drive the University of Pretoria.</p>
DR. MALKA	<p>And my experience as well, what I've found from a research point of view is that quite often the data that we receive is very westernised by nature and there doesn't seem to be enough African related and relevant research that is coming through on.....</p>
PROFESSOR CHERYL DE LA RAY	<p>You're absolutely correct and that's why the intellectual space offered by university education is so important, right from year one, what we're trying to do is encourage what we could an enquiry led curriculum and that means encouraging students to think, to ask questions, sometimes difficult questions, and to seek answers to those questions and that's fundamentally what research is about. But it is very important that we don't stop at simply asking questions but we find answers that are relevant and can be applied in a very meaningful way to our local contexts, our national and our regional contexts because what I meant by game changer is not only making a difference to the life of the individual graduate, but also making a difference to the social and economic development of the community and society at large.</p>
DR. MALKA	<p>Yes, it's got a significant effect because whatever I do as an individual, I have an impact on my immediate environment which will then trigger onto somebody else's environment and have that influencing thought.</p>
PROFESSOR CHERYL DE LA RAY	<p>Yes, I think that beyond that, we've taken on the responsibility of integrating community engagement into our core business. So, a university is a place of considerable expertise and the question is how do we use that expertise beyond the traditional classroom for the benefit of society? So for example we have a specific division in our university and one of the programmes, just to mention, we're working in partnership with one of our local city, the City of Tshwane and to date they trained 10,000 youth entrepreneurs. Young people who have ideas, who we believe have business potential and the city provides support because one of the realities we face is that jobs are not being created in the formal economy fast enough and therefore we have to be more creative. So how can we stimulate micro- businesses and small business development and entrepreneurial thinking in our society? So, it's not only through individual graduates but using the expertise and the resources of the university as a whole, for the benefit of society.</p>
DR.MALKA	<p>That's a great initiative because currently I think that we are on about 25/26 percent official unemployment stats in South Africa and when they start to include the other components its coming up to about 37/38 percent so entrepreneurship is a significant changer.</p>
PROFESSOR CHERYL	<p>Yes and you know if we travel, not only across South Africa, but</p>

DE LA RAY	many countries on the continent, I think we as an African community, we are entrepreneurial. You'll see many people making a living in a very small way. Often its women trading you know, goods on a small scale and the challenge is, how do we, from that early start, how do we also assist those entrepreneurs from moving to that level to the next level of business development and I think universities play a critical role, after all we have a faculty of economic and management sciences, we have a business school, so we have expertise - let's look at how we can call that expertise for wider benefits.
DR. MALKA	So, with the community programmes who owns the community programme, is it an initiative that's driven from the university or does it come from the council?
PROFESSOR CHERYL DE LA RAY	Well it's in both directions and it's very important that community initiatives are actually two or more players who become true partnerships, so it's not a charity model where the relationship is very different. This is based on reciprocity and mutual benefit. So in many cases it's an idea that we have, but then we have to engage with the community through the formal and sometimes informal leadership structures to make sure that what we are doing is embarking on a longer term relationship. So the example I mentioned to you is actually a partnership that we have formally with the City of Tshwane and it has many facets to it, I've just given you one example but we see this as a long term relationship with mutual benefit. So this is the City in which we're based. We are committed to the growth and development of the city and we would like the city to grow and if the city grows the university benefits. So it's a win/win situation in the end.
DR. MALKA	And sustainable with that reciprocal benefit.
PROFESSOR CHERYL DE LA RAY	Exactly.
DR. MALKA	We will be right back after this.
	AD BREAK
DR. MALKA	You are listening to 'Womanity – Women in Unity' on Channel Africa, the voice of the African Renaissance on Frequency 9625 KHz, on the 31 metre band.
DR. MALKA	We're talking with Professor Cheryl De La Rey, Vice-Chancellor and Principal of the University of Pretoria. We would love to receive your comments on Twitter@WomanityTalk. Now picking up on our discussion.....
DR. MALKA	You've been in institutions, starting with your own education and then coming through in terms of your current career. In your opinion, how do you think that university life has changed for women in particular from when you first enrolled to where we are today?
PROFESSOR CHERYL DE LA RAY	Well the first issue is numbers....
DR. MALKA	Numbers of women?
