

Pillay:

We are chairpersons.

Chairperson:

I would like to welcome everybody to the hearings of the Commission on the free education. We hope you'll be informed by what you hear and the to enjoy it as well we have been in a number of places. Until this stage of the proceedings and we have been assisted by the participants and we look forward to having the same experience today. Ms Pillay who is our first presenter?

Pillay:

Thank you chair the first presentation is by equally education and the presenters from equally education who put themselves on record.

Chairperson:

I'm not hearing you clearly.

Pillay:

The first presentation is by equal education and the presenters will put themselves on record.

Chairperson:

Thank you is it necessary for us to switch off our micro phones before any ones else speaks.

Pillay:

They seem to work chairperson but i suppose is a device ought to have two on at a time. I'm told three only at a time chairperson.

Chairperson:

Yes, who is presenting on behalf on of quality education? Would you please place your name on record and also the names of any other person who would speak, and when the other person speaks would she or he please place his or her name on record thank you...?

Nsomo:

thank you chair my name is Nduduso Nsomo I'm the deputy general secretary of equal education and next to me is Andile Cele who is the parliamentary officer for equal education and it will be the two of us presentation to the commission.

Chairperson:

Thank you. Would you please go ahead when you are ready.

Nsomo:

Thanks, firstly i would like to thank the commission for affording us this opportunity as equal education, to come and present our submission. Equal education is a movement of parents, learners, teachers and community members who strive for quality and equality of South Africa education system. We are located in five provinces with our head office being here in the Western Cape and we have a satellite office also in Gauteng, the Eastern Cape and we have members in Limpopo and also in kzn. Mostly we work with high school learners around the country we have about 5000 members so who meet on a weekly basis to discuss issues that are affecting them in their school and also issues that are affecting them in their schools and the education system in South Africa. our focus and attention is directed by the interest of our members interested drawn large being from working in classes in poor communities, we also have a parent- membership in Gauteng and also in the western cape who also meet on a regular bases to discuss some of the challenges that they face as parents or as stakeholder in the education Sector. so equal education, understands the difficulties of this commission and we understand that why too came about and we believe that is a necessary commission that need to exist and this discussion is a discussion that is not new and is a discussion that have been raised by former black universities for a very long time. Just that they were not listened to. It only came to the forth front when former white universities raised these issues also at the same time us equal education we cannot ignore the fact that the way education was structured, was divided along racial lines, this was both for basic education and also for higher education.

Nsomo: *Continued*

Where former or black students were meant to receive a certain amount of education while white universities or white students they could actually access any type of education that they wanted to access. So from the inception, of our democracy it was already quite obvious and quite clear that our government had a lot to do as education was not centralised at that point, education was divided along racial lines. So from day one of our democracy our government had the responsibility to make sure that both basic education and also what higher education and also other forms of sectors within the government are centralised to make sure that the rights of every South African are actually accommodated at that. and this brings me to section twenty nine of the constitution that brings me to the right of education that everyone has the right to education, the section speaks to basic education- the field that we working he most but it also speaks to higher education and training where it says that the government has the responsibility or citizens have the right to receive basic education but at the same time citizens have the right to higher education and training. Then in 1997, -

Pillay:

Sorry- is that where it ends? "Everybody has the right to higher education"?

Nsomo:

No it doesn't end there

Pillay:

Or you just paraphrasing?

Nsomo:

Yes i am paraphrasing.

Pillay:

But you know there's a distinction that is drawn in the constitution between basic education and higher education and therefore one needs when you draw the distinctions to mention that.

Nsomo:

Sorry commissioner maybe I need to elaborate more on it. My mistake. So section 29 of the constitution says that: everyone has the right to a basic education, including adult basic education and to further education which legislates two reasonable measures must be made progressively available and accessible. in other words basic education is a fundamental right while further education meaning higher education and technical and vocational education and training must be made progressively available and accessible, progressive realisation means that a state's compliance and its obligation to take appropriate measures is assessed in the light of resources, financial others available to it. To be available means the system must grow to provide sufficient spaces for study, accessible means it should be affordable. individuals must not be denied access in the basis of financial need.

Chairperson:

It is just as much a right but it's one that needs to be progressively realised.

Nsomo:

yes, and then in 1997, the higher education act was actually passed into law and i want to focus on chapter five of the higher education which i think is important to this commission. So the chapter five of the higher education act specifically addresses the funding of higher education. It says that the minister must - after consulting the council for higher education and with the concurrence of the minister of finance determined the policy on the funding of public higher education which must include appropriate measures for the redress of passing and qualities and publish such policy by notice in the gazette. The 199 white paper three- relates the basis for the current distribution of funding according to a cross-sharing module recognising the higher education as both the public and private good. The 2013 white paper for PSET makes a commitment to progressively introduce free education for the poor in South Africa as the resources become available.

Nsomo: *Continued*

White paper three also claim, states: the direct of students should be proportionate to their ability to pay, financial need should not be an inseparable barrier to access and success in higher education , for now I'm actually going to hand over to my colleague to continue with the presentation. Then I will join him at a later stage.

Chairperson:

Thank you

Pillay:

Mr Nsomo before you give up the mic, one of the big issues which this commission has heard from participants is that there is a direct link between the quality of basic education and your ability to access s higher education and this is something that features very heavily in your presentation as well. Now tomorrow we will hear from the department of basic education will come and make a presentation before the commission. And in anticipation of that maybe you could just give us just in some reform some of the challenges you have experienced with basic education in the country.

Nsomo:

Ok thank you for that. So, I think i should have started puff maybe with this point, but us as the equal education with the different campaigns that we have done, whether we have tried to consult with government about infrastructure or the feeder zone in Gauteng, or safety in schools. one of the things that we have realised is equal education that schools that they in rural areas and I'm also in townships, those are the schools where the working class is, and the poor students that we see in universities or the students that we see protesting we saw a protesting last year, those students come from those rural areas and they come from the townships. When we talk about former black universities such as WSU or we talk about Fort Hare, those universities are mostly dominated by black working class students from come from these townships, who come from these rural schools. And they come to these schools and still face the same challenges while they were in high schools or in primary school where the roof was collapsing, where there was not enough teachers within the school.

Nsomo:

and we are perpetuating what they were experiencing while they were in primary and high school and they experiencing it again at university and it quite clear if you look at the former white universities, the university such as UCT, the WITS that these challenges don't exist the same way as former black universities for example I'm sure the commission has also heard about stories from these former universities where it's the issue where the hostiles, or the teachers or the learners not being able to afford to even go to university. So there's like a common link between the challenges that students face while they are in high or primary school and the challenges that they face when they get to university.

Cele:

Good morning, I'm the parliamentary officer for equal education

Chairperson:

I'm sorry, could you just spell your surname please

Cele:

C-E-L-E.

Chairperson:

Thank you

Cele:

Just to carry on from where Nduduso left off, my focus would be on just the participation of black students in the university sector compared to white students. And just to start off, the ratio might not be parallel because obviously there are more black people in South Africa than there are white. but in terms of the percentage rate, in terms of the how black people access university compared to white students, you'll see that we not- it's not able to- and it's not the same. so just to get off where Nduduso ended off, pre 1994 you found that black people obviously were the students from universities, white people could access a better university, and the university that black people went to lacked resources,

Cele: *Continued*

They were found the Bantu stamps, they were found in the areas where it wasn't so easy to- they were found in areas where the government itself did not prioritise the education of black people. Not only were those universities lacking resources but they were made into places of study and not places of research. so even now we have- we dealing with the fact that you don't find a lot of black professors, you don't find a lot of black researchers because in our history, black people were just supposedly, they were not supposed to be the people that actually bring out education, the one that were able to bring out new forms of research, new forms of ideas. So you'll find that even the way that even currently the grant and the funding ratio there's a whole lot of money that is linked to research and how university actually distributes the research and how university publishes. So you'll find that universities such as Fort Hare, WSU, Zulu Land, they don't have a very big research component where else when it comes to UCT and WITS, they do. so you find that automatically there are positioned better in terms of grant awards and also funding, and then just to go back in history wise unfortunately we don't have any recent stats because if you go to the centre of higher education their research is only available up to 2013 so we'll base in our fact only to 2013. So you find that in 2013 the participation rate was 19% but then you find that white people are 54.7% of that versus to the 16% of black people. But then you find that the population of black people compared to white is vastly more, so you find that even today black people are not represented properly in the university sector. and this is a funding problem and we deal with high school students, mostly in the townships, you find that because people are not accessing proper infrastructure; are not accessing proper resources in the basic education sector, they can't compete in varsity so as much as this is a fee commissioner by university, we are going to argue that it is a systematic problem, it's not just say: now that we get to university, the problem starts here. no, the problem starts at in grade 1, the problem starts in grade 2, the problem starts in the ECD sector, where children do find that black students or black children go to ECD sector where they spend eight hours of the day drawing and colouring where you find that u=your white counterpart who goes to an ECD sector in say rondure- will be building blocks, will be counting 1-2-3,

Cele: *Continued*

And therefore that difference is already is already established in that early stage . You come to grade 1 and the white person- or the middle class black student is already 10 steps ahead of your township or your rural student. where now there are access to all introduced to new things that they don't know because 1; historically their parents do not know these stuff, and historically they are positioned in places that do not encourage them to learn, they don't encourage them to actually participate in the education, you find that in township schools, children, the system keeps them in the classroom, they are shown a desk, you find three kids sharing the desk, how are you supposed to participate in your education if you can't even have wanes of your own space? where you don't have textbooks, you can't go home and refer to text books in terms to help you with your homework, and then you're expected to come to university and almost compete on an equitable and the same level of starting point, where I was fortunate to go to a multi-racial school, which had your computers, desks, facilities so when you introduce this child from the township school through a universitative way, you have to produce your research, stuff typed out. No one is going to mark your handwritten essay , or maybe that child is put in a different position, in the back end. and so sorry to just go off a bit, we are for equal education, we do speak for our students in high school and townships particularly so you'll find that every time when we speak we refer to our slide, our submission but we always go back to speaking for, we go back to the people that we are actually representing. So to go back to the slide, 16% of people Access University compared to 54.7%, where else in reality there are almost 70% are black people in South Africa. so that is a problem, also just to say- and I've said all of this; historical considerations, unequal access to critical infrastructure and resources that provide a divinity, so when you go to, going back to university sector, Fort Hare, WSU, even EWC you'll find that it's different compared to WITS, UCT, Rhodes and because those schools were initially for black people, and they haven't been given the opportunity to almost catch up to the fallen point or to the standard blocks of other university. And like I said-

Pillay:

So we know that and you've been referring to a portion of block around funding, where universities are funded depending on the extent of their research capacity and et cetera. but we also know that government has introduced ear-marked grant funding and specifically that there has been a lot of ear-marked grants and at historically disadvantaged universities and over time we have seen a decline in block grant funding and increase in ear-marked funding. Now given that scenario; what is it that government should be doing to attend to this situation that should you describe in now?

Cele:

in terms of the ear-marked funding, the- i think it was introduced 2 years ago or the last year, where per year it's like 410 million rand that is allocated to historically black universities, but if you're going to speak about all historical black universities you are speaking about almost 10 universities and divide that by 10 is not a lot of money infrastructure is a major problem and resource is a major problem so if you're going to say 410 divide by 10 thus 4.1 million for one university thus not enough thus not enough to actually try to actually attain some sort of equity some sort of casualness if i put it that way so yes we welcome the grand we welcome the man thus been added but we just saying it's just not enough we always say we are going back to the department that even basic education you will find that they spend billions of rands per year its matter of it's not enough but also its not directed correctly to what's needed to you find that for us- basic education, you have enough money; you also be grant the infrastructure called the AINGN, - was used 6 years ago, it was supposed to be a three year grant still today they haven't spend the money and because they not spending it correctly treasure will continuously give them less money but you will find that schools are not being built therefore kids are accessing structures for new school that are not of quality and therefore when they enter the university system it is the same cycle, so you might bring out money; you might have grants but it is not enough to actually predicate past problems-we would be having the same issues 5 years from now; 10 years from now

Pillay:

Are you calling for block crime funding to be hide rated from grant crime to..... crime or are you calling for additional money to be putting in the system?.

Cele:

Additional money and better usage of the money, because you can give money to a university but if they do not capacitate to actually use it properly and they is not.... in accountable factor; if i can put it that way willin the department of basic education so you may be pumping money into the system but it is not used properly you just wasting money it ends up being wasted

Pillay:

But that goes to how some of the arguments from treasurer not that it's being used properly but they are inifitancies in the high education system and they is a reluctance to put more money to the system where they are huge inifitancies and what you say on how it is to address the inifitancies

Chairperson:

- Mrs pillay- sorry we have three commissioners who have been struggling to hear what is been said whether is been simply- error sound or vibrition I'm not sure. perhaps.... - Cele are speaking fast- but; perhaps you swallowing your words I'm not sure but you and Mrs Thebe seems to have a report and you seem to hear what is been said between.

Pillay:

Remember but then...

Chairperson:

We not hearing what's been said in between

Pillay:

Rather than us swallowing our words i suggest that the speaker turn around so that the acoustics are not ideal. May we ask for five minutes adjournment just to attend to the problem.

Chairperson:

It will be helpful to us because we concentrating so much to the flow of the language that is not easy to simulate the idea which it's been exchanged. THANK YOU; we are adjourned for five minutes.

Chairperson:

Ms Cele will like to proceed.

Cele:

Thank you chair i just checking can you hear me

Chairperson:

Yes clearly; thank you.

Cele:

Awesome, so before the break Ms Pillay asked to just go over what the basic education lacks, which are carried over to the higher education sector. So as i have said earlier, here are- consideration were you find that even today your find; your former model Chairperson schools which are still positioned better than the township schools which are predominantly black so- when you find- when have a system educated system that is not equal and that does not have equal access or resource, kids or children rather who enter the high education sector they are on the back end so we find, we say that un equal certifiable infrastructure and resources that- provide opportunities also lead to imbalance or inequalities when it comes to high education- financial difficulties have put education have put education out of reach of many; you find that a lot of parents- again speaking of basic education because i will always speak on basic education because if you get them right you will get the high education correct also- parents will not want the best grade for their children; parents wants to send their children to schools that have - tennis courts, schools that have libraries, schools that have smart boards which is a new thing that the DBE is doing but because of financial constrains that black children and when i say black i mean non-white cause they was the pre- 94 experiential black and when i say black i mean African, coloured,

Cele: *Continued*

Indian- non-white, those schools lacks resources and because the lack resources they can't take the full advantages of the sector, they can't take full advantage of the education, they can't take full advantage of the cultural expects that education offers. If i don't have library in my school, i can't produce in-depth research because even high school you're expected to produce papers, you expressed to write essays about shake spear, you expect to write essays on whatever but if don't have those kind of resources; if your parents themselves don't know what shake spear is and they can't help you with your homework already you are just almost flying blind.

Ally:

Ms Cele.

Cele:

Yes..

