

TRANSCRIPTION

Commission of Inquiry into Higher Education and Training during SET 3

Chairperson : Judge Jonathan Arthur HEHER

Commissioners : Advocate Gregory ALLY

: Ms Leah Thabisile KHUMALO

Evidence Leaders

: Advocate PILLAY

: Advocate LEKOANE

: Advocate ZULU

: Advocate MABUDA

Expert

: Prof T Mosia

: Dr G Simpson

Witness:-

(1) Ms BRENDA SWART

(2) Dr DIANE PARKER

(3) Dr OLIVER SEALE

(4) Dr KGOMOTSO KASONKOLA

(5) Mr JACO VAN SCHOOR

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CHAIRPERSON: Good morning everybody? Yes Ms PILLAY?

Adv. PILLAY: Thank you Chairperson. Mr MABUDA will be dealing with the next witness.

CHAIRPERSON: Than you.

Adv. MABUDA: Thank you. Today is day 4 of set 3 of the Commission of Inquiry into Higher Education and Training. We are dealing with Transformational Empiricism associated cause. We have Department of Higher Education and Training today. They will be dealing with Infrastructure Development. We have Ms Benda Swart and I am not sure whether she is Miss or Doctor!

Adv. ALLY: Doctor.

Adv. MABUDA: Okay! Dr Swart and Dr Diana.

CHAIRPERSON: What are your full names please?

Ms SWART: Morning! My full names are Ms SWART.

CHAIRPERSON: Doctor Swart do you swear that everything that you are about to give will be the truth, the whole truth and nothing but the truth?

Ms SWART: Yes I do.

CHAIRPERSON: If you do raise your right hand and say help me GOD

Ms SWART: Help me GOD.

CHAIRPERSON: Thank you.

Ms SWART: Thank you.

Adv. ALLY: And I am told that you are not Doctor!

Ms SWART: Sorry! Is Dr PARKER but I am Ms SWART. Sorry for that!

Adv. MABUDA: That is fine. Ms SWART can you please give us your brief history of your qualification and your work experience?

Ms SWART: Thank you. I am...

CHAIRPERSON: I am sorry! Mr MABUDA, I am not hearing you very clearly. Would you speak up please?

Adv. MABUDA: Chairperson, I have asked Ms SWART to give us a brief background of her qualification and work experience.

CHAIRPERSON: Thank you.

Ms SWART: Thank you Judge. I am currently the director of Finance and Physical Planning in the Department of Higher Education and Training in the universities education branch. I have been there since 2008 when I have employed by the Department of Education. Prior to my employment at DHET I was at the National Treasury for 12 years where I worked at the Public Finance branch.

Prior to that I was at the Department of Sports and Recreation. My initial employment was for many years at the Department of Arts and Culture health assemble. My qualification, I have Postgraduate Diploma in Financial Administration. I have BTECH Business Administration and also my National Diploma in Government Finance.

CHAIRPERSON: Thank you!

Adv. MABUDA: Thank you. I believe you prepare the presentation for us. If you can just proceed with your presentation and we will ask you questions as you go along.

Thank you.

Ms SWART: Thank you Judge, Commissioners and Advocates. I have prepared the presentation to share with you the information that was required when I was invited to come to the Commission. It will be on Infrastructure Initiatives and Related cost.

CHAIRPERSON: Thank you.

Ms SWART: The content will be on Earmarked Infrastructure Grant, University Students' Housing and will be a closing summary and I will speak to students' housing that I will highlight. I want to start by saying the department has the Infrastructure Earmarked Grant. Earmarked Grant was introduced in 2006.

CHAIRPERSON: One moment Ms SWART! For me you are speaking too fast and I am not hearing you clearly enough.

Ms SWART: Okay.

CHAIRPERSON: So would you take a little more slowly and speak up please? Thank you.

Ms SWART: My apology! Thank you. The Infrastructure Grant was introduced in 2006/2007. There was a realisation that the system was growing with our sufficient emphasis on the development of infrastructure. Prior 2006/2007 there was no infrastructure allocation for the universities while the number of students was growing. Government invested more than R13 billion from 2006/2007 to 2014/2015 over three funding cycle. I am going to a bit more details on three cycle but I am just adding an introduction to R13 billion at universities.