PROFESSOR CHERYL DE LA RAY	Numbers of women in universities, yes, and one of the successes of our 20 years of democracy can be looked at in those terms. Our incoming class of new first years in 2014, 56% women and that's something to be celebrated because if we went back 20 years it was very different and so that's wonderful to see the growing diversity in gender as well, but the other one which has changed, I think women are participating in a much greater diversity of academic

	<p>programmes. When I was a student women were mostly clustered in faculties of humanities or faculties of arts or faculties of education, doing what was mostly regarded as the traditional feminine careers, whereas now if you walk into the school of engineering you will see a growing cohort of women and across the board. There is no career where we're not seeing change at the level of gender participation.</p>
DR. MALKA	<p>Well I think legislation is a really critical component on change and in fact, when I was talking to the High Commissioner of Tanzania, she spoke to me about her role when she started at the University of Dar Es Salaam and she said that there was the Musoma Resolution, which came into play and she said when she went into the university they called women coming into the university "the flood". And I asked her, I said well why is that? And she said it was because of the Musoma Resolution that came through which opened up those opportunities for women to go directly from high school into university and she said it was a game changer and a life changer for women in Tanzania.</p>
PROFESSOR CHERYL DE LA RAY	<p>Well we've had a similar experience. You know since '94 there've been two important what you could say policy provisions, or constitutional, in fact these are constitutional provisions, it's in the South African Constitution which is quite exceptional in the following sense. Not only is the constitutional provision commitment to freedom from discrimination, but there's also provision for enabling the advancement of women. In other words what you might describe as equity provisions. And it's that twin commitment that has enabled the growing participation of women in universities as we've seen in the last 20 years. So it's important to acknowledge that it's not about simply saying that we must remove discrimination, but if we want to see significant shifts, we also have to say well what more do we need to do to foster and to facilitate the participation of girls and women.</p>
DR. MALKA	<p>And do you see any other contributing factors other than the legislation and constitutional components in terms of driving the increased access of women coming into the education sector, because I recall from the Council of Education in Statistics around about 2012 where the estimated ratio of graduates was 60% women to 40% men, and I think already you've mentioned that we've got a 56% intake of women in 2014 at the University of Pretoria. So other than legislative components is there anything else that you think is driving the trend?</p>
PROFESSOR CHERYL DE LA RAY	<p>Yes. You know change and looking at women's advancement is always a multi-faceted, or requires a multi-pronged approach, I believe. So changing legislation, the regulatory environment, creates the enablers but much more needs to happen. We need to also look at our social environment, particularly in the way families and the way in which women and girls and of course, boys and men are socialised. So while the intake of women is pleasing as I've described it to you, in many cases what happens later for women and girls, is as women take on family responsibilities or have children, we find in our societies women still bear the major responsibility, or the major family responsibilities, not only for children but for often older relatives and looking after the family as a whole and I think it's very important that we consider increasing the participation of men in family responsibilities. So I think there are social issues that have to be looked at.</p>

DR. MALKA	Possibly sort of shifting a gender stereo-type on role model responsibility.
PROFESSOR CHERYL DE LA RAY	And role models of course and as more women succeed there are more role models and a greater diversity of role models for young girls to see that many options are available and yes, it is possible for women to have families and to succeed in their careers and to take on a much greater diversity of career roles, not only the traditional albeit important roles, that women have occupied.
DR. MALKA	I almost don't consider that we have traditional roles anymore our environment is changing so rapidly.
PROFESSOR CHERYL DE LA RAY	And that's wonderful, isn't it? So we are not steered into a particular direction, in fact, there are many career pathways open to us as women.
DR. MALKA	So it's having the right ingredients and I think support structure is one of the crucial factors which allows you to accommodate all of the interests that you may want to have and pursue. So whether it is having shared responsibilities in the household or outsourcing some of those responsibilities and in a way perhaps it's creating an entrepreneurial environment for somebody else.
PROFESSOR CHERYL DE LA RAY	Of course, and creating employment.
DR. MALKA	And I see from a South African perspective just looking back and I'm going back to legislation again, that South African women have made really strong inroads, if we look at it from a political space. Pre - 1994 there were less than 3% in government, 1994 - 27%, 1999 I think then it increased up to 30%. By 2004 it was 33% and in 2009 we were on 44/45% representation of women in parliament. I haven't seen the latest data yet on what we've had in the elections now.