Ally:

Has the organisation had any discussion or engagement with your teacher unions; you talking about basic education, now I've always marvelled that we- and this have been going back time in memorial about township schools and our suburban schools. The question i have always asked is what are the teachers doing about that, so if you from Soweto and there is a school there that doesn't to seem to be coping ;what do the teachers in that school do? Now the next question i asked is; fine you got SADTU, NEPTOSA and all the rest of the unions education unions; Has they been an engagement with these people in order to uplift that particular standing and is standard that the former model Chairperson the standard you want? Because the next question the student ask and we have heard presentation in Durban it says we can't go;

Ally: *Continued*

we don't necessarily have to continue in the same path because they transited formative issues that we need to take care of, so my question again then is has your organisation had engagements with the teachers unions in order to find out where they see us going with the basic education?

Cele:

Chair i will ...; sorry commissioner i will have Nduduso to answer that.

Nsomo:

Thanks for that Andile firstly i think equal stands on teachers unions is quite clear that we believe teachers are going beyond the call of duty, if you visited a rural KZN or rural eastern cape you find teachers who are doing things which are not in the contract; so using their old funds to make sure learners are able to come to school, teachers that come during the weekends to actually assist learners so when we talk about teachers,- teachers in rural arrears and also teachers in townships and also teacher like in urban arrears we talking about two different ;you know groups because the teacher that goes to a school here in town is different from the teacher who is going to a school in the township. There is a huge different between someone who teaches in Mani burg and someone who teaches in Randobosch; their challenges are different and - one can also argue that the teacher that teaches in Randobosch has it somehow easy than the teacher that actually teaches in Maningburg where inside the classroom as when you are teaching the learners, there's a bullet which comes you know, which passes you and those cases wave read about theme and we' 'vet actually heard statements from teachers informing us of those things and we have engaged with the different unions and we have engaged with the different unions and always said that you know that unions are important also in improving education and important stakeholders and this is from our own experiences course equal education was formed in 2008 and how we are able to came up with our objectives is determined by the different interactions –

Nsomo: *Continued*

That we have difference stakeholders within basic education we also the research which is made available to us by different educationalist out there

Ally:

Thank you

Cele:

in the continuation of the presentation our next lines will speak on the sails transmutation and we have touched on the differences between historically black universities verses target white universities and into sake we have i have put in this line just a component of students will look at universities of western cape effort university waters on university where you find that almost 90% in some 100% of the student component is black and this is just realities and this is something that need to be noted that he would have the means prefer to not go to universities people that would prefer a highest standard of teaching and learning for their children would prefer to take their children to your former white universities and children that want a university degree but aunt wealthy will go to your black university and it's something that has been that something that will continue because we leave in a country where if you have a university degree you are automatically position better so if the sector can not contain or cannot accommodate more children and more people you will find that those that can't afford your cuties and your euro pies will continue sly go to your fourths and your zoo land but in the sector its self when you actuary leave university those degrees are almost over looked you find that not only are is the difference between i have a degree you don't have a degree the university that you actually go to also differentiate you find that people that have degrees from this few rolls almost respected mall than people that have degrees from Walter isiZulu and Zulu land.

Pillay:

miss Cele i knew your point about receptions of the casaba of the degrees of the venues from the university but i think we must be careful not to feed that perception and we have had presentations from his target kids disadvantages university previously historically disadvantage university which demonstrate that this university even though they may have the kind of numbers you indicate in your table they are doing extreme good work and producing very high casaba students and post graduates students i think it's important not to perpetuate the stereo type that those university that are actually inferior university

Chairperson:

well i must tell you that when i went out to university of natal and when i started working in Johannesburg the students of the university that where advanced looked down on me the graduates of that university said university of natal poo and when i started practising at the bar the students at the university at oxford said WITS poo- natal and so they will away be there will always be justification i think one has to accept that does mean that the original university is necessary bad but simple that it needs a different mind-set and realisation that it can also produce paper .

Cele:

Thank you for that chair. And I'm glad that you said that because is not us perpetuating it it's not us saying because you from this university you are less than it is what's been a and has been said this is not us saying that this was that no this is us saying this is what been said and this is what the perception is. so going back to now while we are here higher education founding so if you look at the midterm budget for 2015 to 2017 you will find that yes its increasing the amount that the treasure is giving high education cantor is increasing but it's not increasing in the case as how many students are enough participating at the sector ,you will find out that yes in sat year was 32 billion and this year is 39 billion and a big ---- that the NSFAS addition because they were trying to delete all the --- NSFAS increased their founding so that children from university from 2013 to 2015 could have their dept. erased and thus good but we saying that you can't have one solution for one year because came September came October the same thing is going to happen j us because you said zero present increase does not mean that thus enough zero present increase is on a 150 000 it's still a lot of money you say we could find this shield with 150000 next year it will be still a 150 000 the problem isn't being addressed the problem is we can't afford the fees the problem is the government is not putting enough money not putting enough founding in to the universities. my next slide shows that how actually it decreased you find that institution fees have over taken third string in founding the movement ---its actually going down to a point where.. my graph is 214 and thus just the access we had to that information from the counsel to hide the obligation so if you where to look in this year next year two years from now tuition fees will take the grand's that are coming to universities so thus the cracks of this debate that if the problem or the liability of the burden is on the students you will find that majority of black people majority of people that are poor will not access higher education and we just argue that the needs to be more than by the movement . Zero present increase is not enough.

Pillay:

And if the response by Treasury which we have thus far is that the cake is so small and if you increase the allocation to higher education the money will have to come from somewhere else and it's some other societal commitment by the government what will be your response to that?

Cele:

I don't want to jump the gun but because we have Lennox now on our presentation I don't want to say that you will find the money but things that are prioritised over education our cabinet is big you have deputy directors acting directors and if you will streamline those along you will have found Treasury they produce their first quarter last week in Parliament and Parliament overspent by 15 million in Rand. In the fourth quarter last month for salaries so things like that there is money when you look for it Eskom is always looking for bet outs, Eskom is always looking for bet outs so we build stadiums for the World Cup we found money but those things are now gone so if we look for money we will find it.

Pillay:

and assuming that your suggestions are taken on board and that the cabinet is rationalised and that the administration the bureaucracy is rationalised and money is found the next question is whether how high education should be prioritised of other social economic obligations so in other words should it go to basic education the extra money, should it go to water and sanitation? Why is it be prioritised high education?

Cele:

prioritising high education for my lips that could never say take from someone to someone or someone or other departments what would say that education is very vital and basic education .i don't want to put this on record but they will like you said it but basic education has been seeded a lot of money and the problem is not the money , treasury is said even the dove has said it's not the money is just when you get to a certain place in the system something fails , something goes wrong so I'm not going to say don't give basic education money i never said that I'm saying if there is more money found put it to where it's needed , and help yes please help this money everybody needs money but right now the problem and the debate is on high education and the need money and i hope i answered your questions Mrs Pillay..

Pillay:

i think it's a debate much bigger than us having this little engagement the inefficiency that you point out in basic education may well be found to exist in higher education as well so irrespective in the amount of money you put in you find that the throughput rates are very low , and the question is whether that justifies additional money being put into the system.

Cele:

when you get o higher education you find that there is more autonomy from this system or from the lunatic system if i can put it that way as ---so in the debt from the responsibility is on the department vs. high education with the responsibility is on the university so if you go to university and you give them money you will trust that they are able to handle the influx they being able to handle the additional educations s it's a bit different to say debt vs. high education because as school can have access to founding funds but it's not in the same ratio that the university have funds to, so you might that there issues in the university system but they are not as at one if i can put it that way as one person or department as it is in the debt. just more on your reseacting like i said earlier there is more reliance on tuition fees by universities and as we have seen the graph that the government founding is decreasing and that 3 degree founding is also degreasing and in my next line it was also kind of like highlighting just the interesting happening in the system when you find that in you previously white universities, when i so that thesis the figures i was like ohm my gosh this is pretty interesting where I'm just going to look at words ,words has 7484 students in 2013 and the had an income of like just under a billion rand the next line you will find Zulu land had twice or more than twice the enrolment of students and the had less way less money than words and this is just highlighting what's happening in the system where if you go back to cut , cut has 26000 they have 4 billion rand next line you have alto isiZulu has 24000 one billion rand so you find that these university competing at a level that is just so much higher than your previously back university.

Chairperson:

Well the figures are very interesting but have investigated why they are in that proportion?

Cele:

the brand is attached to university you will find that the third stream founding of cut is actually very high compared to the third stream founding of Walter isiZulu, even the university fees themselves cut has you pay R60 000 just to actually attend minus the accommodation minus the food where Walter isiZulu even admits that just one degree one undergrads about 24 000 was cut one year degree than 60 000 so obviously those conspiracy in founds will end up or make up the sum total of what this university are making.

Pillay:

Miss Cele may i can i just ask what income does this tablet reflect is there fist stream ,second stream or third stream?

Cele:

All

Pillay:

Tuition fees third stream government

Cele:

Sorry.

Leone:

miss Cele we have heard that founds from the third stream are not necessary used to found tuition fees so the ear marked most of them is to just that disposal income so it an appropriate to include it here at their first disposal income?

Cele:

like i said earlier this is for interspace and its just highlighting how differently founding that university are and the tuition factor yes it is where it is but in this graph this is how much money that university have access to.

Pillay:

but i think thus the point that being made you by miss Leone is that you the universities don't necessary don't have the freedom to deal with that founding in the way that they wish or may wish to or may wish to subject to course satin of that founding is subject to conditionality's so in other words what the table does is more new one than the picture of the table is trying to do to debate.

Cele:

I will not debate the new ones in the system on record yes it is what it is and thus what the table says and the numbers say. I have already described a table in what we want to say and just before we go to our recommendations we just want to put our arguments in just one thing that we argue that more needs to be done in the qualities in the system. and in the quality system comes from inequalities from the society and so if education prioritised education its given its place in society you will find that these debate and this commission and this inquiries will came to an end because once people feels --- people can actually access that rehouse that we been promised we all had in 1994 that everyone is going to be equal and we haven't realise that you find even within the black population the middle glass does not necessary , i don't want to say no struggle of the children in the town ship but I'm going to put it that way. middle class black people struggle is not necessary the same as black people must struggle in the township because yes we went to better schools and therefore we can take full advantage of the university sector therefore the economy of the country that you find that a huge amount of population is just left out

and thus what people are argue and then they are left out of society.

Pillay:

Can i de construct what you are saying. Are you saying that the position at data---- is that there should be free education for the poor and necessary for everybody

Cele:

yes if you can afford to pay fees pay fees if you can afford to send your child to Hilton which is 160 000 a year thus less than what us cost include of everything so if you can afford to pay the fees pay the fees but you can't expect someone who comes from a none fee paying school which is a quintal 1-3 to access the same sector equally and rate.

Pillay:

And i you could go back to that same question how to identify poo what you recommendation on how it is the commission should address the question about who constitute the poor?

Cele:

Currently how sofas classify being poor is if your income is less than 120 000 a year.

Ally:

Miss Cele NSFAS denies does what they say. NSFAS says we give university a formula what has happened over time is that somebody came up with an amount so the formula is given is university and you will quote that formula in terms of in terms of an input data inn to that and you get an amount so i think the correct terminology is that formula has

bought out a certain amount not NSFAS , NSFAS has first that they gave an amount but you are putting as for intake your definition of poor around 120 000 is that correct?

Cele:

Thank you commissioner so if NSFAS has picked up a way universities are allocating financial aid then shouldn't NSFAS go back to university to say..

Ally:

no don't misunderstand you said NSFAS says 120 000 I'm saying to you they never said that is just that they only gave a formula and it came to that amount so all I'm saying is be that as it may your argument remains that the way you see it is that 120 000 and that's where you see the poor. Is that your argument?

Pillay:

maybe before, let me just come in there, i think it's fairly accurate to say that there's a white straight view that 120 has been cut off, i think you can make your b=submission on the basis that the current prevailing system in 120 is a cut off.

Cele:

Thank you Ms Pillay, so I'll take what Ms Pillay said that the current understandable system is 120 000 is poor. I forgot your question, sorry.

Pillay:

I'm saying what's your recommendations around that and you know that there are NSFAS reforms in place at the moment which looked at a structured or tiered system of amends test, I'm not sure whether you have considered

those and whether you've got views of what the Mains test should be.

Cele:

Coming from the basic education sector on the basic education view point, is that if a child went to a no fee paying school, that child automatically qualifies to get a cut from university, paying fees. If a child has access to a grant or is taken care by an grandmother who is also on a grant, that child should not be expected to pay university fees. But then you also have- I'm a child of a teacher but my mother was a single parent so her combined salary was just less than R120 000. But then there was the four of us, and there was that added factor that it was not just one child that's four children that needed to access this stamen now. so there needs to be a difference in just, i don't know the formula, there might be an additional variable that needs to be added to just factor in all those other thing but 120 000, i don't want to say it's fair because you'll find that there are single parent households, there are children whose parents might combine have R120 000. But then in reality can't pay fees.

Pillay:

this is an extremely important point and i think that it's something which we would like to invite EE to consider and possibly make supplementary submissions on the question of the Means test around insuring that the means test, its context specific and secondly that you set the bar in the correct manner so that you encompass as many people as you can. So maybe we can talk further going along and then possibly share the NSFAS proposals and the EE can consider it and make submissions on it.

Cele:

We are more than happy to have further engagements but just be aware that our points of view will always be coming from the basic education sector and how you judge that system and how that system will therefore judge how you get here.

Pillay:

Yeah we appreciate that- and that specifically why we want to engage with you further on because you are one of the few institutions that should- give us that perspective.

Cele:

Thank you.

Khumalo:

Just on you were saying earlier that we can get the money and the funding can be available and you were suggesting different ways where we can cut off the spending in government, so when that money is gotten, what will be an ideal vehicle to fund fee free education?

Cele:

When you say ideal vehicle, can you please just elaborate on that.

Khumalo:

I'm saying currently you are referring to NSFAS as how the funding is going through so, I'm saying are you suggesting that when the money is found, that is challenge to NSFAS or that there should be a different way of doing it?

Cele:

I'm not going to lie and say I've thought of this, I don't know if Nduduso has his views or his ideas but NSFAS is one way but if universities were also given a hold on that grant or that money that is found, it also will help, if university is saying that we need more money like I think UCT last year said if another 0% increase is introduced, they not going to be able to handle they needed 8% currently. So if universities also have additional funds given to them, those funds could go towards supplementing fees.

Pillay:

So you're comfortable with universities charging fee and using those fees to cross-subsidise other students who fall short under NSFAS funding?

Cele:

I know a lot of people will disagree with me especially even in my panel, but universities in order to continuously provide quality outputs, and hire the best researchers and professors, fees are vital, fees are necessary but it's a question of are those fees now excluding the majority of society?

Leone:

And what are you saying to the suggestion that given that some parents are able to send their children to private schools, which charge more in many cases than university that those students should be paying higher tuition fee, than what would be ordinarily charged by university?

Cele:

That's a tricky one because now if university sets a fee, that's the fee, and there will be unfair to say just because you are now almost saving, you need to pay more. The focus should not be on the rich paying more or whatever, the focus should be children having access to the system. So the focus should be that if the poor qualifies in the system, let them be in the system. And let the system fund them. I'm not saying because you are a doctor and you send your child to a private school and now when you get to this sector we must re-calculate your fees, no. the fees are set but the system and the government should subsidize the poor.