CHAIRPERSON: Can you just make something, explain to me?

Ms SWART: Sure!

CHAIRPERSON: Are we speaking only about the universities or we are speaking about TVET Colleges or the whole sector?

Ms SWART: This presentation is only just for the universities.

CHAIRPERSON: Just for the universities?

Ms SWART: Yes. When I get to students housing one of the slide I will just make a specific reference where TVET Colleges is included.

CHAIRPERSON: Right. It include the Universities of Technology?

Ms SWART: Yes all universities.

CHAIRPERSON: Thank you.

Ms SWART: The first cycle of funding was in 2006/2007 to 2009/2010 and government contribution was R3.6 billion. The priorities areas that we funded is Engineering, other Sciences Engineering and Technology categories and over infrastructure capacity efficiency and quality in the system. The second cycle was...

CHAIRPERSON: -Again! Does infrastructure only mean fixed infrastructure or is the movable infrastructure as well in a sense of equipment?

Ms SWART: Yes Judge, there is movable equipment also. If university for example need to do constructing new engineering building will include the basic equipment (chairs, tables and so on). So there is movable equipment.

CHAIRPERSON: What about computer equipment? Is that part of infrastructure or not?

Ms SWART: It is and we do have some funding for IT infrastructure but it will not normally be... if there is a new building normally be specific pieces or items that we will fund within the infrastructure. Universities also have a funding to also by this type of equipment. So is not for each new building that they will be computer equipment included. So that is IT needs done with separately.

CHAIRPERSON: What about libraries?

Ms SWART: Yes you are right if we do the libraries, we haven't done one for a while. The one that is now funded is a combine project between UNISA and Fort Hare and I think Walter SISULU.

CHAIRPERSON: Just make me to understand. When you speak about infrastructure and then you speaks about libraries.

Ms SWART: Yes!

CHAIRPERSON: Do you only speaks of the physical infrastructures or the books as well?

Ms SWART: No! Does not includes the books, is just a physical infrastructure.

CHAIRPERSON: Thank you. Alright! Maybe other aspects too which relate to substance but I don't have them inside and perhaps Mr MABUDA will let me just know what is covered most or is not covered.

Ms SWART: Can I also mention at the stage as an example that the laboratories are also included. So if in a specific priority area does we do include funding for laboratories and some of the basic equipment in these laboratories.

Is a joint call funding partnership between the department infrastructure grant and the universities. So we don't fund all the equipment but we do fund the construction of the laboratories and some of the basic equipment.

CHAIRPERSON: To what extent to the Department of Public Works coming to this?

Ms SWART: As part of our processes the Department of Public Works is not been part because are universities deals with the infrastructure development in terms of their processes because autonomous, it falls under their jurisdiction and they do the whole procurement process in establishment of construction of these buildings.

CHAIRPERSON: Alright!

Ms SWART: We...

Adv. ALLY: -Before you move on, Public Works has the assets book of the country or State as which it include movable and immovable. Just to get background and your experience in government all this years. Universities, the building on the land. Well! There is two issues, one buildings and two lands. Who owns there?

Ms SWART: Is the university that owns these buildings and land.

Adv. ALLY: Since time in memorial?

Ms SWART: Yes. There are some properties that have been previously belong to Provincial Government and Municipality has transferred to the universities. So all these assets are in the property of the universities.

Adv. ALLY: Thank you.

Ms SWART: If I can maybe just mention it might be relevant to indicate at this stage and I am highlighting it a bit lighter is that we do for the past. We started more classic relationship with the Department of Public Works and we have a trust between the department and we are looking at vacant government properties that are suitable for students housing and we are working with DPW to transfer these properties to the ownership of the universities.

CHAIRPERSON: And some of these properties are owned by Trusts?

Ms SWART: Judge I am not sure at this stage but as far as I know are the provincial for the National DPW properties and some are Municipalities.