PROFESSOR CHERYL DE LA RAY	Neither have I but I think as I said to you earlier, that's one of the reasons for celebrating 20 years of democracy because so many opportunities have opened up for women, including myself, and I am enormously grateful to all of those who fought for the freedom that we now enjoy and who have made the opportunities available.
DR. MALKA	And with legislation, we've already chatted briefly about constitutional elements from an equity point of view and minimising and hopefully eradicating discrimination, South Africa has put out the new Women Empowerment and Gender Equality Bill, what are your perspectives on the Bill?
PROFESSOR CHERYL DE LA RAY	Well you know, I think we've been in; let's say in a learning process. So in the first phase post democracy the focus was on removing discriminatory laws and also implementing enabling environment, equity legislation. But as one implements, one realises or learns that yes, these do bring progress, but we also learn where there are gaps and where we continue to face constraints or hurdles and therefore, it's not a matter of having legislation passed and assuming well now that's done now let's move onto something else. The legislative environment has to be reviewed on a continual basis and changed as appropriate or as the context shifts and requires. So I think that you know, as a South African I'm very proud of that review that we have in place and we, on an ongoing basis review our legislation and look for where we have to make further progress.
DR. MALKA	Well the macro-environment, it's changing constantly. We're no longer an isolated geography, we're globally connected

PROFESSOR CHERYL DE LA RAY	Absolutely, yes.
DR. MALKA	So, something that may happen in one area of the world is going to have repercussions eventually onto our area of society. But I do know that the work that is done in South Africa is often taken the abroad and showcased for the legislation that we have.
PROFESSOR CHERYL DE LA RAY	And rightly so. You know my, my, one of the fields that I wrote about as part of my academic career was in fact looking at issues of gender. My specific view is social psychology and I remember after the first decade of democracy, being in the position of travelling or presenting at conferences, pointing out that in ten years, South Africa reached the level of participation of women in higher education that took many developed countries decades to achieve. So, I think there're many lessons that can be shared from South Africa with other countries in the world, including many of the developed nations.
DR. MALKA	I agree with you and I think that legislation has been that enabling force that has overcome obstacles.
PROFESSOR CHERYL DE LA RAY	Yes, and also you know we have, let's say a collective will, to ensure that we open up opportunities, particularly for the young talented people in our country.
DR. MALKA	We will be back right after this.
	AD BREAK
DR. MALKA	You're listening to 'Womanity – Woman in Unity' on Channel Africa, the voice of the African Renaissance, on frequency 9625 KHz, on the 31 meter band. We're talking with Professor Cheryl De La Ray, Vice-Chancellor and Principal of the University of Pretoria. We would love to receive your comments on Twitter@WomanityTalk. Now picking up on our discussion.....
PROFESSOR CHERYL DE LA RAY	Unless we harness the fullest available talent, we are not going to succeed in terms of our own national development and you cannot exclude part of your talent on some grounds. So it's really about making sure that we create opportunities for the widest pool of talent so we as a nation and as a region can succeed.
DR. MALKA	And leveraging that talent is vital and I think that possibly that's where we have advantages with things like the National Development Plan 2013, which is really geared through its long term strategy on targeting different segments of society, for the whole purpose of being able to develop an inclusive and productive economy, and I know that it has a proposal for education and training with a specific call to increase the number of PHD graduates, to foster innovation and economic prosperity and I'll just read a segment of a clause in one of the articles where the National Planning Commission wants to produce more than 100 doctoral graduates per million, per year by 2030. "South Africa currently produces 28 doctoral graduates per million, per year, and if South Africa is to be a leading innovator, most of these doctorates should be in science, engineering, technology and mathematics. Double the number of graduate and post graduate scientists, and increase the number of African and women post graduates, especially PHD's." Now in loose terms we're currently putting out on estimate about 1,400 doctoral graduates per annum but this initiative wants to take it up to about 5,000..... What do you think about the goal?
PROFESSOR CHERYL	I think it's a necessary goal and I'm very pleased that it's not only a

DE LA RAY	South African goal but increasingly when we have our regional meetings in higher education it's a regional goal, an African regional goal. At the University of Pretoria our strategy, part of our strategy, is increasing the number of PHD's that we educate and graduate and I'm very pleased that each year its been increasing significantly. I think this is a wonderful opportunity for universities but particularly it's a necessary condition for the economic development of South Africa, because in the 21 st century we do know that the level of skills that's required is much higher than in the 20 th century. So, the PHD is really an enabler for economic success particularly in, well across the board, there's no specific sector.....