Pillay:

But your comfortable that when the university in the exercise of their discretion set that fee, that they do so with the view of cross-subsidizing the poor?

Cele:

Yes.

Khumalo:

On the issue of fees being vital, is it fees that come from the students pocket or any fund that would satisfy the expense that come with it? Why must it be fees specifically? Can it not be any other funding?

Cele:

It's not specifically fees, it can be any other funning. Majority coming from the government, of that funding it has to be society and the state actually supporting its popular of wanting to access this system so, fees yes, pay fees but fees should not be the determining factor of you accessing university.

Khumalo:

Can we hear maybe the opinion of other because i hear you have got different opinions on these issues. Thanks

Nsomo:

thank you commissioner- i just want to firstly make the point about what it means to actually be poor and working class not being able to afford, Ms Cele spoke about R120-000, and that is what is currently seen as the pre-requisite for you to be regarded as affording, you know being part of the working class, but the reality for the country such as south Africa is that i might actually be getting 165 000 a year and also another person is also getting the same amount but because of the many challenges, the class struggles that we face in this country, also the racial straggles that wave faced that 165 000 that i get a year can still make me to be part of the working class while another person would be regarded as being part of the middle class and that will be determined by the many challenges that I face and also there's also discussion currently about black tax that black people actually do experience these things and we cannot run away, those are the current things that exist today. and also i don't want to run away from the point of taxing the rich, i think on our submission we do talk about this and vie been reading articles, people's opinions on this that- You know people are being over taxed that are not true; I think is easy we've made it clear that we should examine the structure of personal taxation which could be levied for the top ten per cent of income earner in this country. That one of the recommendation were bringing forward to this commission and I think I was meant to all the recommendations by equal education but advocate assisted us with some of the questions prioritise responding to that so I'm going to find it tricky responding to that, but also the other point is

Pillay:

Mr Nsomo, may I ask you one issue that not dealt with you recommendations that around whether or not NSFAS model of consistency loans, would that be maintained going forward, should poor student get funding, get to pay back?

Nsomo:

Thank you, I actually forgot responding to that. Firstly I just want to make it clear that works in certain universities and doesn't work in other universities and I'm sure the commission knows by now. UCT is actually able to handle NSFAS better than the former black universities, this is mainly because UCT does have the funds to actually cover the differences that they might actually you know they might actually being faced with, and I think Andile was making a point that when you ask like what type of model when we actually get this money treasury funds the money, type of model which can be used. There are so many thinks that the state need to decide but we also need to acknowledge that you know I certain universities especially the former white universities how the manage NSFAS different to the former black universities where you find that there's more administrations when it comes to NSFA, we might say it's the university's fold, it's not always the university's fold it's also because of the delay from NSFAS to send the money to the university and all of those things. Equal education believes that...

Khumalo:

Hello... I don't know if you following, I wanted to check on you recommendation as well what is vanity projects in this context?

Nsomo:

Ok, Andile

Cele:

Vanity projects in these contexts will be things like remodelling presence houses, things like certain offices getting private jets, things like...what else can I say in this context? (Laughter)...things like bloated cabinet, those are vanity projects.

Khumalo:

Vain, is it from vain?

Cele:

Yes.

Nsomo:

And I also think from basic education we've seen that we find that there are two SGs in one province, sometimes you find that their work overlaps and not quite clear who's responsible for what. That's why we also so that a places where treasury or government can get money.

Khumalo:

This list is it exhausted? In your recommendation where you can get.....is it exhausted, is it the only place where fund can get

Nsomo:

From our presentation we said that, or from our submission we said that it should come from taxation and also what Andile just spoke about, that taxation should come from the top earners in the country, the ten percent earner in the country, and again I want to repeat the point that Andile was making, we are saying us equal education, we are saying that not all of us should get free education, I think we'll be putting too much strain on treasury. We are saying that we should give student free education. you know our economic standing at this point everything which is

happening what's happening in treasury, so that why we saying that those who cannot afford free education those are the one which need to be prioritised and we believe that no student should be financially be excluded from university.

Pillay:

We in extra time at the moment, I need you to deal with the critical question, where student should be required to pay back, what do you say about the contingency lay model?

Nsomo:

Well I'm one of those students you know, so I have to be careful when I respond to, I think it has its challenges, there are people who are able to pay back the loan and there are people who don't pay back the loans.

Chairperson:

So let's assume that in five years your earning the equivalent of today of R200 000 a year, will you feel that it is fair to pay back?

Nsomo:

I would feel it's not fair, cause I'll still be, you know I'll still have many things I have to deal with, black taxes something that which is real I mean family which I have to support I'm the only one from home who actually went to university and that the daily reality that I have to face that my income it's not actually my income it's my family income, so those are the reality that I have to face.

Chairperson:

So if you had two brothers and sisters who are earning R200 000 a year then what then?

Nsomo:

Then it's a different story commissioner, if I was getting paid like you know advocate's salary then in would actually pay back the money.

Chairperson:

What your saying is that there is room to pay back the money, what your saying is there is room for payable earning on some circumstances

Nsomo:

Yes circumstances I think they are quit important and we cannot run away from them

Pillay:

we had a parent appeared in east London, and was very clear the irrespective of the black tax obligation, but there was an important modelling period from a responsibility prospective and required that all graduate receiving NSFAS should start paying back, and she was part of the missing model, she was a sing parent a teacher whose child was at the university, but she impress on us there was that students who receive NSFAS funding to pay back, not initially at a very alarming rate but at least they should be some measure of pay back, what do you say about that?

Cele:

I agree that there should be some level of pay back, but also I'm also a NSFAS guarantee or benefiter beneficiary order. Beginning of this year I got a letter saying because you're a certain bracket you need to pay this extra amount of money that does not work out because like Nduduso said when I get my salary big chunk of money goes to my mother, there needs to be a yes paying back model but it can't be just dictated just because you earn this you must pay this, that's

just not achievable because that amount that they are saying I must pay back in my budget is not there, so until I've worked a certain number of years, until I get into a different and high bracket yes definably a position your higher but I can't like my NSFAS loan amount it's almost like R200 000 and that a lot of money because when you actually start working, paying back the loan it's not only that you responsible for.

Chairperson:

Well you must understand that there are things that concerns us it a desire to try make a system, say funding so far as possible because the money it's not a whole which provide money in..... is found or may be for at some stage the system have to be self-generate, it doesn't mean to say it must generate a 100% but must begin to roll if you understand me.

Cele:

I understand

Chairperson:

And that is what we have in mind when we ask about whether there should be some degree of pay back, because it needs to be on the systems to that generation of that money rolling back.

Cele:

We understand, I don't know if

Khumalo:

Maybe on that I don't know if you've given it any thought in case of repayment if you guys create any model that will actually address all of those conscience that you have, and saying that these is all the type that I've received in these

period, this is the work that I get maybe get some figures to say that you earning between this and this, like you doing loans still serving articles that will be appoint of payment and what point you'll start paying and what percentages and where would black tax and where will the apices and all that, even something you've not thought about you can craft that so that next time when the head call you, you have some kind of idea.

Cele:

Thank you commissioner, I don't know if we have space of asking questions to both advocates and the commissioners?

Pillay:

Not on this scene, I think we can take this offline if you have queries that you'll like to address and certainly we will be having space for you to ask question on other presentations and stokehold in set 2,3,4,5,6, and we'll get you on how to make that work way forward, thank you

Chairperson:

Is there anything that equal education would like to add or present to us?

Cele:

Just that we hope that enquiry doesn't disappear, that not have you been traveling the country and hearing different stokehold's points of views but that what's been said in this walls is taken to serious consideration and that is not just one of those thing to epees people in time period and the come April 2017, we don't hear back from the commission. We've had a number of commissions where we wonder what happened and we hoping that these is not the same.

Chairperson:

you'll appreciate that what we have to do is synthesize what we hear, we kind of put everything in our report, but we

must synthesize it to try and see what seems to us on substance and then to report to that president all the question that is put to us and what happens to the report after wards will be the president's doing of Course. Thank you, thank you for your contribution

Cele:

Thank you

End of session one

beginning of session two

Chairperson:

Adv. Pillay?

Pillay:

Thank you Chair, the next presentation is by the national research foundation. And I'll ask the presenters on behalf of the NRF to put them on record.

Qobela:

Chairperson in my name is Molapo Qobela, as spelled on the presentation and I am chief executive officer national research foundation.

Mawile:

Good morning my name is Kaluke Mawila, I am an executive director and institutional engagement in partnership development at the national research Foundation.

Chairperson:

Mr Qobela, are you ready?

Qobela:

As you wish your honour. Like Dr Mawile, I think I got a PhD sometime- we have prepared a brief presentation with your permission chairperson, and we are happy to be stopped at any point. We made slight amendment tweaks to what we submitted earlier. But it's not substantive in the- in any sense. In the first instance chairperson you probably have heard a lot over the past few months about the purpose of higher education, but we are here also to reiterate and also to bring in a particular perspective which is not normally-commonly known by our citizens and decision makers at large. Most of us know higher education mostly serving for the individual, an opportunity to gain skills. To develop future accountants, lawyers, judges, journalists and a whole range of professional skills as well as skills that you use on an everyday life. But in addition, I think you would support us when we say that at the individual level, if you have a university or tertiary qualification, it provides you social mobility. By enlarge everybody knows that the earning power of a university graduate is far more higher, but secondly and more important for those us who are in the university system, it's important that the individual that we develop is one who has critical, tolerant and responsible citizens, so that capacity to think critically, to analyse, understand and to be able to make informed choices is one of the things we hope all our higher education graduates have. For society chair, I think goes without saying; whether social and economic development the vitality of nations would add- the vitality and determining and wellbeing of nations really founded at very large extend, on how vibrant the higher education system is. Not just for skills development but also for all knowledge generation, and in this instance knowledge generation through research and innovation. And that's partly

why we are here. Because the NRF, an agency of government is principally responsible to assist the country to realise that object of using knowledge for development.

Qobela: *Continued*

And NPD, you've heard about the fact that we are saying we are wanting to build a knowledge economy and if you want a knowledge economy and moving away from just merely digging minerals and send them off as something that we then buy back, then we do need to invest in knowledge. And I'm sure you support that. In addition, the social values of higher education- the programs that institutions offer, whether at the undergrad level for that matter the postgraduate level where we particularly have an interest are designed specifically to respond to a human resource development, needs of the country, economic and development and other development needs of the country and so as a consequence you will find that different universities focus on different aspects of economy, in the mining sector for instance has been hugely supported and WITS and The University of Pretoria by way of example started focusing initially when they were first establish on mining and that's how we became very good in the particular economic part of the country we are expected and maybe that's partly why you are interested in our presentation replacing past and termination in higher education ensuring equity, representivity first and equity of access and success. in the early days post democratic dispensation in the 1994 a lot of our you before that a lot of a us were particularly interested in having access to university access is made possible through financial means and other means but there's no value in having access if you don't succeed and if that success is not to couple with quality and so it is imperative that whatever choices that we make to enhance access and representative access an equitable access that is Matched with equitable success out there is no any is no value in having an opening the door if that individual is not able to

succeed and lastly it is an expectation that are high education institutes contribute to the advancement of Excellence in all forms of knowledge. Down the road at UCT have a music school and we need highly qualified position as we need highly qualified accountants and engineers and

Qobela: *Continued*

Physicists where there is nuclear whatever the case may be and part of our challenge is to be able to respond to that breath and diversity of knowledge and scholarship. our Mandate the national research foundation may not be as well known as the national Student Financial Aid Scheme we are established by an act of parliament were here in part to contribute to national development through principle in promoting research service with funding representative Human Capital development and the provision of necessary infrastructure to facilitate the creation of knowledge innovation and development in all Fields of Science and Technology; humanities Social Sciences indigenous knowledge systems intrusive we cover every aspect from-

Ally:

now Dr SA if you if you consider that and you probably in existence for Since post 94 or 2000 you can correct me, the funding that you have been providing and the fact that your previously disadvantaged institutions, 8 of them not all have research components within would you then say your money has been going to the previously advantaged institutions? Broadly speaking

Qobela:

our philosophy simple one, we support research and Innovation Excellence wherever it exists and we don't work on the assumption that that excellence does not exist at historically disadvantaged institutions on Friday I spend my entire day University of Venda where I can assure you there is research Excellence

and there are wonderful thing that at university is doing in the chosen areas of research that they are pursuing so we- to put it simply to you, we don't start by the principal of saying we only want to put money here versus there we want to pursue that research

Ally:

Well maybe you don't have it from the top of your head percentage wise from the time of the existence to now the support you have been giving where is that big when take into account my question

Qobela:

if one takes into account what you are raised what you asked I can give you exact figures I delete point in time but yes predominantly those institutions that have historically been supported to pursue a research Mandate would obviously be the ones that would have the greatest capacity to peruse research in the democratic dispensation in so if historically you were not expected to pursue a research Mandate then you are on a building curve it doesn't mean that you don't have any is just that the rate at which we are being supported would be different if you are comparing it to those elsewhere.

Chairperson:

Dr I made mistakes but I didn't think you told us about where you get your funding from and what extent of their funding is

Qobela:

I was about to do so I haven't gotten that were you I would appreciate if I could pick it up from that so I will take this person to you as read but like I said our principal reason for existence is to provide and support the creation of knowledge innovation and development in all Fields of knowledge- all Fields of science from The Bachelor honours degree to the doctoral degree and beyond so if you want to pursue you post-doctoral program or you want to become a junior lecturer and you want to Excel as a research professor that are Mandate were here to support nan in many ways were slightly different from the National Student Financial Aid Scheme in the sense that the NSFAS only supports undergraduate students and secondly their Mandate is specifically restricted to those that are financially needy In our case our Mandate goes one Beyond the student into the researcher into the research Professor and we provide research infrastructures so it's a much wider brief but would it would be necessary to include students who have graduated from an undergraduate weather to Financial Aid support of the National Student Financial Aid Scheme or otherwise

Chairperson:

Is your system research Professor from University of Venda University of Cape Town anybody else?

Qobela:

At individual level but allocated to the institution and their infrastructure level because we provide

support to acquire researching infrastructure. if it's small infrastructure it would be at the individual level also affect to their institution but will also provide national infrastructure that no University could ever purchase by themselves are owned by themselves and that obviously is that the Institution alone.

Chairperson:

You would explain the limit in due course but I don't know if this is on a broad-macro level or whether is it on a lower level supposing university department needs a grand pine, which is a very expensive item, could they approach you for research funding?

Qobela:

No, that's too small amount of money we would be looking at. we provide research infrastructure up to the hundreds of millions and universities generally speaking and we can give you the full bouquet of the type of research equipment that the University is required from us including national infrastructure in a good example is there a square kilometre array of the South African astronomical Observatory all those telescopes that with hundreds of millions of Rand

Chairperson:

Do you provide travel scholarships?