CHAIRPERSON: I see. The properties, UCT for example, that part of land is donated by the Red Trust. Is that not?

Ms SWART: Yes but it is belongs to the university.

CHAIRPERSON: Yes indeed.

Ms SWART: Yes.

CHAIRPERSON: There is nothing that is heal outside university itself?

Ms SWART: No!

CHAIRPERSON: Alright!

Ms KHUMALO: Just before you move on. So that we are clear the infrastructure grant are in terms of what legislative framework is infrastructure described so that we know what falls in infrastructure and what doesn't. Because now we are talking about books and you say no and the labs are involved. So what determined that so we clear?

Ms SWART: This grant is the full description of the infrastructure and efficiency grant which was introduced in 2006/2007. And yes was the majority of it doesn't include movable items also.

Ms KHUMALO: I just want to know what informs that. What includes or not includes? Is there piece of legislation, is there directive, is there maybe Treasury Regulations that says when you are issuing infrastructure grants this is what must cover.

Ms SWART: If I understand you correctly but the infrastructure grant is part of our funding framework. So we have the funding framework with our Block grants and our different Earmarked grants. So within our funding framework we have the purpose of the Earmarked grant and we do have guideline also to say what the infrastructure is used for.

Ms KHUMALO: Can you be favour with those guideline so that we will know what is covered with the infrastructure and what is not so that we don't include thing which are not there in our inquiries?

CHAIRPERSON: I will take you there is a separate library grant. Is that right?

Ms SWART: Judge Can I do have your permission for Dr PARKER to assist?

DR PARKER: Thank you.

CHAIRPERSON: Yes of course. Dr PARKER you previously taking the Oath and I suppose you have remain under that Oath. Thank you.

Dr PARKER: Thank you very much. I think maybe just to assist. The universities funding framework may be important to understand it in terms of what the Block grant is provide for. Is the collaboration on the universities including all various aspects that universities will need to have and to developing in order to undertake teaching, learning and research and that includes things like libraries. They have to budget themselves which within the over the description of funds. They will budget for all of those issues. We do currently have...

CHAIRPERSON: I am sorry! For my information library are take it you mean by that the library books and equipment not library books only?

Dr PARKER: Exactly. When an institution can't make a decision that it want to develop a particular building and it able to raise funds from other sources it will then put in the process around developing that building. If it need to borrow funds in order to do that building and the actually amount to be borrow is...

-Let me say 5% of the budgets over a two year period at that 5% then they have to ask the Minister for a permission to borrow those funds in order to do it. But they do, they are juristic person, they are able to develop their properties and to maintain their properties and in their own budget nine items they need to have, facility management, maintenance management, issues like library stock and so on.

From a national perspectives we are working with the system at the moment to look at developing a National Digital Library. That need to be... we have got a project that is ASA (Academy for Science in South Africa). We looking there as joint project to that the Department of Science and Technology to develop a National Digital Library.

CHAIRPERSON: Is that all fall under the infrastructure grant?

Dr PARKER: Part of it will, the IT. They getting a platform in place and ensuring that we have the proper IT in the whole infrastructure for the IT. Secondly...

Ms KHUMALO: -But Dr PARKER where does it say that?

Dr PARKER: Apologies?

Ms KHUMALO: Where does it say that? It say you have describing the function of Block grant saying but the infrastructure grant will form part of the IT of that. So I am saying where does it says that? What gives Mandate to that?

Dr PARKER: Perhaps we need to explain that there is an Earmarked grand for Infrastructure and Efficiency. And for each cycle there is a process around deciding on particular priorities and a system. At that pointing time criteria are in certain place for a particular cycle and we work with the Minister and the Minister's approval then provide then provide the frame for how that infrastructure funding is used in a particular...

Ms KHUMALO: -This is in terms of what? I just want to know what gives the legislative framework on how we use infrastructure Earmarked gran.

Dr PARKER: The Minister is exactly have to authority to work with the system in terms of the need. There is no legislative issue around the infrastructure grant. The infrastructure grant was brought in to a specific build to National Treasury where we understood that we require more funding to ensure that we are able to maintain the buildings and to increase the spaces in the system to keep up within enrolment that had been happening for 1994 to 2005.

