

29 September 2016

First 5 Minutes not transcribed

Yonke:

*fees must fall this unique organisation of ours
also speaks unto issues of academic excellence
it's very important to say why we are saying
fees must fall but academic excellence must rise
but we will deliberate on that later on Mr that
kgetse who is my college education and
transformation is the most relevant person to
this platform and Thato will take you through
the back ground and the policy context, Nosi
Thokela will take you through fees must fall
perspective of the South African further
education and training students association and
that I will deal with the last main subjects of
our presentations thank you very much
commissioners.*

Chairperson:

Thank you

Kgetse:

well thank you very much like the president indicated i will be dealing with the back ground and the back ground is on the basis of giving the historical back ground of our association and our posture regarding this commission and moving forward. South Africa has an anonymous political a such team beyond us youth students at different epos it was labelled differently as riots revote uprising and protest of the resistance but some ward and it linked to brose struggle in this apartheid most of this took place at the time when social media was not a width and so political mobilisation would have taken role but the commitment to topple the visible apartheid made it easier to look for united front of the young lions that was said by Sizulu in 1986, two decades after the apartheid some of the struggle songs are -- forth telling of the downfall of apartheid administration continue to be equipped and as it appears that the younger members continual at majority of South African population have not yet arrived to

Kgetse: *Continued*

the proverbial union building in any meaningful way, it seems that the struggle for social justice equality and economic emancipation are far from being over this context of their lived world for as responsibility up on their shoulders to soldier on without relend the circumstances they find themselves in post a mood of laudable often it is asserted that their struggle is a different one at least perceptually never the less is not dissimilar material ,the economy landscape that's not shift at being at any drastic way to accommodate this young people to grow up in a poor community and households this broad context help both to shake an influence young people positions and dispositions it is in mentioned for that since no human actions takes place outside of the establish of objectives reality and since we want to achieve our objectives necessary we must strive to understand the reality since we want to achieve objectives we must try to understand the social conditions that that will have to determine

Kgetse: *Continued*

*whether we succeed of it, that was Thabo Mbeki
the former president of the country in 2006 in
this insertion to the commission SAFETSA seems
to present its current understanding of the
social factors affecting students broadly the
TVET sector and how this contributes to the
current political climate in this regard it will be
more prudent to acknowledge emergent
political mood in terms of the context than the
contact the young people in the TVET sector are
yielded by the rights of protest where there is
being a temporal internal of none in terms of
west --- youth protest in the democratic people
incidents of protest seem to be on the rise again
in particular historical analysis with record 20
fillers the moment when students
demonstration remerged demonstration
immersed in South Africa indeed it was in 2015
once South Africa witnessed a way of invest
students protest through the country once
started early in the year as roots must fall and
under erupted word end of October of the same*

Kgetse: *Continued*

year resembling the farm in wood but different in logical the latter came to work in when fees must fall it will appear that in practice both call under go in a process of rapture which will shift their foundational logic one began as an organised displeasure regarding the colonial symbol in the same space but we inspire others in different -- context throughout the country what began as battle against syndromes it needed black consciousness and force to derailing with struggle against de-coloniality it can be said that the raise of the current can be based decolonisation of the curriculum are ought to roots must fall . similar can be said that what's started as a general concern for at no fees increasement in a specified year has now became a class struggle for instance current debates needs to be dominated by emergent notion of the missing middle why care is needed to search a ways in those are dean to be missing middle it should not be the case that they are discovery that occurs by hiding those in

Kgetse: *Continued*

lower social study as starter as SAFETSA we want to make a case that it will not be correct to sacrifice the poor mass of our people at TVET sector to protect the year to be found middle the original context of fees must fall is aligned to high education component of the post school but decisions taken at the policy drawn may have implication for the TVET vocational education training sector now compa-- i will take you through the policy context. democratic South Africa is founded on value that where expressed in the freedom charter and the constitution the charter projected that the doors of learning shall be open for all in many ways escalating fees are a threat to the promise expressed in the charter similar countries constitute recognise the importance of human dignity and access to basic education and further education the founding principal is that the state has to find reasonable measures to make education progressively available and accessible to us free fees

Kgetse: *Continued*

are appear as a measure reasonable enough to make post school education available and accessible similarly the continuing education training act of 2006 further state that every person has the right to receive further education and training and to have training and equaliser to public collages again free fees make the right to access more attainable in one accord- this policy documents esteem education as a pivotal dimension of human life and that he should be explored on how to make is accessible to those that makes it value it and have reason to value . by enlarge this policy contexts provides the back door against which fees must fall can be understood at stake on this issue in the participation in education by significant numbers of the society despite their critic economic status in this light free fee can also be seen as a long term strategy to reduce the numbers of those that join the ranks of what has to be labelled by social exclusion by the made administration not education and training

Kgetse: *Continued*

and employment fees has been implication for meaning full participation pro--- education . Education is not a place for making money but provide the context to build a country free fee education may have implications for bud--- private education in the country but it needs to be exploit that is part of the presentation thank you very much.

Thukela:

thank you i will be then presenting on hash tag fees must fall fees must fall is both simple and complex phenomenal what is common with the two call students made on roads and fees it's from demand for a fall, while there are some disagreements the general view has been that fees must fall campaign help to bring to the forth students fees and their general financial burdens that's according to board 2016 the most admirable feature is bringing together the agency and agency this have to remind us that identifying a list of ingredients for change may well be necessary but not always sufficient to

Thukela: *Continued*

*bring about desirable change this calls further --
us about importance of incorporating agency to
time frames when they are pursuing societal
items in a refreshing way the two calls
demonstrate that the youth in this case
university students are a significant pressure
group and a indeed a force to be reckoned
within this society conductively you also
physiologically means imagination a reverse for
a compulsive --- means 1959 this social group is
set to be well politically imaginations thoughts
empowered to influence changes in the running
--- affairs without students they might have
been long conversation or commission on fees
not in standing good actions are often
discouraged and uploaded at the same time
often tactics young people use appears to be
fixated in terms of imagination and method to
the style use by 1976 youth,- this is not
surprising in proper -- June 16 is often made to
appear as a panel for all youth- acts of
resistance this is trans petted every year in the*

Thukela: *Continued*

moment of June and so this leaves an impression that any demonstration worth its name must be approximating style , tactic and out --of June 16 violence and mitigation through colonial bouncers have all become common features well range may help as a tactic it should not be considered as viable strategy for sorting students fees problem as SAFETSA we acknowledge that they are committing views on what has become to be done as fees must fall we note that there are critics who have raised concerns about monetary value, this brings to the forth related factors such as inflation rate, GDP and general direction of the economy it is asserted in this area that the falling fees will be impossible without wider base of the private sector on the menu this fee is about the system first then the people within It, however there is a now considerable number of sympathy-- who place the people at the centre then end with structure that could best serve them in the air-- the form of a chicken and an egg both

Thukela: *Continued*

*committing for the first place the reality
students faces is that sourcing fees can temper
with access and by extension within the
countries foundational

value of access this really possess a threat to
the block students from poor house hold from
full participation in the whole school education
in media -- 2015 demonstrate how first level of
both school education could be made free
basically this research advances that current
fees -- pressure should not determine from
founding free fee under grade high grade
education in this sudden by South African
institutes for race relations it was found that
only 5% of the households could actually afford
paying for university education fees . if this is
true then it will be difficult to offer education
services to deserving students without even
much thoughts on fees as a country we can
make the choice of ever educating the top 5%
we can afford fees or think very hard about
possible ways of founding education that is free*

Thukela: *Continued*

to citizen's. There are few countries that have shown political appeal will to explore free fee modules then the president will be dealing on this presentation.

Yonke:

thank you very much to my colleagues i will be dealing with countries implementing free fee education page5 to give our perspective it relates to our sector and the recommendations if you look at page 5 the first paragraph there its explained that there are so many countries outside there that tried the issue of free fee education but looking at their economic status such countries where not in a position to condemn or to implement free fee education because somewhere somehow i so believed that free fee education for all in those countries could not meet up with the material conditions if you speak of the economy such countries and there is an example of if you look at the third paragraph state that -- 20 within the African context we have had university of makherekhe

Yonke: *Continued*

as a case in point where free fee education was tried and even there it could not succeed .

observer and-- that it failed because the economy climate was not yet ready for such drastic change i have already explained that but let me come to South Africa even though this is a strong call and is genuine but do we have capacity in terms of the economy to deliver free fee education for all i think we must start there we must be honest to say as much as our constituency is struggling but do we have capacity and even besides capacity do we have system in place proper systems in place to address the issue of free fee education? Course our understanding as the association is that as much as we are in support of this campaign as much as we are in support of this call. but this call must not infect in years to come this call shall never collapse education of this country we therefor need to first thing of that to say is it possible for us to implement this but systems do we have in place and is this snot going to

Yonke: *Continued*

collapse the education that we have and when we speak of education we do not only speak a finances to say let me not pay for fees we speak of the curriculum first of all secondly we speak of academic excellence i will make very unpopular example that some of my comrades out there they don't agree with me but its reality . if you look at higher education both universities and TVET colleges we have low certification rate and what does it speak to when we speak free fee education now let me not speak on behalf of universities let me focus on my sector low certification rate is serious and somewhere somehow when we engage one another we ask ourselves as to while NSFAS is trying its best yes they have their own challenges and our own grievances against NSFAS but is there any investment in return looking at the level of certification rate and what government is providing is there any

Yonke: *Continued*

investment in return so looking at the level of certification rate and what government is providing, is there any investment in return?

Pillay:

sorry Mr Twane -- may i just ask a question about what you ---in question of investment are you talking of investments from the students which will happen is there a correlation between investment from the students --- otherwise and increase certification rates

Yonke:

Ok let me try to be precise to say there investment that we are talking about is the output you register to become a student but the reality is that some of our fellow students are not doing well academically while are supported by government now that's the investment that I'm talking about to say when we speak about the throughput and the output

Yonke: *Continued*

*are we making our country proud are we
excelling academically? That's what I'm
bringing to the table.*

Pillay:

*And how is it you suggest that government can
secure the investment that you have described.*

Yonke:

*I'm going there in our recommendation i will
touch on such issues but now I'm trying to
enlighten the house to say while we are having
this genuine call as students leaders but there
are Pillars that we need to in fact we say in the
association is that there are 3 Pillays that needs
to be in line the certification rate that i spoke
about and the issue of unqualified lectures that
we have the point that I'm trying to make is
that as much as I'm in support of the call as
much as there are association are in support is
in not going to triple or to double the challenges
that we have if we have systems in place that's
the point that I'm trying to make and as*

Yonke: *Continued*

SAFETSA we argue with that with imagination and commitment we have compelling -- in this country to explore means test for free fee education and when you speak of means test again allow me to quote the freedom charter the freedom charter stipulates that education shall be free compulsory universal and equal for all children higher education and technical training shall be opened to all by means of state allowances and scholarship awarded on the basis of merit now if you speak of means test the issue of means test is in line with those merits course if we speak of free education it does not mean that my college here will just deregister in an institution of higher learning without a process to check as to does this person qualify for a particular course or does this person or that's this person qualify as the means test now when you speak of the means test now when you speak your means test i will just give an example of how do we deal with means test in TVET colleges and universities by

Yonke: *Continued*

*the way that's that process when you apply
whether you check as to are you from a needy
financial background and are you excelling
academically that's what is stipulated even in
the freedom charter when they speak of merits
our understanding in the association is that they
are also saying that there must be system in place
not for us to be given education whether is free
or not they must be systems in place not for us
to be given education whether is free or not on
the basis of no merits those merits are means
test are you from a poor background or not an
what is a poor background means test is very
clear in terms of clarification as to which
students is from the poor background and which
student is not from a poor background and the
reason as to why i understand that some of you
the understand that some of you understand
the freedom charter and in this stage but they
are discussions and assumptions outside there
to say ones we achieve free education any*

Yonke: *Continued*

person irrespective of merits or whatever processes that titled to this free education and that's something that we also need we felt like we need to clarify this.

Pillay:

may i just ask a questions on the means test because obviously one of the key issues i see you spoke to countries that ----- but what i want to understand to be saying is that SAFETSA does not support the call for free education for everybody and that you also call for free education for the poor now there was a qualified Mr Kgetse made -- as -- with you and he mentioned that the entire approach should not sacrifice the poor in TVET in a bit to protect the missing middle in the universities now maybe i can just explain what that means and how you relate that the call for free fee educations .