Qobela:

yes we do we provide double scholarships we provide research scholarships for people to actually conduct be so selves we provide bursaries for you to pay your fees and these are things that I was going to talk to-

Chairperson:

And do you interface with similar organisations all of the world?

Qobela:

we do chair, we are a member of the Global Research Council which is an organisation of all funding agencies globally and those that he will probably will know is there National science foundation of the United States and their we are members of that and the national research foundation and myself and particular I'm the deputy chair of that Global Council

Chairperson:

What is your particular discipline?

Qobela:

My discipline I'm a plant pathologist, microbiologist by profession but I stop being that unfortunately many moons ago

Khumalo:

I don't know maybe it's the presentation later. I would like to know the criteria guys use when allocating different a funding to different institutions and to different individuals if you've got a set criteria for that or there's a way that you actually saying this institution of the other.

Qobela:

with your permission I would like to cover that but if I may answer briefly yes there are criteria and the probably the most important criteria is excellence so we support people who really want to push the boundaries of knowledge and sort this out of work that an individual wants to do should be the pursuit of knowledge just saying but to be able to respond to obviously to particular mischiefs and particular knowledge but they are particular define criteria for each and every one of the allocation we make.

Khumalo:

submissions have been made that other universities are better than other universities creating that divide in terms of the standard that it's University must maintain so we just want to see how are you guys deal with a is it being perpetuated by the kind of funding Others have and others don't, so Excellence maybe in that context with me is it determined with the history of the varsity historically maybe disadvantage Varsity and the good ones?

Qobela:

one of the misconceptions that we have as a society is that incidents only reside in certain situations that is not the case, and when we talk about Excellence were talking about incidents in the research that is going to be conducted and you will have excellent academics individuals researchers that will be at all universities and so when an individual apply for funding for a say music research then we look at how to Good that that is going to be at the value weighted by their Peers against particular criteria so it's inconsequential of where come from it is about what is it that you are actually going to do we do

Pillay:

Is there a transformation imperative that guides your funding decisions? To redress some of the inequalities of the past.

Qobela:

we do have a transformation imperative and, but again I want to emphasize, the transformation agenda is not just the post against excellence so you cannot have Excellence without the transformation agenda that are philosophy and similarly, if you pursue a transformation agenda, we shall talk to, it is within the context of pursuing research Excellence

Pillay:

we accept the two are not mutually exclusive the issues that we had institutions appear before this commission with complain about the funding Scheme and specifically that block Grant funding which includes an amount for research output discriminate against University of which don't have that kind of capacity for research and a tie that into the historically disadvantaged

Qobela:

heard that there for many years I used to work in the Department of Education and Education as well as acting director general in so I heard it and I have also worked at university is but if I may ask to you trade it is not as simple as that they are some of our institutions where you would say they are historically advantages I was previously prior to this job very much I was vice chancellor at university of South Africa Unisia it didn't really have a big research Mandate but it is if you look at it a historically advantage institution and so the question will be they were not getting the sort of research outfits that there should have been getting. So it's really also dependent on their culture that has been pursued within the institution because own is a different should I say institutions that used to be 30 years in terms of that research. Because many of their the issues that I have to UJ coming through our things that I was hoping to pick up then there a presentation.

Chairperson:

Honours Depart. Very much part of previously advantaged University- University of Pretoria I think, one hears reports that honours depart is being gradually dismantled. Is the national research foundation involved in honours depart?

Qobela:

There are three institutions at honours depart. North of Pretoria, there is there honours depart biological products which is a special purpose vehicle that produces animal vaccines and that is got nothing to do with the University of Pretoria, then there is the honours depart centenary Institute which is also part of the agriculture Research Council one of the science councils that has listed I should have listed under level 4 it says an ARC, agriculture Research Council and then there's honours depart, the Faculty or should I say Heart of the Faculty of Agriculture natural sciences of the University of Pretoria which obviously teaches and training veterinarians and does research and yes we do fund the University of Pretoria, for them to conduct research in inventory science and we also do support the agriculture Research Council when they also training by students that they ova as well. I was attempting in this slide just to give them a sense of who the national research foundation is relative to those institutions that many of us know. We are part of their ministry of Science and Technology, so at the Ministry of Labour there you will see on the left hand side says DST the Department of Science and Technology next to it is the Department of Education and Training. The DHET is what you have mostly be in in discussion with and they are their colleagues that are responsible for overseeing the university system, the Department of Science and Technology overseas the science system and we fall in that area as the national research foundation together with the Technology Innovation Agency the human science Research Council the council for Scientific and

industrial research to name but a few. We are you are a funding agencies similar to the National Student Financial Aid Scheme but as I said earlier with a slightly different Mandate from the NSFAS. Is a range of player in the science system as you will notice once that I'm sure you aware is medical counsel, they were the service and others. Just to check suppose into you contact, the NSFAS if I the former chair person on NSFAS if he's here and he can correct me if I'm wrong, almost close to 25% the student in high education need has become important and obviously there's pressure on that. The national research foundation currently almost 10% of all post graduate students and post graduate students here I including the bachelor, honours and then masters and the doctoral level and those are just the students chairperson we-

Chairperson:

When we speak the funds what are the funds cover?

Qobela:

They principle cover if I were to look at the individual and I'm specifically talking about a student, they will cover your ability to persuade you qualification, so if your pursuing a PHD, then lets save our arguments in veterinary science we would support you cover you fees in some cases if we have a national funding source we will help you cover you're the research that you'll want to conduct, we'll cover your living expenses et cetera

Chairperson:

Library access?

Qobela:

Everything chair, everything it has to be enable but those are the challenges I will take till a little bit later

Qobela:

May I?

Chairperson:

Please

Qobela:

And I think chair maybe these has become suppresses, but one of the things we would like to emphasis is like funding for high education must be and is far more than just funding under graduate students important as they are for the economy, for us to have a core hold of highly qualifies young men and women it equally important that our country is able and enabled to create new knowledge if we are wanted to drive knowledge driven economy and that requires sustainable universities chairperson to be able to not just produce quality outdriven students but also to produce quality post graduate students as well as those people who are the to conduct the research.

Khumalo:

Just to interrupt, so the elsewhere for under graduates on NRF, there no contribution for is under graduates?

Qobela:

Chair our mandate really is about the knowledge enterprise therefore that knowledge enterprise are

*concern the graduate space, if there is any funding
of those who are managing something on behalf of
something but we literally focus all our energy in the
post graduate space and the research space.*

Khumalo:

*Just trying to find out that the feasibility as per this
commission is that there will be a fee free, are you
affected in anyway by that?*

Qobela:

*absolutely, otherwise we will not be here, and so art of
what I will show is equality important if the commission
wishes to reflect on one matter free or fee free on high
education isn't on just under graduates, or does it
exclude everybody at the university, inclusive of those
that are perusing total increase, but that's something
that will raise as I go on. And maybe if you chair
commission commander of has given me a very nice
intro to this line what I was trying to say that it is
inhibitive there a need to provide, and I require funding
for post graduates, as in our case also as well as
researches who conduct researches whether is on
water, whether is on climate change or anything that
we wish to pressure adequate researches for funding
researching infrastructure which are necessary and for
people to be able to do research and therefore gaining
the knowledge in terms of arts in research knowledge
capacity and as the- different from DST where the NRF
we find directly the individuals and as well as some
parts goes in a direct manner that two of funding
students as you said earlier that something goes back
ground that ensure you have been hearing, and there if*

other funding chairman here I've put is does who are funding student direct that goes into respond particular fund and as I said earlier that 10% for NRF 25% for NSFAS.

Pillay:

Doctor can I just ask you here that 10% NRF for graduate students and we know that NRF doesn't use financial needs as criteria for the.....we know that the NRF is, is there any scientific mechanism for post graduates at the moment?

Qobela:

Chair at the moment not in the sustainable way, but is not to say the national research foundation of the 10 000 students that by and by we refund those, would have come from the NSFAS k, so it's not to say that we-our mandate is only to fund need students, but it's not as if we are oblivion to financial need when a student comes through into the national student, if they come into the NRF who would have graduated with the help from NSFAS. infect we have a good working relationship with the NSFAS in terms of making sure whether it is possible that that student can get carried all the way through to PhD if possible.

Ally:

And that would form part of you previous answer in terms of your transformation agenda you said: it cannot be mentioned just opposed to excellence, so you would have excellence within the transformation

agenda as well as financial need and as part of one package.

Qobela:

There is a presumption that if you are a graduate who finished the undergrad through financial aid, whether the financial aid came through the NSFAS or some other form of financial aid, you are not an excellent student. That has a desire to become a future professor of universities. And part of our responsibility is to make sure that that happens and we carry that student all the way through.

Pillay:

We know your ability to fund is limited to 10% of post grad students and I'm trying to ascertain is how big the need is, how many excellent poor post grad students are out there, but are unfunded and therefore cannot pursue their postgrad studies.

Qobela:

I did not bring that data with me but I can provide- the need is big. We fund 10% because that's what we can fund. It's not because we fund 10% by design, and it has been increasing the public support to the NRF has been increasing, by and by over the last period.

Lekoane:

Does the funding extent to non-south African citizens who want to do research?

Qobela:

Yes, by ministerial policy it does. It does, we signed the SADEC education and training protocol in 1995 and that protocol specifically states that we are going to make available at least 5% of the South African higher education university capacity available to Salem the national plan for higher education increased to 10% and we do have a significant number of international students within our mist. As the NRF we do support international students.

Pillay:

We know that the NDP has very aggressive targets for postgrad students and you've mentioned that the NRF is the one funding vehicle that government has chosen, are there other funding vehicles? Has the NDP targets been coasted? Are there other funding vehicles to fund poor students and allow them access?

Qobela:

Currently not that I'm aware of, no, yes we have done a costing excursive working in concert with DHET. for you to able to produce a doctoral graduate, it's not just merely about funding their fees, or funding their ability to live, food, accommodations, laptops or anything of that nature, fi you're going to graduate a PhD in

technology, you need people to supervise those individuals, if you increase the numbers you need to supervise, you need more supervisors you also need more lab space, research equipment, research consumables et cetera. So when you're costing, the costing is not just merely the cost to the individual, its taking a holistic picture.

Pillay:

When was the costing of the NDP done?

Qobela:

The 2 departments worked on that during the year this year. I am aware and i have had sight of that report. You've seen the slide before and this gives you the challenge that, i think all our university chancellors have been presenting to you and to government over the recent past. This is obviously going to 2014 and we Aare in 2016 and we should be projecting going forward. we fall under the green line, you ask professor Victorious and Professor Tyrone will say yes we do take into account the reserch grants that they get from the NRF as their income, reserch they get from SNF and et cetera so we fall under that green line.

Ally:

we heard close to 9 universities now and not one of them have mentioned you. atleast youve helped us close that articular gap in terms of understanding the funding of research and postgrads in that sense.

Qobela:

thank you, you may ask how big is the pie that we currently overseeing, in 2016 its 4.4 billion, a lot of that is earmarked. i think NSFAS is sitting somewhere in the 20 billion, that's the context that we need to look at in the way that the mandate is expressed

Khumalo:

just on the earmarking, where do you derive the mandate for earmarking? is it DHET act or you act?

Qobela:

it is earmarked via the mandate we receive from the department and ministry of science and technology. not from our act. in exactly the same way that the department of higher education can earmark resources allocated to universities, so can the DST earmark resources allocated to the NRF.

Khumalo:

so does it come straight from the foundation to an institution or via the department?

Qobela:

it moves from the department to the foundation and then we oversee the allocation to institutions.

Pillay:

if you can go back to the previous slide, i want to deal with the key. in the sense that you got state tuition fees and third stream that's not an accurate reflection of the graph because then based on what you're saying now we know that there's an element of state funding and the tuition fees through the NSFAS, and we know

there's an element of state funding in third stream as well, through the NRF.

Qobela:

the top is the allocation by the DHET to universities principally which is not encumber, so universities obviously can have latitude to deploy those resources as they see necessary,. one has to be mindful that where you have money coming in dominantly as third stream is earmarked. so while the state you can repackage the slide differently and indicate that yes there is more public money going in from the fees through third stream and then move that into the blue line, you have to then be mindful that some of that will therefore be earmarked.

Chairperson:

every reference here is to university, i take it you do not provide money for research at TVET colleges?

Qobela:

no we do not- we only allocate funding to research performing institutes and it obviously goes beyond the universities, there are research performing institutes such as ARC, the CSIR, there are some research performing museums, so if you are a research performing institution and you are so designated by the ministry

then you would be able to relieve funding from us. TVET are not currently.

Khumalo:

*is there an intention of- or does your act allow for that?
how are they excluded in this?*

Qobela:

they are not research perfuming, they don't have the mandate to conduct research, and you can't go to a TVET college and get an undergraduate bachelor 's degree. so you are unlikely to be in a position to deliver postgrad programs.

Khumalo:

if they send a proposal that they want to do research on shoe making, would you fund that?

Qobela:

they would need to firstly approach the relevant authorities, the department of ministry, science and technology and request to be declared as a research perfuming institution and show their bonafidies. we often talk about funding increasing and that's nominal increase, if you were to then look at real increase factoring inflation, then things are tough at the moment and all the universities have already indicated this to you, so the graph on the left gives you sense of the funding that we allocate, this research grants to our researchers at our institutions and in 2015 you will notice that the value of those grants in real terms was

negative, so were asking our researchers to conduct research every year with less and less money in real terms. most of the equipment we fund is bought in foreign currency so we would allocate university X to purchase a piece of equipment that's worth R10 million, and then convert that into dollars, last year it would have been worth X, today its worth 14.4-14.5 i can't remember. the pound is 19.something, so it makes a huge difference.

Chairperson:

*is your allocation a matter for negotiation each year?
or is it a percentage of the departments budget or -?*

Qobela:

we are like all other state institutions, it goes through the normal processes where the government allocates its resources as they see appropriate through the ministers committee for the budget and then obviously the national treasure then presents budget to the national assembly for consideration and - we are not different from all other public entities.

Ally:

you are saying we are like any other department so your process would be that you submit information and data to whoever funds you, that information or data is sort from where?

Qobela:

Yes chair- We support knowledge organisations. We are a knowledge organisation ourselves and so what

we put forward is as well informed as it could be. not just merely in terms of the demand from institutions on a need to need basis but were we would like to see the system going into the future. by way of example our own minister of science and technology has indicated that she would like to see the Public invest or should I say gross expenditure in RND rising from the current point seven present of GDP to 1.5 present of GDP by twenty nine and that's the expectation of leadership of the Ministry of Science Technology which drives the research agenda. And so it's not as if our own government is obliviting to this particular challenge.