When I provided that as an Earmarked grant we only allow to utilised that for infrastructure that in each cycle the decision making has to be made and the Minister is the one who has the final authority in that and where the funding will go.

Ms KHUMALO: So the discretion of the Minister how is this utilised?

Dr PARKER: It is not simple the discretion of the Minister because there is a process. For each cycle there is a greater process on how that funding will be utilised in the system and for what priorities it will be utilised.

It is part of the general planning and steering of the system to utilise it. But the Minister must approved it and the Minister need to obviously to understand all of those aspects in order to approve it. So it is a very transparent and open process and is done with the entire system as part of the integrating planning.

Adv. PILLAY: Dr PARKER if I may ask you question just to clarify. I understand completely where Commissioner KHUMALO she is coming from. I think the issue is when the Minister devices his institutional, his grant. What is the definition of the infrastructure that he uses or that he rely on to devise the grant?

Dr PARKER: Initially there was an infrastructure and efficiency grant as Ms SWART indicated. The bed that we put in the National Treasury describe that in terms of the number of things. The one was in terms of new infrastructure that needed to be develop in all types of build whether is a sewage works, the electricity, things that have to come in in the IT and so on.

The building themselves to ensure the efficiency in terms of the utilisation of those buildings. The actual planning around that is linked to the Enrolment Planning processes as well because it got be linked to what the areas need to be developing in each university and the number of students that have to be supported through that.

They are buildings Norms and Standards that are utilised in terms of the understanding what the special requirements are. There are technical document that we can make available to you around those issues.

But the funding itself as you know and I am sure that Ms SWART will show later is that they have to be a process each time to think through what is it what one must fund because there are many different choices and priorities that have to be made.

CHAIRPERSON: Sorry! You said that initially there was an infrastructure and efficiency grant. It now has be changed?

Dr PARKER: No it has not been changed, it is still infrastructure and efficiency grant. But that was the bed was for the infrastructure and efficiency grant. The efficiency part of it was to improve as well as how the institutions improved their staffing and so on. Later we introduced the Teaching Development Grant as a specific Earmarked Grant. That is the part the focus of the infrastructure and efficiency grant was slightly adapted. However some institutions we are help with operations particularly new institutions where there is a requirements. That is in an actual criteria and we can provide you with those criteria for each of the cycle.

CHAIRPERSON: I am little bit confused because understand that Ms SWART come to speak to the infrastructure grant. How does she separate the infrastructure grant from efficiency aspect of it? Doesn't she?

Ms SWART: My presentation started off by just referring it as an infrastructure grant.

CHAIRPERSON: That is why I asked.

Ms SWART: But it was actually when we introducing it in 2006/2007 it was called infrastructure grant. We do still called it infrastructure grant. My apology for the confusion but just referring it as an infrastructure grant. What as Dr PARKER explained and I agree with her is that the efficiency part has been started been introduced the other Earmarked grant.

Now we are able to spend more on the bricks and matter related to the infrastructure. Infrastructure and efficiency grant is not just bricks and matter as I can explain it. It does have the movable things like equipment in laboratories and so on.

CHAIRPERSON: But the efficiency has been shuttled down as well? Is that it?

Ms SWART: Because is a separate of... we are not saying we excluding efficiency. If there is a need to address efficiency within the IEG grant that can still be done in the discretion of the Minister.

CHAIRPERSON: Alright well! I am not quite sure of the relationship between the two but how it actually applied in practice but you coming to tell us about infrastructure as I understand it.

Adv. ALLY: Okay! Just to remind the Commission, we had the presentation from Professor STUMPF who gave us the document entitled Ministerial Statement on Universities Funding 2016/2017 and 2017/2018 July 2016. Page 16 there of deals with the infrastructure and efficiency grant. It says the purpose of the infrastructure and efficiency grant is to ensure: -

- Synergy between the availability of infrastructure with the university sector and the range of needs linked to the expansion of the system in terms of enrolment planning process.
- Equity in the quality of infrastructure at all universities.
- Equity in the distribution of State funds amongst universities.