Yonke:

in fact there I'm sure there is an error we are supposed to say the so called missing middle course we know very well that there is a so called missing middle out there but it's not for this platform to discuss the so called missing middle hence we are putting a -- the issue of means test of merits should be a priority so that we are able to separate as to who is this poor students and who is not poor who is this missing middle who is this so called missing middle.

Pillay:

now can i just understand the submission because the premises appears to be that increase in support university students may have a corresponding decrease in support to the TVET students so maybe i can ask you to explain that concept?

Yonke:

I'm very happy that you are asking that question in fact it's something that we are going to explain to the house to say last year we noted the fact that when there was a call for free fee connection by our colleges and cities. 4 months after the issue was dealt with TVET colleges it budget was cut and in our engagement with the department of higher education and training we are very clear to say that our workshop actually we are very clear to say if we are to sacrifice for universities it means that call is not genuine course we believe that the call should accommodate all needy students within higher education sector and if we speak of higher education sector we speak of TVET sector we speak of TVET colleges and universities and there is a purpose stipulated in the and as to why we must have TVET colleges so it's something that we are aware of and it's something that we believe it's not going to happen course we are raised to say we are not

Yonke: *Continued*

expecting any shot fall coming in 2017 even if the issue is addressed we are not expecting the TVET space to be collapsed on the basis of assisting only university students where we all form part of higher education sector .

Khumalo:

Just on the point the cut in the -- TVET is it affecting the academia or which part has it affected in the cut.

Yonke:

first of all it affected the administration but within the TVET sector secondly it had bagged implications on tuitions and so forth course it was recorded to us that the bursary allocation in other institution it was cut, institutions that usually receive 30 million they have received 27 to 28 million and the was no detail answer is to why the cut was done i understand in some institutions the cut was done on the basis that some of this institutions TVET collages in particular to failed to summit -- to NSFAS and

Yonke: *Continued*

you don't receive when they give you the final bursary allocation they look at the claims and they also look at the number of the students that are qualifying for NSFAS so some of the institutions they did not submit the claims but some of the institutions even though they submitted their budget still was cut .

Khumalo:

So the salvation here is that even if the fees must fall for varsity it mustn't affect the TVET because it's the similar space.

Yonke:

Yes,

Pillay:

Now we have heard extensively from the university across the country about how they experienced the NSFAS systems what kind of support they get financially otherwise from NSFAS you are the first not of TVET students that we have heard before us and if we can ask

Pillay: *Continued*

you to describe what it is what kind of -- you receive and how you receive and how you experienced your interactions with --

Yonke:

ok thanks for that question look NSFAS is not at the same as TVET we hear a lot of people saying NSFAS is a loan at TVET NSFAS is not a loan at TVET it's a bursary hence as the association we have decided to pledge solidarity with university students precisely because that is a loan but that does not mean that the bursary that we are given must be collapsed in TVET space but in TVET collages NSFAS is a given in a form of a bursary you pay nothing after completing your studies there only predicament is that the insufficient funding while government is trying its best but our complained is on the basis of insufficient founding to cover only the students in terms of access .

Pillay:

Can i just understand what that means does that mean that all students who qualify for this NSFAS founding and TVET does it cover your full tuitions full accommodations as well as the studies.

Yonke:

It does not happen, its allowances and if we speak of allowances its transport and accommodation. tuitions its prioritised and we understand the main reason the priority the main reason is to why we find ourselves in this institutions of higher learning is for teaching and learning and it's on those basis is to why teaching and learning is prioritised but the founding it does not became enough when you speak to allowances you will find many students qualifying and deserving for allowances but because of insufficient founding what the allocation that is given when its best does not accommodate only to students ..

Pillay:

And what happens to a poor students who qualify for the allowance that can actually get the allowance at the end of the end because the - has been prioritised -- for tuitions.

Yonke:

yeah the reason is to why we are saying the issue of insufficient founding must be addressed is not as if we don't appreciate governments effort but the main reason behind our call as well is because of what we are raised cause there are genuine students that are not in a position to benefit from NSFAS and some of those students they end up deregistering you understand in the middle of the year and it's a crisis you understand for our space, the TVET space.

Pillay:

Are those students in TVET will qualify or didn't qualify NSFAS founding? Or get financial excluded.

Yonke:

yeah there are a lot of students but where proven not to be qualifying for NSFAS some of those students where qualifying to pay for their tuitions cause the other thing that we need to understand about the TVET space , fees are not exhibited as compare to lead the university you have courses that per annum you pay R6000 or R7000 I'm making an example of a student that is doing human resource management nated in human resource management per semester they pay 2000 something and you only have 4 semesters meaning at the end of your programme you should have paid 8000 and something it's not like the 37 000 and 40 000 that are charged in the university space but we are still saying that what we are given it is not enough and lets find amicable solutions to make it a point that such issues are addressed hence we are also calling for the private factor to play its role cause the students that are prepared in TVET sector they are a priority to the private sector in terms of space .

Khumalo:

Sorry on the point there i hear when you talking of the new systems you used the word merit enchant-- when you say merit you talking financial capacity or talking academic excellence or both?

Yonke:

Both, when unless I'm not correct when we speak of merit there are two things that we need to focus is in TVET space we speak of academic deserving and financial need and our understanding is that merit speaks to that as well.

Ally:

And the merit in your definition the only reason for you bringing this into or letting us know is that we have read what it says in the freedom charter and from the background of having that freedom chatter you say where it states merit your interpretation of that merit means 1: you're financially needy and you qualify academically.

Yonke:

yes and further more if you speak of a financial need student you are speaking of that student from a poor background hence we are saying we are in support of this called for those who are from poor backgrounds .

Pillay

And in terms of identifying who is a student from a poor background can you just understand your submission on that are you happy with the NSFAS means test as it formulated that moment that you recommend that the means s test needs to be adjusted?

Yonke:

the means test needs to be proved and two weeks back we meet with NSFAS and we engaged them on some of these issues cause some of our students they are proven as students that are not qualifying for NSFAS whereas they are qualifying and some of our

Yonke: *Continued*

students are able to crook the systems while there is means test so we said that system it needs to be improved hence i first said as much as we are in support of this call but we need to have i mentioned proper systems in place we need to have proper systems in place so that we are able to manage such issues . and as the association also we know from the search that there are countries which tried to champion free successful for example we have Germany, Finland, Denmark and you know it's very much good to copy whi-- somewhere else but we also need to be realistic and focus on a material conditions material conditions of the country we speak of the economy of South Africa do we have the very same economy as compared to Germany, as compared to Finland as compared to Denmark?

Khumalo

Just -- maybe if we could zoom in to your recommendations and your presentation you recommend that South Africa makes under graduates and all collages that is to be free ?.

Yonke:

Can i do the last the-

Khumalo:

Its fine

Yonke:

yeah let me continue let me deal with TVET sector and the we will deliver in our congregation and the compositions of students go in the TVET sector has hardly made out of poor students generally struggling finding employment and i don't want to take it far to employment but to speak of the nature of the TVET space you know the reason as to why will - each and every year in the TVET space this two compati--can confirm to that precisely because there is these understanding that if you are poor

Yonke: *Continued*

you must go to TVET collage which is a good thing for one to acquire a skill but which is not a good thing for one who does not see himself as an artisan who is not interested in artisan ship secondly there is this perception that we are last resort a dumping side and i always say those who don't understand the ndp they will always refer to the TVET sector as a dumping side but those who have a clear understanding of the national development plan will understand the main purpose behind the information of the TVET space but the reality is that we have its proven majority of students within the TVET space are from poor background financially they are taking from nowhere and there is no enough support in terms of scholarship and bursary and there are a lot of factors that contributes to that i mentioned the issue of low certificate rate to say in the private sector when they are defending themselves they are saying that we don't want to invest where there is low certification rate but there are those who are

Yonke: *Continued*

doing very well academically but are not getting support precisely because there is no submission found and those are some of them --- we are having with the department and it something that we wanted to take to the commission to say we are not saying university students are better or the are affording but the mass majority is there in 50 TVET collages we have 50 TVET collages and the majority of students they are from poor background .and NSFAS becomes a challenge to cater for all those students within the TVET space.

yeah can you speak unless there is something that you want to be more clarified can you speak the TVET sector and go to recommendations we are saying free fee is a difficult options but worth being exploit and the reason as to why we are saying it difficult but worth to be explored as the association was saying its high time that we don't rush the call but its need to be implemented we need to look

Yonke: *Continued*

at the state of this country and engage and convenience government to help systems that will help to enable this country to provide free education but it's not something that needs to be rushed cause as much as is a genuine call but if its rushed we are fearing its repercussions . there is a need for the government to be seen as playing a leading role in prioritising students affair in particular the issue of free fees and the light of the above -- recommend that South Africa makes under right word and all collages studies to be free for all those who cannot afford to pay meaning the poor government and willing business should commit to mechanism that will raise necessary revenue regulate economic landscape to make free fees possible in South Africa which will be exploit in which those that have been helped to continue contributing to their annual matter later on a life than their -- faces of income generations the conclusion should be regulated and disrupted

Yonke: *Continued*

*throughout the sector so that richer universities
and colleges do not over shadow poor students
thank you .*

Khumalo:

*just on that my enquiry was--- in that you say
that it should be for undergraduates and all
collage studies is that --- on who should be
catered for by this but on the next point you say
that government and willing business in the --
will be optional for businesses and on the 3rd
recommendations we speak about embroil
later on life in their own embryonic faces the
income generations so if maybe we can just be
specific into saying that the 5 year of study cost
varsity or at what stage when that's it stop
feeling embryonic and then i and then maybe i
don't know if on the last point you want to
recommend fee regulation for varsities to
emphasise on the last point --.*

Yonke:

Ok thanks our let me be precise again i have use to say government together with the private sector must work hand in hand and trying to address the issue of free fee education secondly your last question.

Khumalo:

So on willing would it be up to a company or should it be imposed that all companies?

Thukela:

our view is that government needs to engage business we do not agree that it should be imposed because remember business is also a source of employment in this country and that way they are already contributing and businesses are dis-- there is a need from an engagement of businesses so that they must be willingly participating in contributing in the education of this country.

Kgetsi:

and the last this is not a one man's giant responsibility it must be cleared out to say this is not the responsibility only the responsibility of the department of higher education and training or the responsibility of Dr Blade Nzimande but it's a collective responsibility if we are saying if the ndp stipulates that education is the apex priority in South Africa it means that our government recognises education as a priority therefor it's the responsibility of government and all compatriots it's a collective responsibility within the country to deliver free fee education i just wanted to clarify that so that it's not a blame shifted to an individual but a blame shifted to our government.

Khumalo:

Mr - just if i can take a few steps back you mentioned 3 Pillays that needed addressing right at the beginning and the last Pillay was unqualified teachers i just want to hear your view about that do you have been found in your

Khumalo: *Continued*

own experience being a students in the TVET collage that sector is a dumping side per say of this unqualified teachers.

Kgetsi:

thank you very much you know we don't talk about the this things to practice -- we talk about everything that we have experienced within the sector even similar coalitions of the department they know what we are talking about in our first meeting with the minister of proper education we engage them to say that the department should not give this responsibility to only human resource at collage level they must play the ball together cause we know of people that are not qualified lectures by they are lecturing at the TVET collages it's not something it's something that we note and the department promised to intervene so that we have qualified lectures hence i was saying when we speak of this call lets also align it to the education space to

Kgetsii: *Continued*

higher education space to say what are the challenges that need to be in line with the call thank you very much .

Chairperson:

Anybody who has further questions? thank you Mr Twane and to your colleges to coming along to taking the trouble to present to us and for the preparations that's gone into this we will consider it and incorporate it as far as we can in to our recommendations in this course. Thank you.

Yonke:

Thank you.

Pillay:

Thank you chairperson the next presentation is by a young communist league of South Africa and May i ask 5 minutes adjournment while they ---

Chairperson:

Yes very well

******End of first session******

*****Start of Second session*****

Pillay:

Thank you chairperson the next presentation is by the young communist league of South Africa and they are presented from ---cell group they will put themselves on record.

Chairperson:

Thank you welcome next and will you put your name on record please.