Qobela: *Continue*

but this is just an illustrative example of the pressure that i think the system is under, and expressed through on how we allocate the work we do. bachelor honours and some of us in this room, might have pursued honours degrees at some point in their lives i hope. i know Genevieve has at some point because she has got a doctorate. but just to give you an example in ninety nine and this is just to give you a sense the challenge i think that commissioner Ally you were raising, in ninety four, the types of students that were pursuing post graduate qualification is not the type of student that is pursuing it today. Not just Demographics but that socially that person has changed. We have increased our participation in higher education from about 12% through to about 18%. and a large oar of that has been in the growth of the African population. so even though we're sitting here at 18% there is still this proportionate distribution in terms of participation. the racial groups. but in 1994, our predecessor, the foundation for research development used to allocate bursaries to the value of about R6 000/annum to a student, assumptions were that many of these students would be staying at home, would be supported by family, et cetera. and if you just to do a projection, to say 2016 that would be projected based on CPI increase of about

20 000- 19.8. the current minimum that we gave for honours bursaries is twenty thousand. That's the minimum. there are others that get higher because we also try particular scarce-skills. So you're in a particular scarce- skills category. Again not just drive equity but also drive the knowledge agenda you can probably get-

Khumalo:

is there a repayment obligation? on your funding's?

Qobela:

not in law chair, you will see that we tend to get- our graduation rates are not shabby. but the bottom line is that we don't have the same mandate as the NSFAS in terms of collecting. we don't issue loans, we are not a credit provider in the same way as the NSFAS, and we provide scholarships and bursaries. so this

Khumalo:

so you're saying The graduates come back as benefactors?

Qobela:

chairperson i will come to the graduation rate. how many students proportionally graduate that we fund. that's different from-

Ally:

in you honours I see a blue, red and the green line is very faint, am i correct?

Qobela:

i was just trying to explain that one-

Ally:

no it's just how it there because the chair is of the view that there's no other line there, perhaps you can explain the honours.

Qobela:

on this graph that you can see chairperson, the very top line. that top one is actually purple i think and next time i should make it thicker so that you can see it. it goes just under 30 000. but i would ignore all of those lines and look at the table at the bottom.

Ally:

Dr that's where the problem comes in. and I'll show you my page, i don't have a table underneath.

Chairperson:

i don't have a tale either.

Pillay:

just to indicate we have certain constrains with printing and we will make sure that there are colour copies of the presentation available.

Qobela:

i will try and not labour this point chair but at the heart of what our s- merely trying to say is that the type of student who was pursuing the post graduate education in 1994 is very different from the one who is perusing it today. remember the old TEFSA, very few, we started with only R20 million when TEFSA was started, now its R20 billion so, financial need has increased significantly and the demographics has also changed. you will see this graph is like a vuvuzela. in the early days there was a very tight relationship between what was allocated and what was needed in terms of fees and it has just gone the other way, where what we are allocating is much lower than what is actually needed. and that is the same for when you go to masters and to doctoral degrees and at the moment many of the bursary values do not in=clued living expenses that are just food and accommodation unlike NSFAS. so if you were to look at an NSFAS upper limit of 71 500 per annum and at an undergraduate student, whose staying in res and so forth, think about somebody who is pursuing PhD or honours, you ought not to be looking at a figure of less than that we are getting for the undergrad, so that just an illustration of the pressure that the entire system is under.

Ally:

Dr, what kind of marketing strategies do you have because one gets a feeling that the students themselves are unaware of this dream of funding also. and it is true that the university itself know because they get these ear marked funds from yourself but do you have any marketing or strategy in respect of students from future need?

Qobela:

yes we do, remember it is not everybody who wishes to peruse postgrad, so our marketing is focusing on those who would have achieved well at the undergrad level and secondly for you to be considered for postgrad you have to have performed at a level minim level and it varies from institution to institution. but generally it's about 60% as a minimum performance level. and so it will be for those going upwards we will obviously be targeting ND of course we have marketing-

Ally:

do our have any offices at any universities? or your base is only in Pretoria?

Qobela:

it would be unaffordable to have offices, we work through the institutions because it's efficient as at the end the day they are the ones that are going to enrol the students. they are the one who will make sure that these students will perform and pass an obviously continue going forward so you look for the most efficient way so that you can get to the students, it is

the very same institution that graduates these students at the undergrad level and it is the very same students that can help identify the high flyers that can go into the post graduate.

Chairperson:

so you assume for good reason that any student who wished to progress beyond an undergrad degree know perfectly well the potential that your foundation offers?

Qobela:

i think i will be stretching it if i said every student. what i can say reasonably is that we work very well with each of our institutions, they have a dedicated postgrad office which specifically intend to support those students who want postgrad education. it also supports the researchers and it is through those offices that we work closely with. to come back to adv. Pillars question earlier about the NDP targets. the NDP has set challenging targets, 5000-6000 PhDs per annum. we are currently sitting at about 2000 per annum, that's all the universities. most of these doctorates are supposed to be an SAT, currently looking at about 15%. remember that when you want to produces more PhDs and more than just merely giving money as bursaries to the students. and 25% or more of enrolments should be postgrads and we seeing 16% and we are currently covering 10% of the 16% which is not a small figure itself. in addition, the academic staff with PhDs should be increasing from the current 43% TO 75%, these are very ambitious targets. and yes the DHET and the DST have come up with what it would take from a fiscal investment perspective to respond to this. but that doesn't talk to some of the other things that you cannot put money to commitment of resources. the staff-student ratio is where if it increases, a supervisor

is prepared to take on 10 postgrad students against 5 that they were doing. so it's not an easy process but there is a financial resource implication for this. in addition you expect that there's going to be a significant growth in the system and not just merely an increase in terms of graduate output performance but its IE efficiency, the throughput rate is how many start and how many finish relatively to that and the significant investment we talked to-

Pillay:

and Dr do we get a sense of the demographic of the doctorates? in terms of in race and in terms of those that are financially needy.

Qobela:

we do have that data as the NRF, we can provide you with the sort of performance in terms of the race and gender demographics, both in terms in input and output as well as performance in between. because you, performance is also an indicator of how long people take to graduate, the age at which they enter, how long the average age of completion, so that we have but i have not brought it with me. - this slide is just an indication of the relative allocation and as i have said earlier, there has been increase in investment. so in 2012 relative to 2016 you probably think that the resources allocation to the NRF has almost doubled. but the demand has also increased.

Chairperson:

well it does seem to suggest that the departments regards there as being a direct proportion between this NSFAS funding and NRF funding.

Qobela:

i think it's just for tutors

Chairperson:

just for tutors? over so many years? why should it just be for tutors?

Qobela:

well i said the reason is that there has not been inherent planning which said that the amount of funding is going to be limited to say 10% of postgrads students and 25% for undergrads. so you will notice that as the demand has increased, so has the budget that has increased.

Chairperson:

so the gap seems to have remained at R 2 billion a year throughout.

Qobela:

i fully agree with what you are saying, but what I'm saying is whether it was deliberate. maybe the departments could answer that one. this comes through to the issue i raised earlier about the graduation rate, it's as important to ensure that you have equity of opportunity but you must have equity of success, if students that come in don't succeed and graduate, then its investment that potentially is lost. in

the national plan for higher education we have set particular targets of performance at honours, masters and doctoral in terms of graduation rates, this is the proportion of students that graduate relative to those that are currently enrolled. its 60% for honours, almost all of the NRF students in a steady state environment we expect out of one year, if it's a one year qualification that all of them will graduate. but again we currently support less than 5% of those students that are enrolled for honours.

Pillay:

isn't that purely an incidence of the fact that you choose only the best of the best and therefore they are expected to succeed?

Qobela:

is it potentially yes, but at the same time you will also notice, i don't know if the NSFAS has presented to you but the performance of NSFAS funded students is actually better than the national average. which is an indicator that resources do matter? as an enabler for you to perform. it doesn't necessarily give you academic aptitude but it is an enabler for you to perform.

Chairperson:

i am certainly not in a position of the same document that you have on the screen but even the heading below the b-tech honours student graduation rate is different.

Qobela:

the figure is exactly the same, it's just that they- the statement under the heading is slightly different from-

Chairperson:

and we don't have the last 2 columns at the bottom

Qobela:

you don't have 13 and 14?

Chairperson:

well, under your buildings, you have a date. 2009 - 2010- et cetera. bellow that you have something in 2 horizontal columns i cannot make out.

Qobela:

those were the actual figures that represent the bar graphs- i think the moral of the story is what advocate Pillay was saying that we trying to make sure that students that come in graduate. that's the important thing. i don't want to stand here and say there is equality in term of performance in respect to rising gender and that is not necessarily a case, neither can say that the translation is equitable from students who peruse postgrads that move from honours. because you first have to finish your hours before you can do your masters. and then from masters to PhD, as well as the time to completion and the age. of students so we are picking up that there's a significant difference in terms of race and gender in terms of all of those dimension but the moral i want to bring is that it's important to graduate as many and resources do matter. any policy

planning of funding decisions that respond to the challenges of higher education of our country must enhance research excellence, innovation and knowledge production. if they are only looking at one oar of the entire system, then we would find ourselves in a bit of a pickle.

Chairperson:

bear in mind our mandate is to determine whether free funding is feasible.

Qobela:

one of the questions that were put in here is: is free higher education feasible, and is it feasible for all? will it also depending on how it is designed also ensure that the full mandates of universities. so the consideration of the commission is hopefully consider that in as we make recommendations that that mandate of university which is inclusive of innovation and knowledge production is something that should not be compromised. any funding for students in our view must incur appropriate resources for postgrads studies, there's no value in fixing the undergrad system then saying thou shall see thereafter.

Chairperson:

are you receiving too little money at the moment?

Qobela:

we could do with more and we could do graciously more with it.

Chairperson:

how much more money would you require to reach the ideal situation?

Qobela:

there is no ideal because the target is always moving. if we were to take a view that we want to support atleast 50% of postgrad students, that will give us one particular figure, if we say we want to support 100% if all students, which will take us to this hopefully free, it will give us a different figure. if you are saying that you are expecting the system to give you 5000 PhD s by 2030, you will get a very different figure. so it's a moving target depending on your expectations. if you want to enhance the participation rate particularly of Africans and collared members of our community who have the lowest participation rate in higher education, to increase that it means that the size of the university system has to increase way far beyond the 1.2 million that currently is, and that has implications for your resourcing going forward

Pillay:

so you are saying that moving targets is dictated by your policy constraints

Qobela:

Absolutely. So policy choices have to be made and then you determine exactly what can be delivered going forward.

Ally:

take you own ministers Proposition. is that an ideal or- Because you see the percentages that have been bandied around, you take African, OECD countries so when dealing with RND, the question becomes what is a workable percentage and the percentages that have been bended around is one present of G.D.P. in a country. so the issue of 1.5 percent and your discussions with treasury, do you think that isn't realisable? in the near future.

Qobela:

in the first instance, that one point five percent target is benchmark against other aspirational developing countries so the Koreans if i remember correctly and martin can correct me. i think the Koreans are sitting at about 4% but it is also the type of economy that you desire, so it's tied to the type of economy . So if you want to have knowledge driven economy, and economy that is driven by people who are highly skilled as the president must say at the G. twenty. Then there

assumption is that it's in the economy that does not subsist on low-skilled labour. and so there's a concomitant need for the type of economy that we have to change. So that is the issue of benchmarks.

secondly the 1.5% mark is not just public expenditure. That's a gross expenditure and RND which is inclusive of the private sector investment in RND. So we do have knowledge companies which are spent on Rd. and A good example that all of us knows SASOL. They spent on research and development that's counted into That target of one point five percent GDP.- we're suggesting that- any funding decision on students Should must consider the different socio-economic circumstances as I said. Even in the postgrad space. That nature that the type of student has changed over time.

Qobela: *Continued*

so differentiation which categorises students for full, partial or no funding depending on socio-economic status.

We currently don't have such a policy. Within the NRF, that's a ministerial choice that has to made. So. We know that if a person of low socio-economic circumstances does not get financial support. They are not to be able to peruse the qualifications they desire. if a person has the means potentially get partial, then they may have the ability to go and leverage support elsewhere but we do believe that is something that one needs to take into account that your deliberations. and we come back to the question i asked earlier; free higher education for all or for some? is it for those that don't have the resources and is that for those who don't have resources from cradle to grave i.e. from ECD all the way to doctoral, to postgrad or is it free higher education for everybody irrespective of socio-economic circumstances from cradle to grave or free higher education and not necessarily higher education from basic to TVET but only in higher education, and if its

only in higher education is it only at the undergraduate level or is it undergrad and postgrad. so there are different permutations- so while the commissions mandate is circumscribed to higher education, these are questions that one has to take into account. similarly chair any funding model that does come out of this process we hope, would be scalable, in fact we believe that it must be scalable and support the sustainable growth of higher education. again I'll come back to the reality

Chairperson:

sorry, scalable in the sense of being capable of being climbed by anybody?

Qobela:

scalable in the perspective that currently we have just under 900 000 students at university, which gives us about an 18% participation rate for those the age call cohort 18 to 24 years of age. if you look at the size of the population, our current population- maintaining that 18% will obviously by necessity require growth of the university enrolments in the first place. but if you want to increase participation, global growth participation, from 18% to say 30% which is the norm for other developing countries in the BRICS. it requires an even greater number of students enrolled. and that becomes even more important in the context of a very different participation rate based on the racial profile of our society chair. so our white colleagues have a participation rate of close to 60% of the age cohort of 18 to 24 that I had in university versus the 14 and 18% for our African colours. even though the absolute numbers have grown significantly since 1994. so, whatever recommendations are made going forward need to take into account that this is not a static system, it's a system that must inherently grow to

respond to the need of our country as well as the economic development need of the country. particularly if we want to change the nature and the structure of our-

Ally:

well the NDP sets a target for you already for 2030 and says we need 1.6 million students by 2030, so that is one figure that you are able to work with. ad with time and i suppose an analysis of the period between now and twenty thirty will give you some information going forward.

Qobela:

i fully concur with you and hence why the question from Adv. Pillay when she asked whether we have coasted the NDP and the answer was the 2 departments have worked on that and have done that analysis of what it would mean to respond to those NDP targets. both in a macro sense and some of the new and particular sense but the point i was trying to make chairperson is that that is something that one has to take into account so you have the current system now but then we would like to have a very different system by 2030 which is not that far an in other countries they have an even far development timeline and so we would need to start thinking about scalability long beyond that. i just used that example of middle income countries such as Brazil having a 30% participation rate, so if that is one of the expectations beyond 2030 that we aspire beyond the 18% then it is something that one needs to take into account. we are hoping that the commission would take the following three points into account when you deliberate. as I said earlier, the mandate of our

university is not just merely teaching and learning, its research innovation and scholarship, the pursuit of new knowledge and whatever decisions we make, need to ensure that the full set of mandates that we give to our universities are enabled and the institutions themselves don't find themselves in a predicament in terms of the ability to fulfil that that is expected from society. similarly, in the policy planning of funding decisions need to consider both public and private investment and so that 1.5% that i said earlier through you- includes private sector investment, and so it is not, it shouldn't be something that we are oblivious to and only looking at increased public investment, it is also how do we insure that there is private investment in the higher education sector, not just in terms just corporate social responsibility, but as a deliberate and strategic investment for the sustainability of our economy and if necessary looking at the sustainability of the corporates themselves- going forward.