DR. MALKA	And if you've got so many different faculties and the leadership in each of those sectors.
PROFESSOR CHERYL DE LA RAY	And we're very well positioned. So increasing our doctoral enrolment is one of the objectives in our strategies, one of the top objectives and in fact we as a university, have put a considerable amount of money into supporting doctoral students to complete, also to complete in, lets say the given time and not to have extended periods because we'd like them to go out into the world and make a difference and to use their skills, not only for their own benefit, but for the development of our communities and our nation as a whole.
DR. MALKA	And with that initiative are you looking at increasing the number of academic staff within the institution to accommodate the influx?
PROFESSOR CHERYL DE LA RAY	Well the University of Pretoria is growing every year and we're growing at both the undergraduate level but mostly as I said, at the doctorate level and that does require that we have to increase our academic staff. More students, you need more staff. But also part of our objective is to diversify the cohort of academic staff at the University of Pretoria. It's very important that we harness the diversity of our country and our region as part of the intellectual ambitions of our university because innovation comes where you create spaces for different ideas to be debated, different ideas to bring different perspectives on any issue that we face and that's where innovation thrives. Intellectual diversity is fundamental to innovation and so it's part of our, as I said, we've got four principles that drive our strategy and those are quality, relevance, diversity and sustainability.
DR. MALKA	And with an enabling environment like that I find that having a conducive environment and you've got triggers, it offers the stimulation and sometimes when you're bouncing those contributions off of somebody else that further stimulates more thinking, and what I find more importantly is that this is about the strategic aspects 'cause often it's very easy once you've got onto an operational level but you need to have that strategic input and the strategic level of thinking, which I think that comes through from a higher education.
PROFESSOR CHERYL DE LA RAY	It does indeed and it's because a higher education is unique. I remember reading a quote, you know, it's the one place where you have an opportunity to teach the ideas you generate. You're not teaching other people's ideas by and large, you also have an opportunity to teach the very ideas that are generated by yourself and your students, and that's why publications are important in making sure that your ideas get out and are disseminated. But I think what's really important is recognising that innovation is

	critical to the development of not only South Africa, but the African region, because innovations that work elsewhere are sometimes not appropriate for our local context, so locally grown innovation is really important to its success in its various manifestations and we've seen that with a number of technologies. I don't think that anybody predicted that our citizens would embrace hand-held wireless technology as we have.
DR. MALKA	Mobile technology is exceptionally advanced, its overtaken fixed line rates....
PROFESSOR CHERYL DA LA RAY	And it's the way we've used it that's so advanced and even here we use cell phone technology now in our teaching, as an educational tool. Using apps and students being able to access knowledge resources by using their mobile phones.
DR. MALKA	And it's a preferred means of communication
PROFESSOR CHERYL DE LA RAY	It's quick, it's fast...
DR. MALKA	With that particular age demographic as well, they're plugged in.
PROFESSOR CHERYL DE LA RAY	Yes. Quite right, so I think as I said innovation is absolutely necessary and if innovation is so necessary what will drive innovation is high level skills and that's why the PHD is an important objective for the University of Pretoria, but for the country and I believe for the region as a whole.
DR. MALKA	We will be right back after this.
	AD BREAK
DR. MALKA	And now picking up on our discussion with Professor Cheryl De La Ray, Vice-Chancellor and Principal of the University of Pretoria...
DR. MALKA	We've spoken a lot in terms about how the University of Pretoria is structured, what its targets are in terms of PHD outputs, is there anything else that you can add in terms of the vision, I know that there's a 2025 Strategic Plan?