Mbuledi:

Thank you very much we precede our special greeting to this advanced commission. My name is Mbuledi ---I'm with Precious Banda we are presenting young communist league with our doer presentation today thanks commission.

Chairperson:

Thank you, Please go ahead .

Mbuledi:

Thank you very much. we first want to appreciate the invitation at the young comrades

Mbuledi: *Continued*

with immense strategy we believe that this is a very important presentation gonna be made in history of the struggle for free education in our country hence we feel with that table we did appreciate we want to start by saying that we sent two documents earlier today we just coming up with the briefed presentation stating what is our motives to the organisation.

Chairperson:

We can see we have read you --.

Mbuledi:

we really understand that we have gone through our discussing documents hence we won't take long but we want to say that the issue of education as the education reporting on that is the s-- matter one we prefer is our presentation to the materialistic conception of history which says that the production of goods for certification of human want is the basis of --

Mbuledi: *Continued*

and our belief is that a free education in our country is actually positive all the --speak about favour being encouraged by 2020 i will start on the introduction we gonna only focus on 6 areas we gonna speak of our vision and our perspective in organisation on higher education and training we gonna speak about the evolution of higher education and training in South Africa when we speak of our international experience we gonna speak about the challenges facing the systems we are gonna speak about free education being -- and we conclude by putting our recommendations let me go straight to the interested of time because those in business says that time is money but in core minutes we say that time is a very important issue that one has to focus and dedicate it hence to the arrive on time as allocation given to us that we are hear --- our vision and perspective in higher education is that first organisation which was founded in 1920 to what a mass unit organisation and –

Mbuledi: *Continued*

political formation we represent the poor working class youth not only in the country but also in the world and what the oldest youth organisation in Africa not only in South Africa our principles are of none racism, none sexism and equality we are currently almost over 100 000 members in - and our vision of higher education is the realisation of free public high education by 2020 that high education must be treated as a public good not as a private pri---

we say that the assess and success without students having to be we say that the state must pay and the private sector must pay the private sector must pay on terms determined on the state not on their own profit maximising terms and still we got transformation of curriculum and the re configuration of institutional attorney so we are addressing all barriers of free public high education before 2020 putting the lack of infrastructure the academics and other transformation issues ultimately we stick a new and a transformed

Mbuledi: *Continued*

high education in state by 2020 education is not a new --- we all know that even the --- of education as an instrument of oppression let historical disadvantaged institution, versus white advantaged institutions, which regard to huge infrastructure at law ----and the poor educational for the majority are legacies of abounded those from poor rural -- households continue to face this systemic exclusion both academically and financial the current high education systems post in 1994 is a product of oppression crafted on the basis of class raise gender discrimination then we proceed to the evolution of higher education in South Africa we say the production and the re production of historical advantaged and historical disadvantaged high education institution why do we still have university of Zulu land and university of Venda post-apartheid? we are tempted to merge existing tuitions to address

Mbuledi: *Continued*

the imbalances in the equity we should have prioritised principles of building new institutions in 1994 instead of merging existing ones 20 years of democracy has only produced 3 new institutions of higher learning the current affairs must be commented for realising the need to be in new institutions to attract beggars in the ---- as they --- to do so

Pillay:

Mr dl-- I'm sorry to interrupt you but i need to ask you a question I'm sure about what you mean and you got a point to as to why we have the university of Zulu land and the University of Venda across the country?

Mbuledi:

Ok thank you for quite a very good question this on its own produces that in our country though there is no equity on our education then we need to add -- in all universities and we speak of why is still have a super universities and other the fair the bushing universities it tells you of

Mbuledi: *Continued*

the inequality and the discrimination even amongst our education systems as a whole what I'm trying to refer to-

Pillay:

I think i must ask question about what you describe as bushing universities is a question about whether or not you accept -- and that credible institutions and they play an important role in the community they serve

Thukela:

Thank you thank you very much i think the point that the knock s trying to make is that there has been 2 types of institutions of higher learning historicity advantages to shares and historically disadvantaged institutions and the current systems has maintained the two state of the two types of institutions evolving and reproducing the ivo tours to remain what they are. The question of why do we have university of Zulu land and why do we still have university of Venda is that you remember that the 2 where

Thukela: *Continued*

bound to stand university that were made for the people and the quality education in those Universities could not be compared with previously advantage and white institutions 22 years down the systems such previously disadvantaged bound to stand universities are still maintaining their stage and the transformation is not taking place in such institutions.

Pillay:

But just for the record i don't think we need to -- on something we will be looking at instate of these hearings but i think we heard presentations before university of Zulu land and the university of Venda and in fact there is an incredible work in done with these universities and we had students of these universities appears specifically university of Venda appear before us and it demonstrated to us the expandable longing that the longing institutes i think we must be careful not to perpetuates the stereo type that this universities are inferior --.

Thukela:

No what i think the fact that you are trying to ignore in your questions is that despite the change that takes place in this institutions the difference between previously disadvantaged institution and previously advantages institutions the gap and the inequality between the two institutions in terms of knowledge productions and in terms also of the kind graduates they produce still remains so as and when still a little bit of transformation that takes place in previously disadvantages institutions it cannot be compared without the pairs at which such transformation takes place previously advantages institutions the gap is still there and its undeniable so the fact that there is still some transformation that is taking place in the university of Venda does not then --- -or make the fact to ignore that some transformation cannot be compared with that is taking place in the university of Venda or in wits university or university of cape town for example .

Pillay:

Like i said there is some issues we are looking into set 3 and where the differences you are referring to exist is a matter of fact or a matter of perception it's something that .

Thukela:

It's a matter of fact in terms of founding of restage in those institutions it's not the same in terms of the kind of graduates such institutions produce it's not the same in terms of knowledge production if you compare and you go into your research and change knowledge production of the two kinds of institutions it's not the same so this affects and are not perceptions and those that want to dwell in one to mature--- or just you know perceive this issues that we make as presumptions are those that want to not deal with the co issues that must be dealt with so that a single coordinated education systems it's a defence that those who are refusing to accept the reality in the two types of institutions used to say that these are just perceptions .

Pillay:

I get some people will be looking at set 3 --- post

Mbuledi:

Thank you very much i think that i must appreciate questions in raised from the --- in perspective is that we are dealing with the issue of the appearance and the essence when consider that you have also to understand the issue of --- essence and we also belief that sometimes perceptions in --- form it depend in which glass positions in state of your reasons but what we must never try to do don't run away from the realities and in order to justify what is not justifying we have to engage on issues

subjectively and informed by what is on the ground not what perceive is on the ground hence we appreciate that the in presented but that presentation is not on its own is up for --- it can be understood and be engaged by other people outside on the basis of how they view

Mbuledi: *Continued*

the issue as you said that what is important is that lets understand and ---- ourselves in I'm trying to move out or else we remain to -- on it is up to i think among the responsibilities that have to co-- those varies as subjectively but also understand that are --- respect what other pre -- - use that are presentation true to

the commission that on its own must be the ground rules that others --- important on this matter so that when one is ca-- issue it can't be intimidated if what is saying is not thought about it because that one on its own will not achieve the internal objectives on this commission we ask for car -- for kindness for robbers engagement -- with threats but of course understand that the issue of un presence essence is there reporting on this matter ---- on the issue of the evolution we say that indeed there is a mass programme in --- made in assuring that there is an asses for something the majority of students from poor background are assessing the institutions of higher learning

Mbuledi: *Continued*

but we need more we spoke about the 2 universities and even the TVET collages intake of doubling in the last 5years less progress in terms of Tara pole rates and transformation we demand for high education equally to pass stray the supply of high education and the content is to metered by newly Tran---and reserve d--- focus deliberately on the local social economic issue for instance one of the founders of maximise learning speaks that an education system bring out the needs of the society its slice and pitrograse this indeed attach to that but if we consider the population of our country the -- that are supposed to receive that education and the demand that serviced to look at along the respond on how they should be hence it goes further say that there is also a need to touch on transformation about the content of our education systems also on this country the ruling party speaks about the national democratic revolution but if we demonstrate about the national democratic

Mbuledi: *Continued*

revolution on its own therefore the struggle for free education must be linked or can be relaxed in the cover of cond-- sosal changes hence down part of what is very important is that the education systems must respond to the needs of the people and a striatal matter hence we strongly believe that in deed a free education in our country is achieved let us speak about the issue of the our national experience for instance in Germany public high education is free in Venda public high education is free in the state of Karana in India public high education is free even in Cuba in Sweden and other countries and this countries implemented free public high education through a grant system why not explore the modern being implemented in one of these countries to adapt and implement in our countries .lets go to the challenges faced in the system beside the co modification and the --- of education remains the biggest challenge --- students from the poor and -- backgrounds are denied access because

Mbuledi: *Continued*

they cannot afford and notes from NSFAS have meant to highly indebted to the population and unemployed grudges all victims to unpay loans while some cannot -- children to afford to pay back their loans. NSFAS allocation is insufficient and the question that comes is the question of the missing middle that needs also to be addressed because if we can address the issue of the missing middle out of its own will be a greatly towards achieving free high education but in our country you have got parents who can't afford to for instance to buy a house and can afford to get an RDP house from the government it can't be given --- from the government and their children are also are not given NSFAS who can't afford to pay for their children's fees at the university that is also an error that needs to be looked at on the other side the private sector are not doing enough and existing bursary programmes are exclusive for an example one private company in kzn only provided bursaries for

Mbuledi: *Continued*

oil fin-- students and the other issue are as quite critical here is the high who owns institutional autonomy each institution use its own laws and decide how it can assess and how it can even give the -- even NSFAS and the NSFAS on its own is administered differently in all institutes of high learning depending on the attitude of the management and they are not enough institutions of high learning in our country and we got this over population in universities we got long queues during the registrations not enough platforms space -- where by another TVET--- for instance where by the are over 18 meters we have got not enough academics in our area that we look at and important above inflation free increment in our country and internal infection news to use to justify high free redeems but 16% of university course go to salaries not to books and demand for high education call in -- to be astray as you said earlier that by the supply of high education

Mbuledi: *Continued*

then why do we say that free public high education is necessary and -- we say that the stage does not have the money but what is required is re direction of the resources , re direction of the sources in the national budget away from the fancy jets ,corruption, none performance government department and other areas of police stage direct more of the national fica s-- department of higher education and training we say that means that -- already co missioned a report that was given to the government on the exact cost of providing fail public high education and that report on its own should be adopted and be implemented and -- of education must receive the budget as stipulated in the report so high.

Pillay:

Mr M I'm sorry to interrupt can i please stand in your submissions because the heading says free public high education is that for every body or only the poor?

Mbuledi:

*Do you need the answer now or we are now ---
as impresented that I'm gonna ----*

Pillay:

Get into it that's fine.

Mbuledi:

*is on to that , we say the free high educations
confusing its increasing and becoming a pre--
for employment in modern days society another
education must be used as an investment in
society not a cost the benefits of providing free
public high education far at work to cost great
human -- the necessary o-- etc. .let me go back
to what you have answered that the , we first
want to say that as we said earlier that South
Africa can afford free education for all for ..

because all we have to look at is the unrable
the way of doing things and prioritise budgeting
where everything and be national-- determine--
but we won't further say that a trust co--- do
they strive for free education for all with*

Mbuledi: *Continued*

emerged part of the struggle for free education for the poor i hope that is was to do the -- on the question that you asked if i was -- yeah i love that it simplify that so that you can understand it better that you are able to make our recommendations that -- we share understanding between us and you and you guys so that we recommend i line of what we are saying lets shoot straight to our recommendations .

Ally:

Sorry Mr Maybe you need to explain it simpler so that we don't go into a situation where you and i misunderstand what you said perhaps you can explain it again in a simpler form.

Mbuledi:

Thank you very much is just that I'm happy that you need simpler -- for this. look we say that for now we are for free education for the poor but we said earlier that we want free education for all but we say that as a step towards free

Mbuledi: *Continued*

education for all for now let's focus on the free education for the poor because we say that this is based on the high level of unemployment poverty and in equality that we find our society in hence we spoke about the class conditions that are dealing i know that i simplified the so that you can understand the..

Ally:

Thank you.

Mbuledi:

Let me go to recommendations on -- it said that disguised between free education and fee free education in the imminent. Let us transform NSFAS in to a word capacity...

Khumalo:

Sorry just on that can you just elaborate what according to your presentation is free education and what are fee free what the differences are.