Qobela: *Continued*

and here obviously our interest is not just in higher education inclusive of- i think that's. we believe it's critical that sustainability and in the context of growth is something that we need to be mindful of. the expectation particularly in terms of research that we have today will be significantly higher in 2030, we will be asking universities, what are we doing about the problems of water, climate change, agricultural development, HIV AIDS, TB et cetera. these are things we expect our university researchers to respond to and it's important that when we look at the resource in the sector, this matters are considered. otherwise we will have a system which potentially is only able to respond to parts of its mandate not the full sets of mandates. thank you

Chairperson:

thank you Dr Qobela, maybe you will be called again at a later still if you will be able. we are as you understand only at an introductory stage and we thank you for the immense work you put into this

Qobela:

thank you very much and we are ready and able whenever you call on us.

Pillay:

thank you chairperson, i believe we are now at the point where we think we can take the lunch adjournment for may I suggest 20 minutes

Chairperson:

20 minutes?

Pillay:

yes

Chairperson:

yes we will adjourn for 20 minutes

Marshal:

all rise please

****End of session two****

Beginning of session three

Chairperson:

advocate Pillay

Pillay:

*thank you chairperson the next presentation is by this
Somalis woman and girl education rights movement
and the presenters on behalf of somalizi will put
themselves on record.*

Xoka:

good afternoon

Chairperson:

good afternoon to you. welcome.

Xoka:

thank you chair, my name is siwe xoka I'm from somalizi it's an no its a social movement I'm also a own postgrad student and I'm representing today in my two capacities and as a mom who was beneficiary of tense in 1991 which was a loan system which was given to me and I'm also presenting as a mother of two university students currently. what we do- and I'm also a member of gig [graduates woman international] we just had 32- 30 second tranquil conference for the first time in south Africa last week which was hosted by the western cape south African associate woman graduates. our mandate is to advocate the right of woman and girl children in Africa my focus is particularly in the western cape and kzn- course I'm from originally from kzn. what we do we offer capacity building an extra mural activities for school

Xoka: *Continued*

systems firstly your primary and your high school and we are also running a programme which is specifically focused at tertiary level at own, where I am. the programme is aimed at filling the gap the transition gap between the high school and the university programme because what i have realised as a student who was admitted at cut in 1989 i had structural programme of coping with a curriculum at that time, but i was helped by the fact that there was a programme called ekhanya collage which was a post matric collage that was aimed at assisting all students from disadvantage areas. my position with reference to the fees is very simple, much as i support the notion of the fees must fall as a mom i want to caution our leaners in the 21 century in 2015, as a country still on tragedy of being in the developmental stage

position can we afford the fees must fall?. on another side why should the fees fall precisely when the majority of the black students are entering universities? will that not jeopardise their opportunities of participating in the knowledge economy because on one side we are talking about knowledge economy, but on the other side we have this aspirations of wanting a free education. my position there is informed by my current scenario i will propose that we don't go the route of dropping the fees entirely. I'm coming from a very poverty stricken background but had not been for a bursary or a loan or the bursary that had been given offered to me by tense in 1989 and 1991. why i have two years- in 1999 i was accepted in cut because of my structural problems i was academically excluded financially and academically as a results in 1990 i took a gap year and i attended the khanya college which prepared me for a tertiary education. I'm very grateful to myself at a time that i took the decision many of my counter students where against of the notion of us being taken to a post-secondary a post-secondary or matric curriculum but when i look back, I'm very gracious because i took my personal circumstances into cognisance that where i was coming from kzn a small village into a big city and into a very advance university like cut i would have not made it so going to khanya college helped me immensely prepared me for own as a result at own i didn't have problems but also at own had i not received a loan because that loan paved a way for me to respect the education that i received. as a results today i got two children that are at universities but unfortunately they are struggling to get bursaries because i don't fit the criteria of sofas, all I'm asking is for them to be given a loan because for them to be able to

participate in a tertiary institution they will need the responsibility of paying back what was given to them, i paid my dues, i negotiated with the funders at the time i managed to pay over the period of 10 years so the notion of a free education with all our development deference and all our development struggles as a country and as a imagined economy i don't subscribe to them i there for would appeal to our children partially to say to them maybe that we need to relook at the model that was used when i was a student there where loans for all those who did not qualify for bursaries on merit. there were loans that were given to us of course with an interest but those loans have opened opportunities that could have not been if i did take the rout of the loan. my second submission is based on the current programme of somatise, somatise is a Xhosa name that means to strengthen we are currently assisting township and informal settlement high school with a current state of affairs is schools we are offering after school weekend programs from grade 8 to grade 12, precisely because during the high school level if you do not address some of your literacy problems and how you comprehend your understanding of a curriculum even if you get to a university and get funded, if you have those structural impediments opportunities are; you will drop out of university without even completing the very same right you were fighting for so we run this programmes in partnership with cut, the suds it's a school development opportunity in partnership with university of Stellenbosch. we currently have 20 township based school in the western cape. the programme has produced very good results in the most affluent university like Stellenbosch and cut we have 20,40 students coming from our programmes that has been accepted. the other issue the third lack of my submission is to

caution against the fact that this institutions if the current instability at the tertiary institution is very worrying me as a parent and as a student in that if we do not address the current problem and propose some feasible and workable founding modules which are there and if we don't engage each other students I'm going to make a reference to myself. early last year i wrote a letter to a number of students that are involved in the fees must fall, i said to them as a mom i would love to meet with you and i would love to make a proposal lets Ruther propose that funding should be a mean tested because this blanket approach is going to be very problematic. for example we got people like me in the system that have benefited from education, people like me should be able to pay for universities, in my case i have two children I'm paying for one and I'm struggling to pay for the second one i can only apply for a loan or a bursary on behalf of my daughter because i can present that i am unable to finance my children school fees but the blanket approach that i hear I'm being proposed because there are those who can afford and even within the poor people there are those who are willing to pay for the education of their children having been beneficiary of a school system that offers a free education that has a produce dismal results. so poor people they want to contribute to their education, i think they must give an opportunity to present themselves and again in the 21st century one of my biggest sadness while we are globalising we are participating in g20 why must we deprive my son and my daughter that they must be given a free education because my problem with free what about the quality? we have seen with the current township base school system we got two school system in south Africa the functional one which belongs to the former module C schools which is very

good and it's producing excellent results. parents they are paying it's an investment that parents are giving to their children while the majority of the students and i know of the social economy are struggling the free school systems has not produced anything infect it compromise them, it has escalated and contributed to the high dropout rate. there is other problems that are culminated into the whole equation, the school groaning body are also inefficient in this schools and the school, your metros, that are supposed to be in the district, no one is holding them to account so if the current public tertiary university are free it will always push to the privatisation of stationary education that indirectly will compromise the very same learner that is fighting for the right to be educated because what will happen? all the investment in the current university institution will move. and start private university that will be run at the current 21 century

Xoka: *Continued*

curriculum and leave the very same public schools at the same status as the township schools. i also want us to look at the African countries what happened to the best universities in Kenya? let's look at them, did it help them to have a free education or did it drop the standards? I'm just worried about the standard because we might be cutting our nose to spite our face without thinking about it . all i want to propose to this commission i want this commission to look at other models but the model that aim proposing is that school has to be founded so that they can be sustainable, those that have been beneficiary must have a way of pulling back to the kid so that we can educate more children course there is majority of poor children in south Africa we cannot afford to compromise them. thank you .

Pillay:

Mrs Xoka what you are proposing isn't very far from the current sofas model and perfectly one has regard to repurpose the reforms that are on the card on sofas, the real debate is around what means test should be like and how it is to make means test content specific so that you are able to bring new ones in relation that you are able to bring new ones in relation to a family socio-economic circumstances .do you have any thoughts about that ?

Xoka:

the mains test currently what does it say? the mains test says for all those , i want us to go to the categories of the poor, they are people who are poor but who are willing to invest in education and who understands the value of the investments into education. so the mains test is for those homes who got grand's recipients the social economics scenarios are very bad they cannot afford anything most of them the grand ma are those who are looking after the kids who has lost their parents or the parents where never educated at all, those should d be prioritised, poverty stricken families but for those that can afford they must be given an alternative of a loan because my notion with this free, i can shout now with my education, i can tell my children I have earned my education. i was given a loan and i paid for it and i don't take it for granted, why are taking it for granted the prestige next to a tertiary

education? so the mains testing should be based on we must look at the demographics of the poverty stricken population.

Pillay:

so you are tying the contribution will make to his or her the cost of his or her education to dignity.

Xoka:

yes.- because, for example i feel that i don't want to be treated as second class citizen in this country and for those an afford and I'm not in any way predurising against those who cannot, i know I'm currently working on a paper that can structural poverty. but i also know that within the same range there are people who can afford who can just be directed, with my organisation S.A.A.W.G. we have bursaries, small bursaries that we contribute we look at your performance, on your merit and your family and social status then we grand like an amount 5000 of varies so we must look at the issue social economic background but for those can afford they must be presented with an opportunity to take care of themselves because i don't think we are embassies we can take care of ourselves..

Khumalo:

on those who cannot afford how do you propose they get assisted?

Xoka:

those that cannot afford there is a qualification there is a condition for that because I'm currently worried with the current scenario, I'm working with students with GWC where I study, most of the bursaries recipients don't really worry about producing good results at the end of the day because there is no longer that provisions that it must be based on merit. when i was a student 60 percent you knew that you where to study in order to get it next year. so for those that don't have, they will look at the family affordability assessment of course but also the students should be at the centre of this whole package. is the student willing to assume responsibility? with reference with the investment that will be afforded?

Xoka:*Continued*

i think those interviews that use to take place because, during my time we will be called we will be interrogated infect as a student i will be given an opportunity to state what i want if I'm given this bursary because there is a lot of children that wanted it. what is it that will be different from me? what is it that i will commit from my side? so i think those qualifications unlike this free for all which is not measuring the impact as the results now the learners now are dropping off because there is no monitoring in the system but the qualification of those who don't have money will look at the family history there are many ways to establish from example i make sure that you Rae coming from a disadvantage home. a disadvantage home is where there is a grant recipient because if a grandma get R1600 and then there is

school grant, children's grant children could not survive with that but there are people who are working ,for example there this student of mine they boss of her mom granted her a loan two of her daughters are at GWC now . her mom will not pay- but they will pay that back. so we need to look at different scenarios in each case, but not to have this one blankets fits all because it's not going to be sustainable. and it's not going to elide the pride that must be associated with our education. because I'm from also from a poverty stricken background. I'm sitting in this capacity knowing very well i never had shoes but i made sure that i crafted my way, someone gave me an opportunity.

Pillay:

Mrs Xoka thank you very much for that presentation, your openness has been greatly appreciated your absents with dealing with the subject matter has been appreciated. -thank you chairperson the next presentation is by the university of western cape and if we can just give the presenters 5 minutes i may suggest 5 minutes advent 5 minutes and the presenters to take their place in the podium.

End of session three

Beginning of session four

Chairperson:

Yes adv. pillay

Adv.:

Thanks chairperson, the next presentation by the UWC and I just ask the presenters to put themselves on record

Levark:

Good afternoon chairperson and members of the commission, I'm professor Babian Levark the Deputy

Vice Chancellor academic and acting rector of the own. I will be presenting the bulk of the presentation and portion of that will be presented by our executive director of finance Mr Minnie Regal next to me and we also flanked by Prof Pamela Due, she is the deck student development and support, especially for those questions afterwards. If I may...

Chairperson:

Yes please

Levark:

The content of our short presentation will be the following; in the context of talking about fees I think it is important that we also understand the historical context of own, owl's financial recovery, our financial viability, and the nature of specific challenges that own experience, a few words on our academic standing and profile and we want to conclude with few recommendations. UWC started in the 1960s and it was founded on the apartheid legislation which intended this university to be merely a university college of the Western Cape, a training facility exclusively for students formerly classified as coloured students.

Levark: *Continued*

And the studies during that time happened under duress. The 1970s as we are familiar saw the period of student's resistance, black consciousness, Soweto uprising, and it was also during this time that UWC gained institutional autonomy. But during this time it was severely under resourced and the academic programmes were limited to very low level that it would enable our students to enter the job market but in very low level public sector jobs, teaching and law. In the 1980s this was an important stage for UWC, it took under the leadership of former VC Prof Jack Gavel, stunt that repudiated the ideological grounds on which the university was founded. It became the intellectual home of the left, and it became the vanguard of struggle and institutional transformation. And it is

interesting that some of the challenges that we now facing were actually faced by own during that time. It defied the government and it became of the first universities to unconditionally accepts students of any ethnic group. During 1990s, and I will come back to that 1990s because this was quiet a significant period in the history of own as well. We saw democratisation, there was a period where those in exile came to join own in the early 90s but then we also lost a lot of our intellectual scholars to government, one of those being the former VC that then took up the DG position in the office of our then president Mandela. But during this time own was bankrupt and we had make quiet a number retrenchments and I will come to that in the following slide. It took us almost 7 years at least to recover, there was a period of consolidation and I will explain slightly on that, and by 2005 we received funds from government which recapitalised the university, till where we are now we were regarded as the research intensive university with quiet significant, especially infrastructure expansion. Why is the 90 important, the precarious 90 as we recall it, at the time despite owl's fees already being amongst the lowest in the country, it heeded the minister's call for 0 fee increase to allow

Levark:*Continued*

the indigent students to register without paying, but we didn't get state support and that led to increase students debts without that state support. Our student's numbers at the time dwindled to less than 10 000 and in 1998 UWC's liabilities exceeded its assets to the tune of three times. It was very emotional as you can imagine and a very destructive period at the university, 41 academics and 300 non- academic or professional stuff were retrenched as a result. Someone that was there at the time, I'm going to ask Mr Regal to explain the next slide, what that meant financially in terms of the challenges of 1990.

Regal:

Thank you, so what we have is that during 1995 own did not have a fee increase, there was no fee increment over that period. The impact of 1995 no increase meant that the financial stability was shaken a bit, so that was the starting point where the financial results started going wrong for UWC. What then happens is that you have an exodus of students and staff where they move out into country wide institutions as the institutions became open for all. As the consequence of that we had the subsidy degrees implemented during 1997, 1998, 1999 as a result of the lower students numbers and just the type of registrations that took place.....So as a consequence of that we had to go through a retrenchment programme and so what you see on the graph is that the top line shows you what the people cost would have been had we not gone through a retrenchment programme and the subsidy being the first line that takes a dip and the actual salary retrenchment programme in 1998, which is the degrees in salaries effectively. So that's what Professor Levark was referring to, so had that not taken place....

Khumalo:

Sorry, I just want to check what extra P means, the pink line?

Regal:

Extrapolation! If you extrapolate the line, the graph as from 1996...or 97 you extrapolate that cross, and then that's what the cost would have been had we not gone through a retrenchment programme. But what it effectively meant for UWC was that there was a period of instability and on top of all of this was the issue was the issue about students debts where the town had always

registered students on academic merit, it was never about financial merits whether you're financial viable. So it was always a contest at the time of registration which is why one will always see unrest at historically black universities but the historical black universities did not apply the financial criteria as other institutions at that time. So it was the student debt which affected the university's cash flow, it was reduction in the state subsidy, and the no increment in 1995 which resulted in the instability over that period. So that effectively is that...

