



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



BUFFALO CITY
TVET COLLEGE

SUBMISSION TO THE COMMISSION OF INQUIRY INTO
HIGHER EDUCATION AND TRAINING

02 SEPTEMBER 2016



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1. INTRODUCTION

- All South African prospective learners, who meet the minimum entry requirements for their chosen programmes offered at public institutions of higher learning, should not be excluded for financial reasons.
- Learners that can afford higher education must fund themselves
- However, the SRC at the College is of the view that higher education should be free for all regardless of the financial status of students

2. FUNDING PRINCIPLES

- Fees referred to above include all costs associated with full-time study i.e. tuition, accommodation, food, study material, transport and an allowance for personal living expenses
- A strong emphasis to be put on academic performance. A learner who fails to meet an acceptable level of academic performance should be immediately excluded from the programme and replaced with another deserving learner. The excluded learner will be responsible to pay back the costs.
- A greater emphasis to be focussed on extended programmes to provide academic support where needed.

FUNDING PRINCIPLES (continued)

- An interest-free loan system to form part of this financial assistance. Repayments to begin once the graduate begins earning. This will contribute to the sustainability of the funding model.
- Graduates wishing to emigrate within a period of five years need to pay back the value of benefits received.
- A strong emphasis on the eradication of fraud and corruption. In particular, the verification of documents provided by learners seeking financial assistance

FUNDING PRINCIPLES (continued)

- The bulk of the required funds needed to be sourced from government. However, care must be taken that this does not have a detrimental effect on economic growth which assures jobs for graduates.
- Encourage institutions of higher learning to obtain third stream income by forming partnerships with commerce and industry who are the main beneficiaries of skilled graduates.
- Continuous evaluation of the relevancy of vocational education and training provided by TVET colleges in order to meet the needs of the country and the National Development Plan.

3. AUTONOMY AND INDEPENDENCE

- Criteria to be put in place to measure the capability of an institution of higher learning to run its own affairs within the relevant statutory requirements.
- Government to provide the necessary financial and other support to the TVET college sector to enable the realisation of above.
- Encourage and to provide the necessary structures to enable all institutions of higher learning to become independent and autonomous so as to be able to compete with the private sector educational institutions.

AUTONOMY AND INDEPENDENCE (continued)

- To focus on both the internal and external audit functions to insure continuous adherence to best practice in all spheres
- The Commission needs to examine the roles and responsibilities regarding oversight, monitoring and evaluation by DHET, Councils, Management, SRC and other significant role players



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THANK YOU

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