Mbuledi:

ohk currently our call is that we want free education and generally the call outside the people are saying free education and others don't understand that so far there has been no free education in our country even when there was a time been no free fee incite by mean that we will have free education because are those that -- was no free incite but the government paid for that no fee increment to universities but what we want to focus on is that all what is key is free education indicated for our government for instant current is the minister made a p-- announcement but it tells that there are transactions involved the t-- money will be used to found the to pay for the missing middle and the poor which are --- known to us is a great very progressive achievement for the workers and the poor students therefore is -- there must be that understanding cause if they - - on the understanding we might find ourselves locked in a situation of not understanding what

Mbuledi: *Continued*

*is it that you are and how you can proceed
moving forward but in the -- we say that .*

Khumalo:

*Sorry I'm not following for free education will be
education that is not paid for --subjects or it's a
free in a context that doesn't come from the
learners or is it free fee in that fees are not paid
on it but is free.*

Mbuledi:

*I understand the reason is that because in a --
environment there is nothing for free and our
perspective arrive from that that we are in a
coastal environment and maybe the issue of
free and fee might confuse and hence you feel
that) -- for that currency if we say that free
education the free education will pay -- at
government and of course using the taxed
payers if money that's the reality but the --
what is becoming the bo-- of correction is on the
basis that zero free increment av-- free
education because you can have more*

Mbuledi: *Continued*

increment within the 17 but you still pay for education as an individual you still pay for the chart but a free education brought that will be catered by government is the one that on it won't have anything that goes with anything therefore our explanation is around that that free education won't be paid for by the students or the learners will be paid for by the government -- tried to simplify the ma--

Khumalo:

I'm sure if that becomes an issue in different set will get further submissions on that.

Mbuledi:

yes i think among part of we be doing there is an organisation always start with brilliant new ideas because it began when you plan we always plan that we plan for the future because we might resolve something today and clear along comes back to us and hunt us but that's the reason we have to come up with this one but also we appreciate that NSFAS should

Mbuledi: *Continued*

*gradually face up loans and only offer bursaries
and don't we say no to the --of higher
education.*

Pillay:

*may i just ask a question on the NSFAS
submission Mr langa we know that some of the
reforms that been introduced by the time of the
NSFAS module is a tear module so in other word
only bursaries for certain levels for students for
the -- incoming of less than 120 000 a year and
re-- for students below between 120 to 600 a
tear system of the systems so in other words an
element of continuance it will -- of ground so
can i just get your submission on that*

Mbuledi:

*let me start by saying that part of the
certification we find ourselves in hence the is
this growing calls for free education is that our
people are unable to afford education secondly
the current NSFAS for has let us to a
certification never thought of the missing*

Mbuledi: *Continued*

middle which is a tonic issue currently again this on its own shows that we might experience problems if we continue on having the NSFAS as a loan once on the other side we call for free education for the poor for that matter if we noticed that we said by 2020 2020 is not something very far hence we say that even the NSFAS on its own should be faced out to the bursaries because the issue of affordability is a problem you are aware that they are even trying to make calls that those who were not in pain should paint but locally it means that they can even trace some of those people that they should pay that one on its own it's a challenge of our systems how it's almost dysfunctional because now the majority of young people don't pay because they burden when they get their first job the are other issue that they have to focus on and then becomes unaffordable for them to pay for the repayment for the loans there is a situation that also we have to consider that a life of a students after university

Mbuledi: *Continued*

in our country what happens who owes NSFAS i know from experience when i finished at university among those who only was able to access university through NSFAS without plays out there was no way i could have been having a TVET but i remember that what happens after that when i was not employed for a year receiving those depressing letters with a lot of increases that how much do i have to I'm owing the NSFAS first I'm not even unemployed but i can also say I'm among those when i got work i indicated the loan long time ago then we were speaking about the issue of the privation of the higher education p-- of services in institution of higher learning we also say those also must be fixed out in putting must stay further in companies in higher education tax to found free higher education .

Khumalo:

Just sorry on the previous priotirasation of citizen of institutions is there any consideration given maybe to potentials service providers who

Khumalo: *Continued*

are being empowered by having services rendering the services how do you balance that because cutting major but at the same time obligations that we have as a country to empower business people to service to provide the services .

Thukela:

thanks remember that the discussion that we are having is about learning the cost the cost of higher education what contributes to the cost of higher education to the high cost of higher education apart from knowledge production apart from you know the stuff that must deliver in the process of teaching and learning is also the privatisation of services that are rendered in this institutions of higher learning.

Khumalo:

let's just make an example of say maybe the stationary part of things that dis--- stationary is at sourced and there is an empowered person who is providing this services and then in care

Khumalo: *Continued*

some cost into setting up them so they can match whoever was getting the service before so the cost I'm talking about its what . -- Consideration in managing both situations

Thukela:

so why don't we employ directly the people that appointed service provider who will charge us R10 for a paper that the university can buy directly for R2.00 why don't we employ directly the people that the service providers employs and under pays without even employing benefits it's also a question of the state of the workers that are employed buy this survive providers institutions of higher learning who are not protected because mostly they are employed on a temporal basis and are employed on a casual basis it's also the expensive rate at which such services are rendered and are delibered by this services providers so if we stop privatising this services we are going to do 2 things we are going to still get this services at a cheaper rate as institutes

Thukela: *Continued*

and therefore to speak to the cheap cost of providing services in that particular institutions but at the same time we are going to be employed directly this people that are employed by this service providers cleaners instate of giving 2million per month to a cleaning company that then comes and underpays these workers without employing benefits why then don't we make the institutions to employ this workers and then we pay law on that cost of cleaning hence if you sow the protest that have been going on institutions of higher learning have been speaking on how then that's the system absorb this workers that working institutions of higher learning and have been brought by learning this service providers who do not look after the interest of workers but also charging us ab-- at the cost of students so we believe it is in the interest of the working glass and the poor that such services had been made publicly and been owned by institutions and

Thukela: *Continued*

managed by institutions in the benefit of students at a lower cost

Khumalo:

oh yes i understand that my enquiry was if they are a powerment incentive in using saying black business to provide this services and in the alternative we say that this are potential parents there are potential businesses -- I'm saying is stopping the presentation the only conversation we can have or there could be other alternatives around there and there are other sectors that must be balanced?

Mbuledi:

I want to add on what she has been saying that the government in our country promotes small businesses and comparatives development but we all know that there is no business -- motives of a business is to make profit but if one is to make profit therefor the issue of cost and the expensiveness it comes can it came to be in but if and institution decide to ac-- a particular

Mbuledi: *Continued*

*services at a 2million was it employs that --
employee 20 cable but if that can be insured
that money that goes off profit can be used for
the employment of more other people which
will have an impact on their lives on their
families in line with the fighting tribunal
challenges facing our country of poverty in
equality and unemployment we say that what
we must work under is that when the scars
resources are being misused once we have
improvised other mince of how do you use what
you have got because it has been proven that
the p-- of services in the ch-- learning is
promatic and you have been saying a lot of m--
which even dis-- the students activities and the
learning process in the institution those on its
own are inter-- consicouensis of our good things
that we plan that they came back and bite us
hence we came up with an alternative that we
have seen here the problem and how we best
we address the problem therefore first thing
that must be done is must be face out the*

Mbuledi: *Continued*

provisation so that we find a better way and if we noticed that now without being in the presentation we are presentation as the white cell our presentation such a way that we must move towards a social oriented high education in our country that respond with the needs and aspirations of our people of our needs and of our nation that's the j--of our nation of our presentation it is out all of this the promatic areas that Seem to delay us and moving that direction .

Khumalo:

And what we appreciate as a -- engaging you can speak to the evidence leaders and say one of you positioning the instance as a -- maybe you could further submission on that point.

Mbuledi:

I think that you see the limitation of the presentation and point forms is that one --can mean a lot of things to me as presenter but to

Mbuledi: *Continued*

the receiver can only mean one thing and one thing only hence i said earlier that -- even regard we make two submissions the other ones was speaking about the philosophy and the ideology of education which took us if a br-- can understood it or is it a basis of our way foundations and make the second one also about how we the issue of three compulsory free qualitative and compulsory education and socialism for that matter because to us we understand that and education of its own it's not just an it's a struggle is a glass war hence those who controls education can utilise it for their own glass interest hence we find ourselves that there is this even commission currently is a results of that the majority of our people are not benefiting on education therefore the must be a way and the means to try to arrest that weather feasible or not feasible to us .

Chairperson:

excuses me what do you say about the predation of high education but private institution as is the case in South Africa at the moment we are -- simple 100 000 students are accommodated who will not find places in university because the university don't have -- and to sacrifice to the TVET collages and may not of custody there are students that study through private collages to how many --

Mbuledi:

it is still is on the presentation we said that the issue of infrastructure is a problem and beside our education on its own its not we say that we want it's not equal an area that we engage on that we still got a super universities but once our education systems is still for the private institutions and the public institutions there is no comparing even on the content out of that and what we are saying is that there must be one single public education system that is free that is qualitative and that is compulsory .we even went further to say that we spoke about

Mbuledi: *Continued*

the white education is expensive and is among what we have written on the document the philosophy and the ideology of education because on its own as long as we got private and public institutions we still got a problem that the country have to address if the country is serious about providing a free education in our country the other area that we like to put on which is upside the score of the what we are dealing with that the free education at a lower level is almost at 90% and the introduction of other like NSFAS changing them to loans is part of advancing that it has proven that will all those good work done by the government but the issue of demand vs. supply in our country demand this free education start for the poor then later on for all any way we have done the some research that the majority of young people in our country as compelled by current educations system doesn't allow all of them to go the university level for instate the question we are asking is that why in order to be

Mbuledi: *Continued*

*dedicated we have to the university operator
than go to the collage why not found other
means of the -- that re profit will venture on it
because to us we can't be obligated to having a
certificate there must be on --- certificate you
must get it at the university those are the areas
that also have to engage on moving forward
but generally hence we upon our
recommendations we say that tuitions fees
must be abolished and a grant introduced for
students that one on its self that those in a
private school want to say that tuitions fees
must be abolished and a grant should be
introduced for who ? that question will also
came because at a private university all what
they expect is that is that the expect payments
that will came from the poor family or came
from the nation right away the majority of
those who are in these private institutions are
those who can afford that is another issue that
we have to take in considerations those that
can't afford to assess the universities where we*

Mbuledi: *Continued*

are gonna say that now we are gonna pay for NSFAS and so on NSFAS on its own is not a , its overshadowed by the issue of the demands i know so many students who go back home who cannot afford the to get NSFAS or to be qualified to get NSFAS because of the space but to acknowledge that as part of when there are challenges or there are problems in any environment other things will top up we don't undermine that the both the public and the private institutions can be contributed he challenges that we find ourselves in but that on its own it's not a mince itself preps the must be an assess the rights of assess in a and provision of infrastructure to accommodate the demands and the needs that we are facing now once we believe that once the is a free education therefore it will be easy that the government will now focus on the providing infrastructure because the more we allow certain education for the poor that means that they are more accessibility of those students from poor

Mbuledi: *Continued*

*background are there to be updated to access
and the issue of the infrastructure will be
another struggle that now yes we have opened
up an absence but the infrastructure is a
problem we find ourselves in certain current
that we run around the cycle that we have to
find a way of cleaning outside that cycle hence
we at young communist-- we try call what is
being prevented and we listed --- but we that
there will be challenging that no guys we got
what you're saying but just in more than parties
presented to us and provide solutions on
because on what is bear to us currently on its
own in a long run we have its own challenges
but we can up because of we understand the
system find ourselves in we can address issues
peace by peace but as we address them peace
by peace another new challenges will crop up
again and i won't be surprised even if in the
next 20 years so or 15 years the --
commissionaire that will be served could deal
with other new developments that might arise*

Mbuledi: *Continued*

*as a results of outcomes of this commission
once the president will be assent will be under
each --- that will arise because as the
contradictions develops and it divines we find
ourselves that the challenges arises the will be
up new developments that will course because
of company without the state that the issue of
upfront payment fees must be abolished and
further say that maid payments of fees must be
not be into academic explosion or textual to
release results for instant the department do
transfers at a particular period and that on its
own leads to aca-- of the students those are the
areas that we have to look at and putting the
refusal to release results because of one is
owing one of the areas that our government has
to look at is there is no students or a family that
would want that to get the results and -- that
does not want to pay fees because they afford
they don't pay because they can't afford the
fees hence we will have those issues that the
exclusion and the operefusal to wants say that*