Then on the next page is just to show you, the next slide is just to show you how the institution has recovered. Prof Lavark mentioned that we were 300% underfunded, in other words we were three times lower than our ability to pay our debts as an institution so from a going a concern perspective the university was bankrupt and could not operate, so our philosophy, our policy was that we will to strengthen on the academic project, continue to strengthen on the research project and build slowly as we go along and our staff at the time had time a sacrifice on the type of increases which was available to everyone in the sector. Our staff would slow down and we lag behind from, just pure inflationary increase or the sector wide type of

Regal: *Continued*

increases that academics and administrators were receiving. SO as we look at that graph we see there is an incline, we finely refer that as the rebirth of own. So that's during 2004 and 2005 where the institution was a lot more stable and it was a period of consolidation from the academic and research perspective, community work perspective, and the consequence of that was financial stability, and the there was a period of recapitalisation over 2005 from the state. And from that point onwards we remained solvent from 2005 up till today's time. So it was a difficult period of instability as an institution and often being frowned upon as the institution that could not manage the unrest but it's a

more a aces of how we could deal with the students profile that we enrol at own. Then the next slide is just to illustrate how the point of intersection which we call the rebirth which is 2004/2005, you see the two lines intersecting, and that's effectively telling us that the institution has become liquid and is no longer a going concern risk, and there will be two dips here over 2012 and 2015 and that effectively where we would make investment into long term investments as a result of state funding for the infrastructure project which must be drawn again for the long term investment to pay for the capital projects. This slide, the capital expenditure slide illustrates investment in its infrastructure, and in a normal year before 2003, University of Western Cape was planned at that time it was an excess of R1 billion could only invest R10 million for infrastructure projects, on its own. By 2004 we started building up funds in order to reinvest into the uwc's infrastructure, the plan. By 2007 you could see that there was a huge in plan which was the normal operating funds which would pay for the capital infrastructure, and then 2008 it was for the rime where we had a donor that would invest in own because of uwc's new reputation out there, so it was for the time the donor believed in own could invest R250 million and the consequence of that,

Regal: *Continued*

the government has matched R250 million into infrastructure which gave rise to the life sciences building, the new life science building that we built and that thing started the new discourse for capital investment from a governmental perspective where the state has introduced the infrastructure efficiency project, so annually all the universities would participate in that particular project, but that gives the scenes on how own has reinvested into its plan, particularly from 2008/2007 where things has changed forever for own.

Levark: *Continued*

Have a look at what was those recovery plan briefly, a R170 million recapitalisation fund from the state, a renewed focus on academic excellence in key niche areas which have paid off, the fact that now for the first time own was enabled to attract donor funding as Mr regal explained. During this time fees were still low and therefore from the lowest fee base it was important that council assisted in this respect. There always were gradual and consistent fee increases starting from a low base, we've mentioned investment in physical infrastructure, but the real thing that also happened was the improved reputation that we have as a place to grow from hope to action through knowledge. And I at the end of the presentation will be to allude to that again, but we've also made a consented effort to grow our student's numbers. Remember during bankrupt period we fell below 10 000 and today we standing at a student number of 21 548 of which approximately 23% post-graduate and the rest is under graduate, predominantly under graduate. But what is our student profile, this is important in the context of fees. If you look at the first graph, in 2014 we had 41% of our students who depended, actually applied for NSFAS support of which we only received 23% support for those students, and if you

Levark: *Continued*

look similarly in 2015 40% and 25% and what is interesting is that 45% of our students who applied 2016, 33% received funding through NSFAS. But if you look at the fact that last line is quiet significant for us, we enabled 69% our students to be financially cleared to allow them to register in 2016 and that is quiet, and this is where one starts looking at which proportion of those students of ours are really the missing middle and, but you can see the fact that the majority of our students fall within the poor and the missing middle category. Coupled with that during this time, I'm sure the commission at this stage is familiar with these slides around decline in state subsidy, if we look at the numbers, this is a national picture, and obviously we

felt the pinch as well. State subsidy in 2000 declined, from 2000 from 49% to 38% in 2014 which had quite a significant impact on us, which also meant that we had to look more in terms of our second stream of funding which is tuition and our third stream of funding. Now we have a mock calculation, comparing UWC with Stellenbosch university and UCT along the following lines; we took four programmes, The BA, the Become, the BSC and the LLB, and we also took into account what the cost will be for residence fees for a double room. And we if we just for example take the Become at UWC which is R25 300 at UWC, R40 000 at Stellenbosch and R56 520. And in the mock calculation if you go through all those different programmes we came up, and right at the bottom we explained how we've done the calculation based on 5000 BA students, 5000 Become students, 8000 BSC students, 2000 LLB students and 3500 students in double rooms in residences. In effect it would have meant an income to UWC of, there is figure R533 million, R791 and R750 for Stellenbosch university and you can just imagine what the figure would be in respect for UCT. But what does it mean in terms of percentages, it means that if you take the UWC base in respect of Stellenbosch you add 49% and

Levark: *Continued*

that is how much the differential is between UWC and Stellenbosch university as far as fees are concerned looking at all these parameters and the programmes. In the case of UCT, we will have to take UWC plus 97%. Why am I making these, why are we making all these comparisons? We are in a situation where with our sister universities we are competing for the same pool of students, and we are not talking, when we are talking about fees and about access to our universities I think it's necessary to show quiet, in a more blatant fashion what real differences are and what the kind of differentials are between what a student will need to

*pay at UWC and what a student will need to pay at Stellenbosch university and UCT. And I'm going to come back further to that point because it is not one size fits all. On the next slide we are doing well academically but we are still financially vulnerable. In a study done by Czech (*SP) in 2016 where the blue line represents the benchmark and the red line represent where uwc is in relation to those parameters, I'm not going to go through all of them but you would see that quite a few of those instances, we are matching the benchmark, for example in relation to the percentage of academics with doctorates, the percentage our doctoral enrolments, the percentage of our professors and associate professors, senior lectures for example, as well as our undergraduates pass rate in the science, engineering and technology field. If you look on the left hand side, what is very interesting is that on most of those we either close or on the benchmark except for the one big worrying factor which on the top, there's a defensive interval and that defensive interval speaks to how much funding a university has if you were to fund all your operations with salaries etcetera, how long can you survive without their support, uwc can only survive for less than 2 months and that's our stuck reality despite our growing reputation. A very quick word on our increased research capacity and output and this will*

Levark: *Continued*

give you an idea of where we were when we started in the rebirth of uwc. In 2002, roughly about 250 research publication units compared to more than a 1050 in 2015, and that's a quiet a significant climb. So in terms of the impact and recognition that we have received as the university, Times Higher Education ranking of the top 30 African Universities, UWC was ranked 7th in Africa and 5th in South Africa in 2015. In the highly acclaimed ranking, they only included 5 South African universities I won't mention the names except to say UWC was one of them. In Nature which is the highest

ranked science publication, in their index they ranked uwc, and this came actually hot of the press we received the news yesterday we are rated number 1 in the South African physics research output in 2016, but that didn't come at a cost to the detriment of humanities, we are the first historically disadvantaged institution to be awarded the NRF-DST Flagship in humanities in critical thought and African humanities and we hold 13 NRF-DST chairs, and we the only HDI to host a NFR-DST centre of excellence in food security, But it's not only on that, here we giving you a glimpse of the fact that we are the first African university to have an experiment to run at the European centre for Nuclear research, the holy grow for science research, that was in the recent Cape Argus publication. But out student s are also making their mark, recently our computer science students won the Standard bank undergraduate computer science competition, they won R100 000 for UWC, and the innovation is very clear they design an app for citing paid people to access computerised banking. But why all this almost bragging about UWC, from where we come, our historical context, we support free education for the poor including the missing middle. If you look at state funding through subsidy the fact it's declined by 11% as I have indicated since 2000.If the financial support; and this our submission, for poor students is provided for by

Levark: *Continued*

the state but in accordance with current rate of subsidy funding, this will result in financial loss in very real terms, especially for a university such as ours. It is so when we are aware that the Higher education inflation is higher than general inflation. I mentioned UWC students profile due to the high proportion our students being dependent on NSFAS and other financial support measures as well as signing loan agreements with us as the university, we as a university could face severe financial challenges. And as you've seen in that

differential that I have mentioned, we don't have a big enough reserve as some other universities in order to overcome that problem, and therefore we feel that free higher education must factor in the annual increases required by the universities to support academic success and research activities, if only in our presentation focus on undergraduate numbers, but of all the universities that have been ranked in the research intensive space we are the only one of the historically disadvantaged universities in the top 7, it means there is supposed to be a higher proportion of post graduate students and most our conversations have been around funding for under graduate students, so it's something, even though we are not making a direct submission, but it's something for the commission to consider, If we fund it at an appropriate level, we are of the view that free access to higher education for the poor will support historical disadvantaged institutions in the following way; it will improve our cash flow and we would have lower levels of students debts. The only thing that we would be weary of the progressive funding model where the super-rich subsidise poor students and the missing middle students. Is the fact that, that could work very well for those institutions that have high proportions of affluent students but it can actually have quiet dire consequences for a university like ours that has just

Levark: *Continued*

sort of managed to get itself out of the boots straps from insolvency in the 90s to where we are now, very well recognised and really on an increasing research led excellence in learning and teaching trajectory, thank you

Pillay:

Professor may I ask you a question, you described the precarious 90s, the highlight in 1995 where you had no fees increase for that year and the impact of that no fee increase for the remainder of the 90s. Most of your information stops at 2014, can you just tell us what the impact of the no fee increase in 2015 was on your financial position?

Regal:

The impact was that the, it was R56 million impact that would be in perpetuity and that's per annum. R56 million per annum and that's how one will actually carry it over. The impact of the increase in 1995 in absolute numbers was around R5 million and if one must phrase a value that's accumulate the loss in perpetuity up to today's time we talking about almost R200 million loss it was accumulated just as a consequence of that decision, we are very concerned about how the future looks if we get any particular year wrong because it has consequence of downward trajectory if one doesn't fix it up as a result of the decision taken in the past.

Chairperson:

Professor Levark, it Bark is it? Lavark! I beg your pardon. What is university's attitude towards a model that makes a provision for repayment by all students able to repay?

Levark:

I think we are in favour of such a model but one would obviously have to be very clear as to what those thresholds would be and one would have to do the calculations in our context of what proportions of our student will be able to repay and what proportions of our students will not be able to repay.

Chairperson:

Well, I should perhaps have said when they are able to repay

Ally:

But what is the system now, you have the system currently where the student owe money to the university, what is the position now?

Regal:

okay, look we've agreed that at point of registration which is one the difficult time of the year, January, February, and March that we allow student to register on the basis that they are academically viable so that is on merit. We then allow them, the students to sign an agreement, it's not a loan agreement, it's a settlement agreement to say that based on my current financial position this is what I am prepared to pay on a monthly

basis. And so the students will sign an agreement with the UWC student credit management, they are then cleared financially to register. Then the other difficult time is graduation where we impress on every student to settle their debts before graduation, we have allowed students to graduate as well, without debts as from this year, sorry we have allowed students to graduate with debts as from this year. And it's a small amount of students because for most students there is the culture of settlement before the actual graduation but we did see the deterioration of that over the last few years and we are concerned about it, but graduation is allowed and that's with the debt outstanding, so the difficulty we do have, well we experiencing this now is that we struggle to connect with the students after graduation in order to recover the debt outstanding, I understand there's obviously many reasons for that like the student might not be having a job yet or unemployed or its just difficult to get hold of them ...

Ally:

These students, are they the students receiving NSFAS funding or are there students out of that particular bracket? Because you would be aware that the students that are receiving NSFAS funding which is not 100% but say 80%/20% that might vary in you university. so I'm just trying to get that percentage, in terms of when will they pay back and what happens in those situations.

Dube:

Thank you commissioner. Its mix

Ally:

just place yourself on record because otherwise as the transcription, we are going to have a nightmare.

Dube:

Sorry my name is Pamela Dube I'm deputy councillor for student and support. The proportion of students that given a symbolic graduation certificate, there's also an agreement that they enter into pay. In the similar as the model of NSFAS, so you'd find that I'm not clear in terms of the percentage it's a mix with NSFAS ones they will be pursued with the NSFAS module, the ones who are not on the NSFAS then the university seeking to get them to pay and they turn to because it's a symbolic graduation to enable them to get employment, we will write to the employer to confirm that they have finished and so it's basically their obligation to come back and pay so that they are in the position to get their certificate.

Ally:

And then as far as NSFAS students who have the recent agreement with SARS to provide the extra information to the students who are earning an income, do you have similar relationships with respective students who are outside the NSFAS?

Regal:

No it will only be the national student financial aid scheme that will access the information and we'll try our best to connect our students after graduation but now the experience is very hard and even if we do connect with them it's difficult to establish whether they are employed or unemployed.

Chairperson:

What we asked to a system where nobody pays, before graduation, everybody get graduation certificates deserve to graduate, and that the students only pays according to his registration with SARS, at the stage where he riches to income level which is sufficient to enable them to pay.

Regal:

Well I think- we can do this currently because of our position that we in our financial position we in, but I think the proportion of students who is not able to pay in order to graduate if that increases I think the university will be in financial trouble. So I think we have to apply our mind as to how to change the principles or the rules at that time, but if everybody who wants to graduate I think us in a different kind of- Well to graduate without paying fees into a different kind of dispensation.

Chairperson:

In one- if this commission were able to find some sort of bridging finance for universities, say to a period to three to five years, by which time hopefully graduates will be repaying through SARS in substantial numbers? Could that meet your problem?

Regal:

I think if we can seek or understand what their appropriate levels are, I think well be open to that,

Chairperson:

the appropriate level will be sufficient to meet your problems?

Regal:

yes certainly, but the principal would be very much open and accept that.

Levark:

Infect chair, if I may say it's the very last point in our slide. It ties in what exactly is, as long as there appropriate level of funding we are in support of that principle of the access to the high education to poor excluding the missing middle.

Chairperson:

is there anything else you like to ask, Ms Pillay?

Pillay:

Nothing from our side chair

Chairperson:

Thank you very much for you presentation for the trouble you've taken to put it together.

Levark:

Thanks you very much chair.

Pillay:

*Chair person may I request the five minuetsjust
while we sort out the next presentation?*

Marshal:

all rise please

****End of session four****

****Beginning of session five****

Chairperson:

Yes Ms Pillay

Pillay:

thank you chairperson; the next presentation is by the centre for creative education, and I'll ask the presenters to put themselves on record.

Fallen:

Good afternoon. Thank you for having us today. My name is Villa Van de Feldman a staff member at the Center for Creative Education and next to me Tozi and Teko and Stephanie- both students at our Institution.

Chairperson:

Thank Mr Van de Felden is it? thank you, are you leading the presentation?

Felden:

I would like to thank you.

Chairperson:

Yes, Please go ahead.