Now the confusion comes in terms of what do you understand by the infrastructure.

When comes to place like this year and you are unable to define infrastructure then we can ask questions like are there computers that you take care of and why do you do that.

Probably from my own view will be that deals with the efficiency of the building maybe not but section 2 of page 16 that deals with this probably gives the universities a guide as to this supposed to deals with the infrastructure and efficiency grant.

That is my understanding of the Ministerial Statement. That is guide the universities as to how in that financial year or those financial years they need to deal with these aspects and how their location is done.

Ms SWART: Thank you Commissioner. I think what I wanted to say in this point is that the infrastructure is the department Earmarked grant specifically for infrastructure to assists the universities. Outside of that is not the only source of funding like Dr PARKER explained that. Universities can use own funds and also take a loan to build the building and so on. So is not just our Earmarked grant that contribute toward infrastructure.

Adv. ALLY: Yes. Ms SWART that is a different issue all together. We are not talking about how does universities fund its infrastructure. This is only dealing with the grant. That is my understanding of your presentation, is we are dealing with the grant from Higher Education to the universities.

What then themselves do in order to enhance their infrastructure is something else but your grant as you grant them has a certain guideline toward. As you indicated we have Block grant and we have Earmarked grant. Those Earmarked grants as been told to us is that you are only allow to use it for the specific reasons. So that is the background as we understand it.

CHAIRPERSON: I am not sure if what I understand is the truth because you called the infrastructure Earmarked grant and we have been told that there infrastructure and the efficiency grant so it doesn't really a matter. I just want to know whether there is a distinction.

Dr PARKER: Judge!

CHAIRPERSON: Yes Doctor!

Dr PARKER: Perhaps I can just... I think Ms SWART on what she indicated she make a mistake on the slide. It should be the infrastructure and efficiency grant and is an Earmarked grant. So the IEG is the Infrastructure and Efficiency Grant rather than Infrastructure Earmarked Grant. There is an error on the slide.

CHAIRPERSON: Okay!

Dr PARKER: Perhaps I haven't been as clear as I could be but in each cycle when we got first coming to be just after the measures has completed there was some efficiency issues those campuses that need to be dealt with particularly the things like hominization of staff and issues linked to those aspects which were allowed in that specific period.

CHAIRPERSON: That is a strange combination with the infrastructure there.

Dr PARKER: Well it was because when one actually develop campuses. There is some campuses that needed development. It was the part of the transformation of the system and when I put in for that grant in the first place it was explained, the regional bed explained that in terms of the two aspects.

The development of the infrastructure to create more spaces and the issue of efficiency. There was some funding might require in order to get those institutions working more effectively. After that period in the second period there was a moving down of that side of it towards more focusing on the particular infrastructure development that was needed with respect to the priority areas that had been identified for the development in our institutions.

So you can see the Earmarked grant itself are each cycle the particular criteria are adopted to meet the need of the system in that pointing time. But from the infrastructure point of view what is definitely cover this or for both infrastructure, all the kinds of whatever is required from that side, the buildings, all the equipment, the furniture and the equipment requires for a building to become operational.

But actually operational analyse this in terms of saying... let's take science laboratory as an example. So the actual basic laboratory equipment will all be there. But currently one prepare for all because that is an operational analysing it. In the same way as a library everything will be there shelves, the various bit equipment will be there, all the basic infrastructures will be there but the actual library books and the knowledge and products are something that are part of what the universities will need to contribute to.

Ms KHUMALO: Dr PARKER, staff is not pay for in this grant? If the library needs additional staff?

Dr PARKER: No! Staff is the responsibility of the universities, is part of the operational costs and they will need to put the funding together and the budget together in order to support the staff. So staff are not covered by this grant.

Ms KHUMALO: But if they maybe attend in line with the expansion in the infrastructure grant and by venture of that you must get staff that come, it doesn't?