Mbuledi: *Continued*

*this issue of applications must obliged as --
inverted on the poor and the rural youth for
instance you pay a mortal about now maybe
necessary let's say R200 application l--- 2000
students we pay application fee at a political
university and all that i have received is that we
regret to inform you that your application has
been unsuccessful and its end there not that we
regret that you application has been
unsuccessful therefore you can come and collect
your R200 there other things that we find
ourselves in current we have to look at also the
department of higher education and training
must be expanded it goes over to say that the
fact to understand the young conflict that 22
years in democracy we only managed to have 3
universities by the way it's a 2 universities
because the one in tut it's just a same buildings
same infrastructure no developments i
contradict the minister around this time around
you have to assist us beside the are opening a
new university but there is no new university is*

Mbuledi: *Continued*

*the same infrastructure same area same stuff
same everything but we can say that its only
two universities , university in Mpumalanga and
the university in northern cape that we can
proud to say that those are the university that
our government have at least established that
on its own it's a challenge for instant our
provinces where you got so many universities
and their provinces got 3 universities is like in
Mpumalanga and also in northern cape we
need more universities because there are those
that came from different areas in to go to that,
that on its own came with a high cost from his
parents there are matters that we have to look
at*

Pillay:

*Mr- may i ask you a question on that and
enlighten the -- which envisions greater
Normand's in TVET and redirections of students
from the universities to TVET enlighten that in
just deal with your submission on board
universities students*

Mbuledi:

We want to state that further and for most i listen to the guys that we are here when they are presenting i felt that that they understood -- -when they read i even said that to my colleges that i understood the potions that they came we respect that conditions that are very in control but there where areas that --- are indeed the need to be looked at but that the victims of circumstances you see for instate there is a stigma that we find our self in but nobody wants to speak about it so we still have --- there is a perception that if we go and study at the TVET collages or in a collage the more you are not doing well academically therefore it should start at a university among clever person that on its own is done to maybe is hiding by the point system that if at a university for the particular cost to do we need a particular points and once you can't do that there for you became forced that yeah you compare to go to study at a TVET collage that one on its own is a dement it needs to be relooked because

Mbuledi: *Continued*

imperceptions brings a stigma that needs that also needs to be demystified but as we came straight now to what we have said that what should be our submission to that we say that we need more institutions of higher learning there must be more collages and there must be more universities hence we say that lets implement free education by 2020 that is what we came up with and we present we present this we maid declaration to you and appreciate the time given to us that we must deal with that the numbers of areas also which are not part of the nation on writing but a part of the nation if we interrogate it and understand it there are areas that we are to look at thoroughly that for instance we can't find ourselves on a destructions of infrastructure and we must not allow universities and councillors to get away with the-- cost of education we say we are allowed to find money to build five stars in the name of university also we need to focus on over transformation of our education system in

Mbuledi: *Continued*

*particular the contact our education system if
you look at the it produces the

we call them in their own pru-- in a human bolds
but we say that it produces managers and it
produces company s values for instance if i call
you advocate -- and we are calling the outside
office and you yeah calling your PA or any one
that's in your office one of the things we say
that can you go to my office and open my
computer and go to my documents and do that
all this are about i instate we that are the c--
that have to look at this education for instance
the part of the service that if we introduce it
doesn't produce the spirit of Ubuntu for
instance if i came from the villages and kind --
from the villages and get a proper job part of
my -- is that where to get a nice house nice car
and all those things take me away from the
village where i grow up at then you remain
isolated even on the very same environment
that you grew up while you're still a parent on
this education while you get this certificate and*

Mbuledi: *Continued*

*you get the if you are lucky employed then you
love that environment those that are the areas
that also the necessity changes on our system
including financial transformation is that we
might have in terms of*

*colour if we realise that we are none racial in
the organisation we can have a black vi
counsellor that to us does that in a particular
institution that to us means transformation to
us transformation on the basis of the output
and the responding including needs of under
desperation our people look for instance the
issue of the university of free state where you
have the black vi c-- but you realise that we are
far away on terms of transformation and the
very same black vi -- the one that is not pushing
the transformation that is being crossed those
are the -- we have to look at is so difficult that
indeed we find ourselves in this situation and we
hope that you're gonna I'm afraid to say that
when we discuss about the -- when we are
discussing this issue of free education on our*

Mbuledi: *Continued*

*national commenting it we sometimes they
commentate too much then we said almost a
day too much because under is yourself also
apart the expert out of me to analyse first your
self is that out this year the commission is that
support it --- make sure that we have got a
heart that becomes successful and deliver on its
mandate but we can't we don't welcome things
uncritical we always engage on things that on
all corners so that we provide direction we are
the first organisation in the country for instance
to theorise this issue of free compulsory and p--
education all the organisation take proof from
us is either sascro this youth league -- this thing
from us to our puia we have to smuggle our
ideas because our belief is that there must
follow the producers of ideas for society and we
don't behave like the mount-- topics who goes
on a mount payment saying that yeah on our
ideas . even as we make our presentation to you
and to our submissions we say we give it to you
in arrogate understand analyse the royal that is*

Mbuledi: *Continued*

still out show off we are free to assess and clarify because sometimes the language we use is more often than --- language because is a serious ---if we don't write away from philosophy but at the end we actually recommend to say unto us that we must say to you we wish you all the best on your work we have got a trust on you that you will deliver on the mandate and they say that don't forget that there was already work done by the ministry consider that work on arriving on a conclusion also consider the conditions of our people that we find ourselves in take charge we respect you and we trust you that you are gonna take time to understand situations we find ourselves in because your recommendation is either it will take us forward or it will take us back thank you very much thank you very much thank you very much thank you listening to us we tried to bore you because that was the only option we had we tried to be so short because i can speak for

Mbuledi: *Continued*

*almost 3 hours into --- because if we take long
we will be delaying the thank you very much to
the chairperson the judge we don't know how
to pronounce you judge we hope that out of this
recommendations you are gonna make for this
country there will be more judges that will come
as a result of your recommendations thank you
very much*

Chairperson:

*Thank you for your chance we appreciate time
and trouble you put in your presentations we
will consider it and cooperate it --- where it can
be used thank you*

Pillay:

*Thank you chairperson while we wait for the next presentation
may i ask that we take a court adjournment ----*

Chairperson:

Yes it can be adjourned

*****End of second session*****

*****Beginning of third session*****

Pillay:

*Thank you chairperson the next
presentation is by --- McDonald.*

Chairperson:

*Thank you Miss - would you like to go
head your own legend?*

McDonald:

*Thank you very much. Firstly i just like to
thank the commissioner for allowing me
to make a presentation and talking to
the ladies at the organisation for my
client - which changed a bit thank you
very much. i started a company called
dream catcher pty unlimited to roll up
the university of -- project dream catcher
will paid as dream catcher and the
university of everywhere is that dream
catcher project for the documentary
with the idea that is behind the
university of everywhere is that it*

provides university education across the country anywhere, anyplace, anytime to anyone government has requested that the private sector becoming involved in the system with higher education in South Africa and this is my take on assisting the other presentation do i have that ---under all of them but most of them Seem to revolve the private sector adding more money in high education or tax payers generally pay more money for high education i have flipped this around and my presentation hopefully will give you inside into how actually reduce taxes by using the module that I'm gonna propose.

Chairperson:

What is your background?

McDonald:

my background is agriculture and marketing and i have a lot of experience in farming

McDonald: *Continued*

*business and --- and property development so
I'm not an academic and I'm also not an
indicator i see this more from a business
opportunities prospective so i suppose you could
say I'm a social entrepreneur now when i got my
dream catcher head I'm a social entrepreneur. if
there is anything that has been said about
famous 4 indicates that it's not affordable and i
disagree with that i think its affordable , it is not
affordable under the current university module
so that module has to be changed to suit South
Africa , the existing module it's a first world
origination develop nation module where
students can be --- and it works like a charm
because the do pay ,in South Africa we are poor
third world developing action in most student
can't pay how is that module supposed to work
in South
Africa? It can't its impossible so therefor that
module is not fit for purpose in this country or
appropriate and it is as sadly fraud and hash tag
fees must fall is obvious proof of that factor. i*

McDonald: *Continued*

don't want to disrupt universities at all but i want them to do is make a minus strategy shift and business as usual for universities and i will show you later how this can fit in. free education i think is a right free varsity is a right in developing mentioned because it has to cavitch up with the rest of the world if we got poor students who cannot pay and cannot get access to the university education how is that country ever gonna catch up it will never catch up. the other point i want to make is that we have a nation development plan that we draw up in 2010 2011 somewhere around there and that has some clear strategies in targets on university education one of those targets was that we must have 1.62 million registered university students of 2030 we got approximately a million now so that means we need another 620 000 new students to be registered in the next 30 years and that is so many marinated 47 000 of students per year now that's one new touch university or one new

McDonald: *Continued*

university or one new -- even the year for the next 30 years and just not physibile or viable so it will cost you too much so the existing module breaking to you is actually expensive for our country right now and that's why under the current module fees must fall is not visible or variable as i said i will show you how we can make it happen. the university of everywhere plans to supplemented too at the current so it add another leg to the recommend university system at the moment and what it does is , it doesn't not allow them --- already it causes online already and it is online also many face to face universities put the to the mind of students confirm to that we -- and we read etc. etc. the move from universities from what they do now to what i propose is very simple indeed very simple to question on putting that lecture on to the internet and registered student with your --- somewhere else could be in the village Vhembe district even there -- lecture the problem is

Khumalo:

*Sorry to interrupt i just wanted to check if that if
you are factoring the accreditation for this is
there an existing accreditation or do you
anticipating that will be accredited*

McDonald:

*absolutely the university is supply the courses
accredited already what the university of
everywhere is that sort of university it won't be
an academic institution and its self-there will be
a platform for existing university to provide
education on material on the internet so the
courses had been drawn up and be drafted and
constructed already the lectures all on
computers will endure the media form or
whatever.*

Khumalo:

Graduated -- graduations is every where

McDonald:

The graduation is something that will be a big party i think it will be uplifted to say something like that. But the idea is that the university is remote that's why is called the university of everywhere i will get to that ---

Chairperson:

Sorry why is it necessary to stub this issue of university of everywhere when you can affect the established branches of the existing universities?

McDonald:

yes we -- by one agreement that's probably what I'm doing , it's a small branch in every single settlement village and suburb across the country because what I'm proposing is 20 000 platforms where the university can be accessed the reason why i counted 20 000 was there are 20 000 primary schools in this country and the

McDonald: *Continued*

*reason for that is going to give access to kids so
it's gonna be within the region able work
industries specially into kids the other reasons
for 2000 was there was 20 000 that inspections
in the last --- elections for the same reason to
give access are we gonna provide free
education that is a main free-- meant free
accommodation means free transport and you
know not only that it must be accessible to
everyone everywhere anytime to learn anything
ohk . its limited to an university degree you can
go into your -- that's ensure --- the internet you
can YouTube in here to do anything i got
interested in making solo panels for renewable
energy and i went onto the internet and i
learned how to make my own servile penal for
my YouTube video it took About 3 minutes and i
watched it about couple times and i practice a li
bit and there you go. a friend of mine had a
fancy audio car and it -- the seat and it could
not work out get to sauce take a lot to get it
repaired is the a special tool and a special whole*

McDonald: *Continued*

where you got to get this tool in given on the internet we found about it and got it to -- self, and it's not just academic stuff you can learn just about anything on the internet practical stuff

I beg your pardon?

Chairperson:

What you concern with the instruction learning?