Felden:

Yes. We have submitted our presentation and our comments hoping to make plead and in the process of considering fee free higher education the position of independent provision of higher education. the position of independent provision of higher education also be Also consider. we are one of those Independent

providers who have been fully accredited and registered with the Department of higher Education and training, to provide qualifications; we do teacher training in particular and we feel that there is a strong role for independent provision of such qualifications in the country. Not only do we observe that in the educational system of the country. There's quite a lot to be wished for. Both into schools and in other programs, it's also Ability for smaller organizations such as us to offer something that is not available or not done in the same way as public institutions can offer that. So we feel that we add an important quality to what is available for the country in terms of education and we would like the effect of fee free public education to be considered carefully because what does it mean for the independent providers? there are two Kinds of independent providers, they are the profit based organizations who do training for a profit. And other kinds, of which we are a part of non-profit organization who have a certain aim, a certain vision about what we want to do for the country and want to do so at a No financial grate without financial benefit either. And also at a rate that for the students it will be as affordable as possible. But should public education become fee-free then we are going to be out balanced completely financially and who is going to an still be able with competition of fee free education to come to our institutions where we feel that we have something special to offer. So that's basically it. We are a small organization and we have special direction of studying for world of teacher training but the methodology that we are using, the qualities that we are training students for are not at all Specific for a small

Felden: *Continued*

range of schools, they are- they are available for all public schools. with our qualification, our students can go into the public system or join another independent school or one of the world of schools, it's not limited in any way. and in that way we feel we make an important contribution to the country's educational

system and teacher who are already motivated and inspired to make a difference, and we don't get any governments support for that at the moment and if fees in public institutions will become free, then we would out-balance financially and we would not-

Chairperson:

you say you are a non-profit organisation?

Felden:

yes we are-

Chairperson:

where do you or from where do you obtain your income?

Felden:

we have students fees that we try to keep at a minimum and we do a lot of fundraising about fourth five percent of our budget comes out of the raise from third party

Khumalo:

say if the fees free would it make a difference that they are free for somebody is saying somewhere or we get the money somewhere?

Felden:

i don't quite get your question,

Khumalo:

I'm saying, if students are not okaying tuition but the money is sort, it is hot ten somewhere else, would be make a difference i -to what the students have made?

Felden:

yes we like ego continue our work and if the money comes from other sources, we have tight to highlight if our presentation proposition that if there is government support four out way of working or bursaries that our student can benefit them. or other ways i check we could deliver our work. it would may know that wouldn't b a situation struggle with. the main struggle would be if the competition would be been staff, training and independent training will become compratbr for our students.

Pillay:

and does it make a difference whether the institution is for profit or not?

Felden:

I think there are things that we have in common with the profit that tabbed organisation like for instance offering =s that aren't available in the institutions. but of course we feel strongly i our NPO that we are striving for something that is going to be affected if the competition becomes too hard.

Chairperson:

can you tell us how many as I understand that you are telling us, you are largely orientated to teacher training?

Felden:

that's the nature of our organisation yes.

Chairperson:

now how many teachers do you put through on an annual basis?

Felden:

we don't have large numbers , I think we have about twenty graduates from the VET program for primary teaching and a number of other courses- early childhood and an artistic course that we are offering, but we are a really small organisation, we are at the maximum of one hundred fifty or two hundred students at one point. So in numbers we are not contributing great numbers but in quality we do think we making a big change.

Chairperson:

and how long have you been running?

Felden:

we started in nineteen ninety three so we have twenty three years now.

Chairperson:

and have your numbers varied substantially or have you kept them at roughly this level?

Felden:

it has been roughly this level for the past ten years or so, the first years of course were pioneering years and the accreditation came and all things got sorted to a higher level so we have been quite stable since then

Chairperson:

and have you sought to increase your numbers? or are you happy to remain at these numbers?

Felden:

In fact we would not perhaps be able to reach the same quality of what we do if we had the large numbers that other institutions sometimes need to deal with, we're also very aware of that.

Chairperson:

are you a post-school education in the sense that do you only take children who have completed matric?

Felden:

yes definitely, we are a higher education institution. So we offer a degree to matric with sufficient entry

requirements, they do the four year training to get the B.Ed. degree.

Chairperson:

I see, and to what sort of schools do you put the children?

Felden:

primary schools.

Chairperson:

just- the teachers of-

Felden:

The teachers go to primary schools because that is their schooling phase is that we trained for so we produced primary teachers with a B.Ed. and we have added courses for the pre-primary range of children.

Chairperson:

I I'm not very conversant with this but the is it a common thing that primary schools teacher generally have a bachelor's degree?

Felden:

that's the national need of the four-year B.Ed. degree.

Chairperson:

alright, do you stop at the primary school degree or do you offer honours schools as well?

Felden:

we are not going into teacher training for the higher schools because their specialisation becomes too challenging for us, in our small numbers to have small specialisations be even further doesn't work so well practically. so we have groups of primary teachers going through our program.

Chairperson:

and practically le talk about the balance of the people come to your college; are they mainly whites, blacks, colours? what is he.

Felden:

no not at all, we have a complete mix of all colours, cultures and languages who would like to join us. Of course the language being English is a requirement and that makes the none-English sometimes struggle to reach the entry requirements.

Chairperson:

are you in victory when it comes to that?

Felden:

that's right

Chairperson:

that's where I grew up.

Pillay:

one of the draw-backs of the SEDA state funding may be that you yield your autonomy to this state, your ability to make certain decisions pertaining to your institution, is that something you have considered and what is your view in that?

Felden:

well we have the accreditation processes to which we need to apply and there are all types of regulations in which we don't feel so autonomous as it could be. yes it might be that certain rules would affect autonomy but there are situations in schools where certain independent primary schools are eligible for subsidy if their fees are below a certain range. we started a demonstration school based on our methodology in khayelisha which is an independent school but because of the fee level being low, they are still eligible for a subsidy from the provincial education department. I could imagine that the same could happen with higher education institutions that the state funding could be granted especially in the future the states training is going to be free.

Pillay:

provided your fees are kept at a certain level?

Felden:

maybe even lower if we could fill our budget with other funding then we could lower the fees for students but Maybe they speak about this situation as well. many of

them are working to make this happen and maybe hear something from them

Chairperson:

what you said that your school offers an ordinary education does not- public education does not.

Felden:

yes, the principal which we base our teacher education are- first of all interpersonal than its possible in a large environment, so in a hole of one hundred people, we could if we could not work in a same way as we could do in the groups that we have to maximise of 30-35 students. And we also includes phylophcal aspect of being human and looking at humans at a higher and deeper level of quality and just functioning and learning in a coactive way learning is much more holistic than it will be in many other places there is also a lot of skills and artistic activity that are part of our training program which makes you might hear that from my colleagues next to me learning at institution wait a different experience.

Chairperson:

miss Pillay is there anything you want to ask?

Lekoane:

i see on what you just touched and also on and it also appears on your submission and it also touch up with

what advocate pulling has said having to healed some of your independence if you do receive founding. now if your module now takes a 35 students hum we know that the higher education should space the indene which require institutions to increase the numbers. how would you be able to adjust to that if the policy was extended to you?

Felden:

yes of course top down policy of increase numbers would not work so well for us then we would really be jeopardised in the colour of quality offer i do think that though recognising that her quality is reached in this way and that we might then benefit as the same way as large institutions from founding that is available up to the racial of our students and numbers of course would already assist us more than not being founded at all.

Lekoane:

what would it impact on quality?

Felden:

I do think that interpersonal of contact that we reach during our tuition sessions would not be possible in a big whole projector in front and a person speaking and a lecturing.

Pillay:

if i may ask question about this students you made a decision up to where to study at public institution or at

private institution what is that the informers your decision whether to go public or not?

Stephaney:

my name is Stephen cedi I'm a forth here BA students at the centrefold clarification basically to answer your i enrolled at the centrefold education because i wanted to study teaching i had no clue as to what they offered and yes finances do play a role but I'm i very happy with where aim at the moment. what the centrefold creative education offers is something very unique so instate of a lea cure standing in front of us and lecturing about physics we actually do the experience and learn as if the children would learn in that way. and we are then able to look at what we are doing as teachers fix the errors and improve our teaching we also have an intensive course on child development so like every business you need to know your target market and for teachers our target market would be the children so we will look at them from a child development exceptive to knowing what exactly they needed and how as we as teacher can meet their needs and after the first few months at the centrefold education i went through Avery bad patch when it came to finances i was working full time job and studying full time failed my first year because i could not meet the due dates of my assignments because of my full time work and then i was first for the option to go to a public institution or stay at the in depended institution and repeat the year and i choose to repeat the year because of the quality that they offered.

Pillay:

and if the education and the public institution wants to be free would your decision be the same.?

Stephaney:

it is a tough call finances decently played a roll i would choose i would d go for public education because its free and i also feels like that would then impact my individual choice to choose what institution i would go to i think to make my choice unfair and it wouldn't be my own it be based by finances.

Pillay:

maybe if i can find from the second student if you could put yourself on record and to takes us through into whether or not your choices

Theo:

my name is Chose Theo thank you advocate. I'm a first year student and I'm a matured student and it is because of the finances that are involved in feather education. i had done in my work in my life youth development work and in that environment i noticed that when we engage young people holistically then we really touched them deep and bring out the excellence that exist in many people or in all of us. and so when i felt that i have right now enough finances to study futher i did consider unisa and tried to study or think that i could study by correspondence and then to have a job but when i was doing my research how and what would sustain me in studying when i sow the modules in centre for creative was that it would enrich me to be a better teacher but also if this is what i learned is that would be something that i take to children that means that i will also touch the children at a deeper level and i touch the differences that we all have and it really did take me back to my childhood schooling and the difference that or the different being that i was and knowing that there are many differences and yet the approach is one in particular where and at the cantor you have you know the artistic the music all of that you bring in to the classroom to touch every people.

Pillay:

and you believe that higher education should be free for all or free for the poor only.?

Theo:

in this particular country of ours we do have a challenge but i turn to think a lot about countries that do offer higher education free that when citizen are empowered and they uplift the economy of a country so however gradual as south Africa can do this we could get to a point where it free for everyone and i would like that in future.

Chairperson:

excuses me would let this people speak please they are making a presentation .well what the purpose of taking futher

Pillay:

chairperson we are now at the point where we're waiting for our next lot of presenters to come in may i suggest we take five minutes adjournment while we wait for them to arrive.

Chairperson:

Mr Felden thank you very much for you and to you and your presenters for what you have presented and we will cutely give it a consideration.

Felden:

thank you for the opportunities.

Marshal:

all raise please.

****End of session five****

****Beginning of session six****

Pillay:

Thank you chair person. The next presentation is by Mr Voyage Moderate who is the former student of CPUT, has accompanied by a number of his fellow students. Mr Moderate may you put yourself on record and those are with you.

More wane:

Sorry about that, what was that question?

Pillay:

I said put yourself on record, your names on record.

More wane:

I am Voyage Moderate, former deputy president of the central SCR of the CPUT, currently suspended by the vice councillor of CPUT, for what reasons, I do not know.

Maelele:

Sabu Maelele, currently suspended but attending Kangaroo tribunal court in CPUT, suspended for ten months to be cleared for fees must fall that's the reason.

Chairperson:

Thank you.

S-Rep:

I'm a student I shall remain unnamed because I'm representing all the students who do not afford education who remain unnamed, I'm representing students who have been expelled, excluded who are running trials and when remain unnamed and uncared for by their government. I'm also representing students who get education under trees and in mud huts, I'm representing the black students who are over looked, who are down pointed, who are not cared for, so I shall remain unnamed

Chairperson:

Thank you

Lufele:

Unathi Lufele former SRC CPUT and member of PASMA. and also representing black students whom his voice is hardly ever heard because of racial differences, racial equalities within the universities.

Chairperson:

Thank you

S-Rep:

In unknown student who've been repressed and violated by the system and I represent student alike have been expelled, been victimised and who are investigated by the government.

S-Rep:

Unfortunately we don't have miss that side, can't we organise a technician or something to assist in that regard comrade sorry advocate Pillay? Otherwise the comrades in my far left are Sinithemba Mango, Lukhanyo Vanca. Reintroduce yourselves please.

Mango:

Thank you commissioner, my name is Sinothemba Mango a former student leader at CPUT, I'm accompanied by comrades, I will talk later, thank you

Vanca:

Good afternoon and thank you you're excellency, deputy president Huyane Morane. I'm Lukhanyo Vanca currently a student at Cape Peninsular university of Technology, I'm also awaiting my suspension to come any day now for participating in this proceedings, thanks you.

Chairperson:

Thank you ,Mr Moderate would you like to speak ?

More wane:

obviously I'd love to address you commissioner, but as well I think is important that when I address you at least I know who am I addressing, and I think it's very important and critical that commissioner that as well if you may, you and your committee there, you may highlight to us to which political affiliations are you coming from. I think is important to know it, because we are in apolitical kind of crises now. So it is important to us to know which political organisation you come from if you have any. I also have one question were, and the other question that I have before that comrades is that, wouldn't it be possible for this commission to as well allow us to express ourselves accordingly now our native dialects. because Sometimes it's really hard for us to speak English, we are not from privileged homes some of us, we are not brought up perhaps accordingly and perhaps in our historical kind of way. So isn't possible that --(Xhosa Speaking)-- that is my submission for now chairman, thank you.

Chairperson:

I'm quite happy that you should express yourself in any language that you are comfortable with. Before we all transcribe in necessary it can be translated as well. So as far as I'm concern you have every right to express yourselves is most comfortable for you.

Pillay:

Mr Marwan I'm gonna ask you to indulge me and the only reason is the following: I've heard the sense that you've got some really important views are that subject matter that we dealing with, by all means if you proceed to address us in whatever language, you've got that right but I think some of us are going to miss the gist what you saying because we do not have the interpreters on hand at the moment. So you could make an election where you just sit here and speak and some of us who are really interested in hearing what you're saying cause I know you got valuable things to say. We won't get to engage with you or we could adjourn and try and get interpreters so that we can we want to hear what you want to say, so it's your election.

Morewane:

I think the agreement here that is now anonymous with everyone is that there should be an interpreter; we feel that there should be an interpreter. Thank you

Pillay:

Because we were not for-warned that you need an interpreter I think we need a few minutes, you could just give us five minutes to find you an interpreter. What language is that you want to address us in?

Morewane:

Isixhosa

S-Rep:

I'm Sotho and she is Setswana so you can get those and please assist us because English sometimes can run away yah.

Chairperson:

its fine, there's no difficulty about that at all, i should take it that my name is Jonathan Hare and I'm a retired judge in the supreme court of appeal, i am not a member of any political party and i have never been affiliated in any political party for myself, I cannot speak for my commissioners, would you like to adjourn until such time where we can

Pillay:

Chairperson we may adjourn for- I'm not sure if anyone want to proceed with the findings or you want us to adjourn completely?

Inaudible

Chairperson:

i cant oblige any of my two either of my commissioners to speak. i can only ask them if they are prepared to speak. Mr Eli would prefer not to say anything, Ms Khumalo would prefer not to say anything in this discussion.

Morewane:

Ms Khumalo are you saying you are going to address us when the interpreter gets here? thank you

Chairperson:

Adjourned for 5 minutes