Dr PARKER: Integrated planning approach one looks at the enrolment planning of the university in terms of the budgets and finance available in terms of how they will balance that from a different funding streams.

Doing that university we work out of what the possibilities for growth are and then we then look at what the infrastructure is required for those possibilities of growth and that what they will request in terms of their planning from the department to assisting with.

So if they are going there within the context, grow in the science and technology for a particular thing then they will require from us to assist them in developing the infrastructure to enable that. But is not the other way around, they have to deal with the staff and students and so on in relation to normal budgeting processes and planning processes.

CHAIRPERSON: Thank you! I am sorry I have been initiated this tour! Perhaps Ms SWART will be prepare to continue with the report. Thank you

Dr PARKER: Thank you Judge!

Ms SAWRT: I just stop before the last bullet on the slide, the second cycle was 2010/2011 and 2011/2012. We funded R3.3 billion with universities call funding R2.5 billion which is the amount of total of R3.8 billion and I think that is what I referred to earlier is that the universities also call fund this projects.

There are areas that we funded in agriculture, engineering, health sciences, life sciences, students' housing and I am highlighting specifically the 660 million and the teachers training because is just link to one of my latest slide.

Infrastructure and Efficiency grant cycle was 2012/2013, 2013/2014, 2014/2015 we budgeted R6 billion over the three years. University school funding was R2.5 billion and the total was R8.5 billion.

The different priorities in this cycle there were new priorities that the Minister approved which included the HDGI (Historic Disadvantage Grant in Institution) back locks. The disability need research equipment, assistance for project management capacity and African languages.

CHAIRPERSON: How these African languages fit into the infrastructure?

Ms SWART: Is African dementias which the infrastructure needed to develop African languages and expand African languages in laboratories and other infrastructure facilities.

CHAIRPERSON: Thank you!

Ms SWART: Historic Disadvantage Institutions campuses we allocated R1.443 billion which is 85% and then the allocation to other campuses was R247.3 billion. Is just that the focus there was that we invested more in the HDI development grant because the students' housing reviewed as a great need. Is not that there were on the need but other universities but that was policy choice to have much universities.

They are eight, if I can just mention few of them that fall under this category is University of Limpopo, University of Venda, Walter Sisulu, Fort Hare University, UNIZULU, Western Cape University and SEFAKO MAKGATHO Heath Science University because MEDUSA campus is part of Limpopo University.

Adv. ALLY: Ms SWART, in terms of the HDI and the allocation of the R1.43 billion, this is you are only talking of the cycle 2012/2013, 2013/2014.

Ms SWART: Yes!

Adv. ALLY: Now some of the HDI has come, remember the back lock they had. According to them they had back locks before this system and some of them have indicated that they haven't be paid so I just want to get the accuracy of that where the infrastructure back locks have been paid up in respect of the HDI or was their back locks?

Ms SWART: Commissioner, if I understand your question correctly this allocation that we make to of the HDI universities is for the three year cycle. It is in the full R6 billion so we release funding per year. It was R1.82 and R2.2 billion and that money is released annually to each universities. It is according to Minister approved projects and universities do get this money in full.

Adv. ALLY: Thank you!

Ms SWART: The next slide just gives you some indication of how some of the numbers how we allocated at the R6 billion to different categories and I am not gonna to into details but you do have the information.

I did highlight some of the figures which you see at the top that students housing is the R1.4 billion. The other categories for teachers' education and health sciences. You also know that there is R210 million that is allocated to SEFAKO MAKGATHO University for infrastructure need.

CHAIRPERSON: Is that placed in MEDUSA?

MS SWART: Yes.

CHAIRPERSON: Where is SEFAKO MAKGATHO University?

Ms SWART: In Garankuwa.

CHAIRPERSON: Thank you.

Ms SWART: If I can just also add, the R6 billion allocated because is available in the infrastructure and efficiency grant was much less than the actual needs or the actual request coming in from the universities. There was about R14 billion that are actually required for the three year cycle but we only had R6 billion available. So we go through a process of interrogating the plan and meeting with different universities and then make a recommendation of the Minister approval.