McDonald:

Yes

Chairperson:

That's when you in visit a client supply

McDonald:

yes , structured university degrees but also technical stuff technical collages could use it as well for students who want to do a technical diploma let's say or certificate it could be used it

McDonald: *Continued*

*needed to be adapted and that's is up to
institution that's gonna provide the online
course and the academics and the education*

Chairperson:

*So they will know how to put this back together
and present it without even providing a
platform?*

McDonald:

*I will get to you now. ohk so dream catcher is
actually a franchiser for also the distributions of
fast moving consumer goods and what it wants
to do wants to hybogrides a retail spaza shop
ohk into a community learning centre and there
is another little addition that i want to make as
well it a lil like as set back almost so one room
in this scripture that could be a dispensary for
the community and we could have it and we
could have it there and it's a first call health for
a service provision for a small community that
doesn't go under training course or some do
that factor so basically it's a prefabricated steel*

McDonald: *Continued*

*by steel franchiser that is delivered to the side is
100% ---ohk its fully equipped with everything
that is required everything I'm talking right
down to cut and sauces and knives and forks I'm
talking to about stock and I'm even talking
about two months working the capital for the
franchise so it's a walk in start operating small
business for a currently unemployed youth in
our community wherever. let me just tell you a
lil bit about doing catch in out the fisher is the
radicreation of poverty and collidity in South
Africa that is a viranting foundation of what all
this things is about the mission is to
establishment of 20 000 youth found in
management intimate base coordination
platforms in every settlement villages in suburb
or every town and city across South Africa .to
create 10 000 new youth jobs to provide
everyone and anyone with opportunity to learn*

McDonald: *Continued*

anything anywhere any time for free and better digital divine . the digital divine is the something you probably know also about is to get us to catch up to weatherness to the world and the digital world the first world we aren't quite living in that world yet and the next phase is what they call the forth revolution which is the incident of word intelligence and robots and that's gonna have a big impact on us and we better be prepared for it. university of everywhere project will be at collaboration it has to be at collaboration but be at collaboration between government the private sector universities ngo and aid agencies and then of course dream catcher . basically what happens is the department of higher education training and founding the platform it is a fraction of a course of the founding of the currently universities. the private sector the ngos and the aid agencies all support our providing products make up the franchise for the franchise ease if we could show them that

McDonald: *Continued*

we can assess them many and hundreds of billion rands worth of tax over the next 70 years i think the private sector and the aid agencies will come aboard not just talking about local I'm taking social commitments from the companies overseas and from the aid agencies etc. overseas by then coming in with products or just financial support the globe across the government. what we hope to achieve about this whole thing is firstly of course the 20 000 new use owned fail safe among the inserfiesed fail save franchises a bit percent of small medium and micro enterprises has failed in 3 years 80% the leaped also said that -- must make 10 million new jobs by 2030 now if only 30% of --- failed how are they gonna be able to make 10 million new jobs by 2030? that's not gonna happen so when i settled puzzled over this how I'm i gonna make this platforms fail save and when we are gonna do that is the department of education is gonna pay the franchise or providing the platform so what are

McDonald: *Continued*

the infect they will be realising the platform from a franchise because the franchise is now providing access to university education in its village -- -imagine in the franchise of the cost of current universities as a secretary 100% turnkey modally skill infrastructure each one or should i say that the average because the will probably be the hoped custom for the side of the population of the community that they have served and so obviously in the big city the is a -- population of people who will use insult and probably have a bigger one in small villages and the small one but the average will probably be round about 44 work stations and the computer centre of the franchise.

Chairperson:

Constipate this will also be viral

McDonald:

Absolutely

Chairperson:

Not just rural?

McDonald:

Not just rural everywhere course it's got free access everywhere it's got to be everywhere. obviously if someone has got Wi-Fi at home will also be able to access it at home because that's will put the become degree online they dislocate ----to get the stuff but you will be doing it at home so you don't have to go to the bracken water university.

Chairperson:

I'm glad with what you could at the moment it for the university programme i take it.

McDonald:

and yes to a degree they had a lecture in the morning with an extra and then the course goes the lectures goes online that day or onto the university website polo that the students can go there so full length full ready but its access in the areas hasn't go that's the point so the kids

McDonald: *Continued*

are all coming to the university to listen to the lecture and they gone by the valiant --- they could fall asleep in the lecture is not a problem cause they are gonna get it so each franchise has 44 on average workstations and that's a 20 000 franchise its 880 000 workspaces

across the country it caters for your 620 000 new registrations need to be done by 2030 if you work on 2 shifts there is over a million and 1.76 hundred and million work opportunities work educational opportunities educational opportunities that the franchise has been providing . each franchise will employ four people so that's a 100 000 new used jobs created in a rural areas manual but obviously all over the country as well on a -- is benefiting the 800 000 dependence access will be opened 100% free and gives an opportunity to say how use the one that didn't get to go to university and the ones maybe failed in the e-- to give them another chance to get an education because it's a 24/7 open access totality if

McDonald: *Continued*

*someone works night shift ----and they can go
do it at the night so it's not only for students it
could be someone who is working and who adds
to add them to a cv or whatever so the
university of everywhere is actually many birds
with one stone*

*that provides education provides a lil mini clinic
creates jobs creates as monies b-- digital divide
there is a whole lot of things that involves fees
must fall so it's a many birds with one stone .
just to give it a lil bit more details with the roll
of the stake holders like i said the department
education will found the project and franchise
he has to normally aim for the cost of the
franchise and it's called the franchise fee then
he has to go and rent the shop or by the shop
and pay a whole lot of money to set up the
business or a whole of whatever and this things
can run into millions sometimes what we
propose what's called a mini franchise at low
cost affordable franchise and what I'm*

McDonald: *Continued*

suggesting here is obviously a grant will be first price for the franchisee but that of course its 16 million because its 20 000 disease at 800 000 so that's a long money for the government to found so what I'm suggesting is this alone to the franchisee a long term pray for the soft clan and from the department of education so it's not forking out the money and getting it back but we will get something back for alternatively a guarantee and that's probably to where i think it's heading if government can provide a guarantee for the loan

then the franchisee can go to a commercial -- institution excuses me and raise it the capital the 800 000 for the franchise and why financial institution will began to bad the franchisee will first of all you will have some sort of security in terms of the line of the structure because remember the franchisee will be the unknown of this business not the franchise all the franchise all the franchisee and there will be a disagreement between a long term seminar

McDonald: *Continued*

searching for a period of the line between the department of higher education and training and the franchisee the department will be paying the franchisee the amongst fee to higher the platform or to make the platform available or to make the platform available and that will cover the franchisee fixed cost and it's usually the fixed cost of the small mini migrant oppose it's the killer and

that's why it fails usually the rental cost is that they have to almost -- rent the premises and the other land doors coming out to stay on and make them pay more till they can't afford it no -- of the franchisee is critical to the survival and its list from the problem of higher education and training can covet that monthly fixed cost which basically the will fail also fixed cost includes their drawing the employees etc. Etc. etc. so they could run their business and survive 100% without any other outside income coming in purely from the department of higher education and training that is going to be R650

McDonald: *Continued*

per work station per month so it works on 572 million per month with 6.68 million per annum for 880 000 work stations current university fees are in the region of 26.5 billion by next year with 27/ half probably and so it will grow up 6.8 of that is not very much the other thing you should remember if we are to build a new task university that will make it available every year for the next 13 years i did a rough calculations is gonna be region of 400 billion which is about 31 billion a year and infrastructure course if we are to meet that next year just to get back to the national development plan that plan was made because some very clever people saw the righting on the wall that is a rescued plan for the economy in this country there is a plan to take us so far slippery slow and that's why some of the targets are quite --- 10 million new jobs by smmes--- 1.6 to registered universities students etc. those are expensive tasks and targets to be glorified and achieve a way of tuning us targets if we don't

McDonald: *Continued*

achieve those targets our economy is gonna be lacking in 2030 anyway so we have to achieve this target not achieving this targets is like committing economic sure side we can't just leave there . So the department will already occasional will be a captive market for the franchisee it paves their way ohk. the franchise - - function is the retail side of that franchise they got a small lil shop where the sell fast food in consumer goods dream catcher will provide the force man consumer goods the dream catcher sets up a network of whole set distributes or whole sale where houses and distributes the product to the franchisee that is where the business model of dream catcher comes in for dream catcher. we have a contract with the franchisee to support him mentor him and train him monitor him and provide on-going on support on-going training and of course the supply of product to his -----obviously each one is gonna operate on a different scale it will different mix of product each one will have a

McDonald: *Continued*

point of sale system and you will get a moment exactly what they are saying when and how many and from that we build a record of exactly what the demographic is in that area module what part is the -- and we grow almost to anticipate the stock order for the franchisee so what will happen it will have ten areas with a hundred regency basically un -- on each area which will each be supported by the ware house and the distribution system and a ware house manager will record a regional support manager they will be able to deliver stock and they will check on the -- check is clean check its maintain check the running according to franchise agreement which is the policy and procedures manual that they will receive etc. etc. so what this managers will reflect being affected is that the will be like a lil school inspector almost inspector in the platform to make sure that it is suitable for people to go in and sit down and could use an environment for them and of course people go there and

McDonald: *Continued*

download stuff they can sit and work on it that's the idea if they want they can print it and take it home with --- talk to them there will be a printing facility that will be paid for by the by the students that becomes part of the product that the franchisee will self but generally someone who goes in and sit there and like read or listen to the lecture or either the university decide that they will present it we visit the universities that will compete to provide this because part of the fee that the government is gonna be paying and the department is gonna be paying every month will cover the university cost of this lectures . misunderstand that once a lecture is done and made its a once off cost you can -- a million of people down there but it doesn't cost you an extra cent so this is pretty cheap and they all exist anywhere i can't see the university are coming at the end of two choice too much for this items .

I'm gonna explain something here a lot of people are said that's the are this moons online

McDonald: *Continued*

that open courses and they failed overseas with not just ready taken up overseas everybody thought that they will never gonna get and there is a very good reason for when you stop looking in to why the most favourite universities in the states for example they do provide some free courses online but they do not provide a free course that could relate to other courses and made up in the university fee there is a random course here and random course there you cannot take the whole deco degree like that from all there where are -- see from all that the biology one and zoology 3 this year and next year there will be something else so they are protecting the bundles since morning there other thing they won't do is they won't give you certification for that course unless you pay for it so it's not free in the first place actually well you -- had the content matter you have got it for ever but if you want to get the certificate you got to pay and that is why these things hasn't

McDonald: *Continued*

taken often in the states the uk and euro it's because they are terrified of losing the module losing the basis of the parole -- so that is where there is gonna be a..

sorry Mr in your research is it only from a point of view of protecting the module or is it also to do with how education is exploited that could be historically right or wrong that you will need some face time the more to insure yourself as the imparter with the you will be able to buy all the knowledge that has been given to you what is your research on the regards to i know you really catered to know the education , but is that not one of the reason why besides protecting the terrain this things haven't succeeded.

McDonald: *Continued*

*it wasn't what i gained from the research i did
ohk i didn't do structural research i read it and i
went to the internet and i read a lot and what i
gained from it was although they don't
admitted it was its more protecting the gums in
suitable model university like harvest i mean
they turn away 100 000 of students every year
except it got a reputation having a degree from
harvest is worth ten times a degree from
somewhere else so they want to protect that to
the degree what's nice about our situations here
is that very few of the student here is that
threatened by the wits university or any
overseas university in -- model because us
students can't afford locally so how is that they
can afford so we are not part of the target
market so we can go at Harvard and say listen
why don't you provide with something a free
deco part of your social programme it's not
gonna affect buns and seats in the U.S so put
your harvest b.com online for --- universities on
every students and it can all be controlled and*

McDonald: *Continued*

*through an registration student numbers or --
whatever and it can all be done not a is not
physically a challenge*

Chairperson:

*it goes a -- that the success rate of not
universities section than the university of South
Africa but that correspond to that not only here
but generally speaking food all over --- in those
which hence on teaching*

McDonald:

*yes but first ,, i can across that as well and there
is one thing about open this and claim requires
a lot of discipline from the students itself
manned and self-timed ohk i think the
difference in unisa or that something that might
be taken in to reconsideration it unisa as a lot of
people that are studying there are working as
well and it's tough and during the job during the
day and studying after hours dream catcher
they will be -- of this dream catcher um but a
lot of them will be unemployed out of work*

McDonald: *Continued*

*can't afford university where minus so- then you
did it the water. university there of everywhere
is always working at unisa at become for free.*

Chairperson:

*Don't you contemplate with your model that
you may have far to the work stations in one ---
far as to many.*

Chairperson:

*and well when i initially worked out for that is i
was gonna have to have a thousands and then i
looked at just the primary schools and the
voting stations and i realised they obviously
have so many to provide access like i said you
gonna actually different task you can in a small
village you can have a 22 work station building
because it will be a lil cheaper but what you do
you don't you research you get to the
department as--- of population just to --- what's
in the graphic of the villages or this town and
you put your first one down if it's to many ohk
there is some extra space for the future if it's*

Chairperson: *Continued*

*too few its more -- add another 10 meter
section on to the implant add another 20 work
stations. In another we expect story -- while
online teaching the snatch or maybe the ideal to
research certain humanities it may not be nearly
on the work for engineering and certified logical
so it's up to.*

McDonald:

*Great. it's not ideal for all the degrees obviously
but all digress have a i don't know what to
present to this 80% theory posited or 60%
persisted maybe in other degrees are all very
but all the theory can be done online.*

Chairperson:

*what you are saying is that the university which
provides the materials could lie down some sort
of stipulations at detained amount that have to
be done directly, sorry what we have to do is
carry on with it.*

McDonald:

I'm sorry i didn't hear you.