PROFESSOR CHERYL DE LA RAY	Well, you know we often talk about objectives and targets and so forth in kind of quantitative terms. A key aspect of the vision is not the quantitative aspect, but looking fundamentally at the quality of the graduate that we educate and train for society and the key issue there is relevance that I mentioned, looking at the curriculum and its relevance. Looking also at the important role that universities play in developing leaders and what is the quality of leadership that we need for our local environment and for our regional context to meet the objectives that we have as a nation and as a region, and I think it's very important that we recognise, we can't simply import leadership development models from elsewhere in the world because we are unique. We have our own history, we have a dynamic environment, we have contradictions, we have a diversity of cultures and what kind of leaders should universities be producing for the future, so it's not just only about ticking the box, yes, you have a PHD, but it's about has that PHD experience fundamentally transformed you into the kind of leader or the quality of professional who's really going to make a difference, not only in your own life, but in the lives of others.
DR. MALKA	A question I have concerning one element is that the university is putting out and creating leadership through its educated individuals. Are there dialogues that are happening with other stakeholders, so from a political point of view, to say well you know in our political environment we feel that we need to have greater leadership or greater

	attention towards managing our service provision or, if it is on a social element, perhaps it's about facilitating grants delivery?
PROFESSOR CHERYL DE LA RAY	Yes, the.....
DR. MALKA	
PROFESSOR CHERYL DE LA RAY	One of the benefits we have being the University of Pretoria is our location and we're located in the capital city, the seat of government and we're also located in a city where we have wide representation of the international community through the diplomatic core. So there is ongoing dialogue about these very issues that you raise and you know, we're a university in society, and what that means is ongoing engagement and as I mentioned, looking at how the resources, the expertise of the university must engage with society, for a whole host of reasons, but very importantly to recognise that it's ultimately also about the quality of the graduate. If you fully engage with yourselves for partners you produce a graduate who is more likely to succeed after graduation, and you know, in this dialogue one of the issues is that is really on my agenda is how do we break or blur some old boundaries. So for example, we talk about PHD's in engineering, science and technology, but we have to recognise that it's not sufficient to have a graduate who simply knows all the technical and theoretical aspects of engineering, but also understands what the role of an engineer is in society. Does that engineer have a broader understanding of our societies so that when we're designing structures we know how people live?
DR. MALKA	And the impact on the community
PROFESSOR CHERYL DE LA RAY	And the impact on the community. Have we taken into consideration that, you know, women's lives are structured differently to men's lives. So it's very important not... that we don't create or develop graduates who have narrow perspectives but have broad vision about their own role and about what they do in their professions and that's why I think we must focus more, create more opportunities for multi-disciplinary work bringing in the humanities, very important to understand the people and our social institutions and our communities and also making sure that leadership development is part of the core curriculum that we offer.
DR. MALKA	So take a holistic perspective?
PROFESSOR CHERYL DE LA RAY	I haven't said this to you today, but you know I frequently say that that's what we do at the University of Pretoria, we offer holistic education and as you may know, we're known for our excellence in sport and it's also part of that holistic education.
DR. MALKA	Yes, I saw Caster Semenya on the wall of....
PROFESSOR CHERYL DE LA RAY	So, yes I mean we were very proud that in the London Olympics in 2012, as a university, we produced 50 percent of the medals won by South Africa and
DR. MALKA	I hadn't realised that, that's an amazing achievement.
PROFESSOR CHERYL DE LA RAY	And now with the Common Wealth Games coming up quite a few of them are our students, enrolled students, so you know and that's part of developing the person holistically, not only the intellect but also the physical, the emotional and the spiritual side of an individual needs to be developed and we take that very seriously.
DR.MALKA	Well those are significant achievements for the University,so...

PROFESSOR CHERYL DE LA RAY	Thank you.
DR. MALKA	So congratulations there ...
PROFESSOR CHERYL DE LA RAY	Thank you so much.
DR. MALKA	Prof De La Ray, in closing today's discussion, could you please share a few words of inspiration that you'd like to pass on to women listening to this show on the continent?
PROFESSOR CHERYL DE LA RAY	Well you know one of my sources of inspiration comes from our now late former president, our first president of our democracy, President Nelson Mandela. It's perhaps one of the statements he's made that's not quoted as often as I believe it should, and it goes something like this"Do not settle for a life that is less than the one you capable of living"..... and for me that's an inspiration. We are capable, each of us, of living to our fullest potential. Do not settle for living in a way that's less than your fullest potential.
DR. MALKA	There is an important message to those words and I hope they resonate with our listeners as much as they resonate with myself. Thank you Professor De La Ray, Vice-Chancellor and Principal of the University of Pretoria.
	PROGRAMME END