Chairperson:

I said I'm sorry i interrupt you

McDonald:

No problem.

Chairperson:

Carry on please.

McDonald:

*ohk just want to emphasise again the rollers
dream catcher will be to select who will be
franchisers they will be trained deployed the
structure will be put up for the end will be
commissioned and then they will then be on-
going support from the regional support
managers on going supply of product the
medicine makes its money from the product
they could live the franchisee marks it up and
sells it and that's is the franchise s profit we just
make the whole sale on distribution for the new*

McDonald: *Continued*

franchisee so we don't get any business out of what the department of higher education and training is providing the franchisee that's its hundred percent we don't get anything we don't charge we will not charge an annual fee turn over like most franchise do our souls for the income is the -- product to the franchisee so we are totally out of the picture in that -- so the department of higher education and training and franchisee agreement. ohk there is a guide rand that gives the instructional relations between the parties that are not mentioned if you look of the left hand side there is the department of higher education and training providing the loan of the guarantee to the 20 000 franchisees and the franchisee provide in return of the platforms obviously and then the university is coming and they are provide the courses and the franchisees by the universities or either the diploma on high education paid directly that the administration function that the policy its sorted out

McDonald: *Continued*

the business in the ngos provides products and equipment from the franchisee and dream catcher buys products from their business fast moving consumers good to the sales into the franchisee and so on. mi-- shareholders i just want to make so many things about the shareholding the network the solution network of the fast -- consumer goods is gonna consist of employees not franchising franchise are the retails markets so what we are gonna do is we gonna give the network 20% of its business initially and then we are gonna where house the balance up to 49% possibly for the – employees and for franchisees and alternate goal if this dream catcher is successful or not is listed on the stock exchange of the share options for everybody who is involved in this whole b-- chain. you said education is sorry just give me the advanced more moment there please internet education is the education platform of the future its ---there is no way that it's not gonna be education that's gonna be the future

McDonald: *Continued*

the first of all the countries with fancy universities will obviously be lowered to be taken on and they will survive much longer in even our own popular universities they will exist because they will always be students who want that face to face there will always be students who can afford to pay for that face to face but what we are providing them is alternative first to come -- education will be top quality and equal quality to end of world its much lower cost it's much more efficient it doesn't need the capital infrastructure that we can all do what the universities require its much greener if you take unisa just for an example unisa uses in the past a post complaint system it is now more internet orientated and its discussion in unisa why do they not do more to internet and the reason i was given was not access everyday now everybody is gonna access internet and secondly the device to access it its expensive and so the datas expense course those three factors being

McDonald: *Continued*

*in unisa came vi -- totally from first -- to digital
and you could imagine the cost saving for unisa
and the post favour to digital is massive is
massive.*

Chairperson:

*I'm only worried about one thing that is if only
you can afford stains millions but it doesn't go
to McDonalds to - - and I'm wondering whether
you may not be suggesting the people at the
sting -- million level are going to have to pay
MacDonald's prices.*

McDonald:

No the education is free if they want to buy.

Chairperson:

*It can't be said the franchise is surely to get will
talk about financial module you known that
surely the franchisee is going to look to raise its
profits through the sales of stock.*

McDonald:

*Yes sales of stock not sales of education,
education is free.*

Chairperson:

*You say that the franchisee will charge nothing
for extra?*

McDonald:

*Nothing at all, because the department of
higher education and training is sceptic market
he's leasing it to the department of higher
education and training -- always cost.*

Chairperson:

The maintainance cost...

McDonald:

*Everything all the fixed cost is covered by the
lease agreement with the department of higher
education and training.*

Chairperson:

Alright cool.

McDonald:

That's why i said these fell safe.

Chairperson:

It's alright lets came back to ---

McDonald:

*its employees and its own drop--everything is
caught so we settle the force with the consumer
--is the customer choice customer hasn't have to
buy anything at this shop but it will be there and
because you will have feet coming in to get the
free education the chances are they are gonna
sell something.*

Chairperson:

Alright.

McDonald:

*ohk that's hasn't been down ever i don't think i
could ever i could not think i could not find
anywhere in the world where free internet
education is provided and there is always a
catch and its usually in the case its usually with*

McDonald: *Continued*

*the certification and somehow leads to a degree
and this where this will be unique and the way
its delivered the way its founded will be unique
and its available to all third world countries that
won't keep provided free education.*

Ally:

*did you have any discussion with the council in
higher education regarding such a model in
terms because their quality assurance in terms
of how your model would fit what it wanted out
there in the world forgetting about now what
earlier indicated about protecting todays it
ordered to marked and get this done you need
to be speaking to certain people and perhaps
your council of higher education is the last
person but i was thinking you would have at to
a spoken to the department of basic education
you can't necessarily in our country such as ours
dump the internet model on students who don't
who never use it before in terms of certification*

Ally: *Continued*

*at itself i mean now have you without
presenting it to us as a model have you had
these discussions before .*

McDonald:

*no i haven't i first contacted the department of
higher education and training with this in march
and i didn't get any respond so they denied
about the he commission of this company and
order so i decided to follow that route but what
i heard on this i have lodged what they call and
complained uncilisetend proposal the
government officials here will know what it is
to the department of higher education and
training because this is with all outside normal
procurement processes and that is a processes
going by treasure probably found in
management act and a thing called practise
note 11 which deals with uncilisetend proposals
to government apartments and it allows them
to use uncilisitend proposals max meetings*

McDonald: *Continued*

*certain criteria outside of their normal
becoming practise because this hasn't gone
with tender or anything like that so it's hard.*

Ally:

No I'm with you.

McDonald:

*I'm gonna get to your question so you are right i
mean this is a bit hard of the blue but you must
remember the courses are provided by the
universities they were accredited universities
will know what the students want they already
know what the students want. All its taking it's
the existing courses and just putting them on
the web.*

Chairperson:

That's making them accessible?

McDonald:

*well I'm making them accessible by providing
the platform but it's now on the web accessible*

McDonald: *Continued*

*that to go in the world ohk that's why these
gonna be some control we got to register with
the university for that course ..*

Ally:

*So therefore your model doesn't necessarily
need the assurance from council in high
education because according to your model is
the university that they have accredited already
in providing the -- means of education.*

McDonald:

*it just a different means of delivering the , like i
said already the full time university put their
courses on for their students so it's already
there its already been delivered in the same
fashion so the students sitting on campus .*

Chairperson:

*I don't know where you have --- this blither but i
want to do-- ask you about the cost --*

McDonald:

Yes

Chairperson:

Because it's not total clear to me how you are going to afford the setting up of --.

McDonald:

Do you want me to through it and talk about it if you want

Chairperson:

-- Time to

McDonald:

ohk alright a lot of questions are there previously what's gonna happen to the universities you know the fees they don't lower this not at all and the way i see it is like i said it before there will always be a market for full time universities there are people that will want to pay and can pay and they will if they want that sort of interactions but if the same universities put in the course online and they

McDonald: *Continued*

can also stay at home and do it at home for that matter but what i -- is that there is possibility that some of the 3rd year u know they delete well while university might and those with a lot of poor students let's take for an example and the university of Venda Vhembe university of p-- if it has a high proportion of the poor students are now being offered free lectures online for the same quality degree they may use a substantial amount of -- so what i in visit will happen with those universities they will become another tongue call centre for students those academics instead of spending most of the they are in the lecture they will be answering the phone in to Venda answering the queries of the students on a particular call and that is one thing that is very lacking the current university module cause everything is presented in English and people want to present it in English see that is a trend from my perspective students want their degree in English but they struggle with it and it a course of a very high failure rate

McDonald: *Continued*

amongst the first year particularly so s if you can have those other universities being the call centre resolving the students issue because there will now be possibly millions of students on the hundreds thousands of students out there with university of everywhere and even support from someone the hexagon one lecture came an all of them so you will have this are the university will be call centres for mother tongue so those that will want to get support in Venda on the phone then they will those that want support in Xhosa will get comforter etc. etc. those academics as well can obviously write courses and put them on the internet it's up to the students to decide who they will choose the courses from and so i think they will be a roll for these other university as well some of them might have to close it's a possibility they can maybe came hospitals those infrastructure the lectures can be involved in the universities that are more viable un to the supplement model they could also became exams centres or mass

McDonald: *Continued*

internet learning centres where you know the students still go because the university well - usually in a high population -- students can still go there and just used it as a glass from facility well obviously you have to be well fine for free -- as well but those are things that i think will be on about over time. the existing university can then focus on becoming centres of the exist of what then should be when i feel for now is that the universities are like an extension at school and they are still teaching the kids psalms and spelling and then they meant to be lecturing a higher technical stuff and that's not a h-- so this is the flap of students and possibly not well prepared for university or other that might have been written the benchmarking test national benchmarking test to get into the university although they might have passed and they got an nsc that qualifies them for university they are not ready for that yet so what you have is a lot of -- having to provide almost a bridging course in the first semester some of the affect the

McDonald: *Continued*

university of everywhere is ideal to provide that region for universities is idea if the Perry comes out of any can compete -- university it doesn't get high enough pitch market in pitch market national pitch market in score you can go back and do the national bench market test over and over here online at home for free till he gets it right until he gets the mark i know it's not the same tested but you will be learning by learning and it does got an nsc with a written nice pockets which wants to do with engineering you can go back to those nsc at the university of univen over the -- it doesn't have to go and sit in the classroom with what you 50 kids in that possibly so it proves an ideal footer for the universities the universities are then getting up glass they could kids out of done first thing in second year at university of everywhere and going there to specialise to do there found degree the guy can finished it they guy can afford it so if you can't afford it three years university but maybe you can afford one you

McDonald: *Continued*

can do two years at the university then every year then go and do third year full time at university and then if you qualifies again you can do honours and masters and whatever I'm not saying that the university is every count that can be on this level the should be able to but it is so flexible that it slip in wherever the students wants to slip in it will be 100% free can be two years free one year full time whatever .

Chairperson:

Thank you

McDonald:

ohk i mentioned this , this was my proposal to the department of higher education and training it complained -- the proposal and that is with then so they got to respond to that new course.

So what is the way forward sorry let me just get to the course well before getting to the way forward

Chairperson:

*let's just take it from there to face up first of all
you got the cost to providing this structure , the
structure then you got cost of marketing the
structure well i know and so to MacDonald you
got a lot of skill*

McDonald:

*This structure. That's like taking chappies to
primary school. Yes it will be -- cause of this key
because you got to make the franchise easily
the future franchise easily aware- Yes there will
definitely be marketing course*

Chairperson:

*Well tell us about the cost that you were
interested in lets us take one -- at one place so if
someone higher than that*

McDonald:

No

Chairperson:

To with the structure on

McDonald:

Yeah i might do with the structure now if you think about the -- like a trailer type befit thing that got

Chairperson:

Soon you want to make it a -- as possible you do?

McDonald:

Yes but then it doesn't have to be on high -- could be -- and that's part of what will happen to this collaboration there will be a lot of elaborations from the local government global municipality and it could be at the school ground

Chairperson:

Let's assume that ohk now somebody says look we are gonna give you a job to show us how is done now what about your cost?

McDonald:

*Ohk it a structure and it's all fitting in is and its
equipment in -- alright*

*that's a 44 work station the desks, chairs and
then the internet equipment so that the server
the monitors and then keyboard and the
earphones which will be the monitored
keyboard and ear phones at each work station
and the services at some one computer will run -
-- there is a Wi-Fi connection which makes quite
a big part of the cost that's close to 50 000 per
unit that's an average of ---*

Chairperson:

Are there gonna be printers? The printer

McDonald:

The will be printers but

Chairperson:

Who is gonna provide that?

McDonald:

Yeah we provide everything is turn a-- the printers and in the shop side the shielding the fridges the gage crackers everything.

Chairperson:

So what is your estimated cost?

McDonald:

R800 000 in franchise cost.

Chairperson:

Cost to you of R800 000?

McDonald:

Cost of the franchise. To the franchisee R800 000 that's a once off.

Chairperson:

Have you don't have subtitle pro-- on this?

McDonald:

Yes absolutely i have.

Chairperson:

*And that's that R800 000 a net profit? That's
what it ---*

McDonald:

No that's the stabilisation cost

Chairperson:

Put in together?

McDonald:

For the infrastructure yeah, ohk so

Chairperson:

And you will assemble it on side?

McDonald:

Pardon

Chairperson:

You will assemble it on side?

McDonald:

Yes

Chairperson:

Is it delivered?

McDonald:

*We have the assemble team and the assemble
of our -- two days and then the original guy
comes and the area manager came and they
commission it*

Chairperson:

And all the cost of 78 buildings ---

McDonald:

Everything, everything

Chairperson:

*- the network , Where will these things be
manufactured?*

McDonald:

*ohk that is an issue because i got local costing
an--and there are 3 times more expensive than
being bought from china , china can lend the
same spare in Durban hover for the --- which ii*

McDonald: *Continued*

find what they say because obviously you want to buy local first and foremost . you know government are gonna have the reason why I'm saying it's gonna -- lets be prepared and makes us a villain and then we use local --

Chairperson:

What is it that you are ability of ---?

McDonald:

50 years -

yes they may be steal basically what we will do obviously we want to stand on our own so we have an architect who will draw up us a property, drawing with speciation's right down on to colour whatever you know what architect do and even engineers who will ensure the structural integrity of the structure so it doesn't feel ---Couse you're going so big on this we are getting massive discounts.

Chairperson:

*May i ask you how many do you have to
manufacture and sell in order to break even.*

McDonald:

*Ohk break even the funny word here because if
you must remember your franchisee is
borrowing the money to pay for the
infrastructure*

Ally:

*If the -- with the compete if we go back please
and then maybe the chairperson could-- and the
stuff will be able to engage better there are
over three spaces. Another one you saying the
total cost model this is 29 billion*

McDonald:

*for the franchisees 16 billion 800 000 times 20
000 = 16 billion which is a once off for the next
50 years now you are compare that to 13 year
tax in universities over the next 13 years is no*

McDonald: *Continued*

contest there is only 4 % of the 400 billion that is estimated for the future infrastructure for a reaching a national complain targets

Chairperson

You say that the franchise will pay R50 per month is that your worth?

McDonald:

No the department of higher education training will lease the platform from the franchisee at R650 per work station so is R650 times 44.

Chairperson:

How much is the franchisee in -- finance

McDonald:

these imports is 800 000 because it's got to get alliance because it's got to pay the loan there so he's in for 800 000 ohk that puts up the infrastructure so how is he gonna serve these just like that the department of higher education and training and its crafted market

McDonald: *Continued*

*they gonna be using those 44 platform there
from them or not from them from him in better
in that figure about R50 is for the annual
transaction of the 800 000*

Chairperson:

*May i come back to my question as to how
many that is gonna meet breaking?*

McDonald:

*Very few actually because the highest most of
the cost is involved in this the franchisees
structure. the dream catcher cost is a lot course
setting up the network ohk ,the distributer foot
the fast marine in the consumer good network
delivery network most of that will be done in
this leased premises and was HP vehicles*

Chairperson:

*All this us in the -- are to be mounted that you
don't have to lie out in order to get the system
up and running the.*

McDonald:

Dream catcher?

Chairperson:

Yes

McDonald:

Probably in and out about 5 minutes

Chairperson:

--too

McDonald:

Well that's sort of the pre-set up cost the marketing and the getting hold of all the franchisees etc. etc.

Ally:

i think perhaps in selling the mode they need to perhaps pay upfront course --- not only to government but the cost to you in establishing as you say the infrastructure not the infrastructure it's a marketing of your model is a Wi-Fi your computer system

McDonald:

That's all in 800 000

Ally:

That's all in the 800 000 so where that's the 5 million what cost 5 million and there for perhaps you need to add that to the presentation.

McDonald:

i have i have send the department the business plan earlier i didn't think i need to get in to the details of dream catcher cost at this presentation so i apologise for not having those figures but they are they gonna fold that's business plan on all the Constance about what makes the 800 000 cost and what makes operating cost of the 6.86 billion in a year so i got all the detail of that i just haven't got

Chairperson:

Thank you

Ally:

*what i would suggest is you engage to have the
-- without the sets founding alternative
founding an cost of education that you be able
to input in terms of your particular model
because as indicated you have given it to
someone for us to take particular notice of your
model it needs to be detailed because the
university that we are costing and provide the
costing of what the cost they are reposting to be
educated are you with me?.*

McDonald:

Yes

Chairperson:

*Couse there are sorts of attractive aspect that
you are telling us on face but its need to be used
to a temple model interrogated and really what
needs to do is having the --- and to criticise it
and the is seen to where the is without the
criticism you may learn from it we may also
learn from it*

McDonald:

yea i would love to learn

Chairperson:

*but until there is a proper assessment is difficult
for us to express the opinions of --- what to
express in this unit but i think you might be
useful infect I'm sure you will be useful if it could
be carried further of that understanding any
way we will continue with your presentation*

McDonald:

*Thank you. i just want to say one thing the
principals on this thing is that it's costing the
department of education to a -- 7.5 billion to
indicate the money --- if you look at the fee
structure of universities i think about 30% or
something is actual fees somewhere between
6.5 billion per year so i mean it's gonna cost
6.86 billion a year this is 27 billion there is so
much between in between the two that i think
its academic what the actual cost to dream*

McDonald: *Continued*

*catcher will be all or whatever because that's
not you know well no one else is paying for that
the department won't pay for this.*

Chairperson:

I was-- for that reason i was in ---

McDonald:

*well its viable because the franchisees are
paying for their own business all i do is provide
them with the product and make them all --*

Chairperson:

*Is there no danger that somebody may buy up
all your franchise and then make attempt to
turn the profit?*

McDonald:

*well the is a thing called a franchisee agreement
between the franchisee and the franchisee
which will prevent that they kind of do that
although they own the franchise having the
licence they cannot sell the licence they can sell*

McDonald: *Continued*

the business then it's gonna be done on the structure why through the franchisee all because someone else has to be trained to take over etc. etc. so they cost implications for the franchisee all in there. the way forward can we go on things the department of higher education and training have to be printed and printed with ---4 it's getting worse and almost getting out of hand what should happen is higher education and training must engage with this treasury and with its universities and the students and discuss these model an see if that's gonna be acceptable to those stakeholders.

Chairperson:

What is your estimated time to set up the working model?

McDonald:

the initial proposal was for 10 000 which will be done within 2 years or could be done in two years it will be one year of manufacturing and soon when the first one gets manufactured obviously you start installing so that becomes the project management of the roll up but you could have 10 000 up and running in two years.

Chairperson:

Is this the China model of South African one ---?

McDonald:

well either they will both be a kick form of this model so it goes together so you don't need this sophisticated lies -- obviously we will try and team to ensemble this but it's not like we need master builders or carpenters if they comes pronated in a -- form and the assumable onside takes 2 days so what you have is each week there will be a 100 franchisees you will have two or three teams assembling at the same time so you may be having 30 -- around the country assembling. The is one suggestion that i like to

McDonald: *Continued*

make and which I'm not sure if it means suggested before but it is. the department of higher education and training head is founding fees for next year the 27 billion what they could do with the government could do increase that by 1/2% which is the quick and easy way doing this other than you know compered to making sure everyone is compliant to get these every station and then it's quite a difficult to the people lying the financials etc. etc. increasing that will be a very quick and easy way i know probably impacts of the poor and a lil bit more - - of that thing rich people spend more so they pay more and i understand that it does affect poor people more and there is something that is gonna be taken to consideration and what also needs to be taken consideration that will be there poor people that benefit more for providing the university of education model so maybe on can justify a 1 or 2% that increase on them if that comes with the university of

McDonald: *Continued*

*everywhere model the government will then for
two years and then they can go back to the 14
% to present will be paid for --*

Chairperson:

*I understand that produces something that R90
billion a year so should not be necessary to ---*

McDonald:

*i think it's about 50 i worked out on different
intertype on --- that produces about 50 million
eatery and remember i think that figure will be
glued things like accommodations for students
you know fees must fall doesn't end because the
students doesn't end there with the
accommodations and transport and everything
and they might start -- on and which is a way
beyond the -- this is a suggestions that on quite
ravent for two years as an emergency major to
cover the fees for the next 2 years and then
dream catcher will come and the university of
everywhere and then they get it free anyway .
and then of course if the department of higher*

McDonald: *Continued*

education and training decides to accept this model then they have to be like starrng committee to manage the roll out and the procedures and all those that have issue will be required no doubt that the department will require certain standards obviously that will be built in the structure designed etc. Etc. Etc. and performance and that's everything.

Chairperson:

How does all this fit in with the technical educations with just the TVET p---?

McDonald:

well like i said previously any course is got a certain amount of theory involved in there all the theory will be doing will be easily done then with the YouTube the texture the theory kids could learn how to strip an engine on you tube ohk so one says that what will happen in a prank at the technical collage unicare it could be there and you be undoing this and this --- you tube its actually the same thing what's nice

McDonald: *Continued*

*about the YouTube is you can watch it 50 times
in one day that you can't at prank unless you
take it on the on your phone but it's no doubt
that something to do out of all the smart
phones and then you know the guys at the --
goes on to the local bush mechanic and they say
that this is I'm studying mechanics and can help
you for a week or something .i think i meant to
go through or something i think i need i think i
have taken quite of your time so this what we
do so summarise it i think everybody certain
questions that you are welcome if this is -- that
are quite following .ohk next one here is a just a
quick initial design that was put together where
i use for doing for my castings so that give you
an idea for the left of the top drawings on the
left is the compute rum and then on the right is
the shop and the kitchen and the storeroom and
the toilets and stuff and then next section in the
front is the --- so the idea that this scripture is it
could use of its place for the young to go and
learn and meet and socialise possibly get*

McDonald: *Continued*

*something to eat and by something to take
home within ., what's not in there is something
that mentioned a supreme which will fit right
between the two of them ,and its small it's a
2meter wide and it's across the woods and it
will have one bed and it's just a first golden eye
place for any place engines any trauma that
could be any dispensary for medication for the
community could be meant by a nurse so there
is just more into something big than just
education it becomes a whole service provision
platform for government it can be used as
pension pay point it can be used as a bugging
station it can be used as a career deeper or even
a post office it can plan many functions with the
bit of thinking outside the box the big thing
about it is there will be lots of them they will
have a reach and deep into the rural
committees and that's obviously the prerecord
that we are providing free and free i mean 100%
no transport no nothing and accommodations i
think that that's me there is another slide that*

McDonald: *Continued*

with just alternative drawing there and there is a similar very similar lap anybody who like to ask any questions.?

Chairperson:

Miss Pillay I'm sorry we don't have copies of these diagrams is it possible to furnish us with that

Pillay:

Chairperson I may advise that these are recent deviations -- but we will get proper just to make sure.

McDonald:

Yes your answer apologise had a dead line to send in the -- yesterday and i wasn't quite finished working it together and so there are few slides here at the contact the printer vision and --

Chairperson:

If you could hear it evidence there is an end

Chairperson:

Do we have somebody who has any questions?

Pillay:

Yeah no questions chair

Chairperson:

Mr MacDonald thank you that's the most creative and determined and most interested and of course requires some thinking out of the box and just some encourage as well do -- a project as while -- different a is but neither the less i hope that will be up to such -- surely the encourages thank you very much and it may will be that you are ask to supply further information especially once we have the cost that ---- thank you

McDonald:

Make sure that i get a constant detailed costing on available and thank you very much.

Chairperson:

Anything else miss Pillay?

Pillay:

Chair that's all on --

Chairperson:

We need to get on Monday i think

Pillay:

Yes we will just have the venue being changed

but we will keep you updated

Chairperson:

Thank you

Adjourned.