Adv. ALLY: Will that account for the statement that I said some they never received the full amount...

Ms SWART: -It could be...

Adv. ALLY: -Because they were putting the certain amount and a lesser amount is given based on your assessment on your requirements.

Ms SWART: Yes. I agree with you Commissioner. That is how when it interpreted it could be even if they don't get the full amount. That is the plan across all the universities because the funding is much less than is actually required.

Adv. MABUDA: Sorry Ms SWART, before you proceed, are you able to tell us how much the Department of Higher Education has... what the amount of the beds to National Treasury has been for infrastructure development?

Ms SWART: Mm! Sorry I am just trying to remember this numbers! Mm! Can I ask the information to come back on this question?

Adv. MABUDA: That is fine. Thank you! You may proceed.

Ms SWART: Thank you! From the 2015/2016 financial year we have with the Minister permission taken different approach in allocating the infrastructure and efficiency funding. We had gone through three previous cycles of funding where universities has given beds and much more.

We have seen the need to do the integrated plan approach and develop a micro infrastructure plan for the system to help the steering infrastructure development and guide the allocation of funds. All these institutions were asked to submit a campus master plans, do maintenance order and give us the documentations, the disability order.

IT orders we are still in the process of getting from universities but we haven't completed that component of the order but we do have campus master plans orders and disability orders. That information will be used, we already started developing the Micro Infrastructure Plans and is not complete yet.

But the information that we get from the different documents will go into the National Infrastructure Plan and will also help to inform future allocation in terms of infrastructure, in terms of the different needs.

So the Micro Plan will also be assess or to check stock on how much we allocated in different areas of the universities over the different cycles and what the needs are moving forward. What has come out of this information as a system it has defer R25 billion which is a huge amount and the money available for the grant we have.

For 2015/2016 because this process of the Micro Infrastructure have not been completed for 2015/2016 we took that allocation for the infrastructure grant and we realised to the information that we have received through this plan that obviously maintenance and students housing are the two big priorities areas that needed agent funding and also a few priority commitment over third cycle.

For example, when universities has started project and require funding just to complete the second phase. So that is R1.9 billion that we allocated as one year allocation of 1015/2016. The next cycle is we start 2016/2017, 2017/18, 2018/2019 and R7.5 billion are available for that. It is invasive that approximately 50% of this will go to students housing where other 50% will go to other infrastructure needs.

Adv. MABUDA: Ms SWART, how long will it takes you to catch up with the back locks for the R25 billion? Do you have an idea?

Ms SWART: It will be at least 10-15 years if is not longer because of the magnitude of the amount that are funded and we have available as government to contribute to these needs in the system.

However we are in our engagement with the universities and also recommended in the funding review, universities also need to take ownership of maintenance and better plan to determine their maintenance and set aside a portion of the budget for maintenance so we don't moving forward increase this major back lock. These maintenance back lock will need to be look at more closely and how we fund infrastructure going or moving forward.

Adv. MABUDA: What about the practical effects of these back locks in the context of the enrolment because you have targets in terms of the enrolment plan? What are the practical implications of these back locks?

Ms SWART: It does, look at the enrolment plan when the university set a certain target we do look at the infrastructure and the availability of infrastructure and staffing. Yes it could be that students are sitting in the facilities that the ruff is repay of some structural need to certain building but also current been used.

But it is used as a major problem in a system and there are some of the buildings that are neutralised that need major will be. We have, that is why we have in the 2015 cycle. We have never before even such a big amount for maintenance which is R700 million in exempt to the HDI previous cycle.

The previous cycle, the three year cycle there was an HDI cooperate. We also started to help the HDI universities with the maintenance but now in this one year cycle we have started to give a bigger portion towards maintenance for all universities.

Adv. MABUDA: In terms of the back lock, has the department consider the engaging the private sectors in terms of dealing with these back lock?

Ms SWART: Mm!

Adv. MABUDA: What is the department policy engaging with the private sector?

Ms SWART: We have done engaged with the private sectors. More specific at the moment around students housing there is a lot of maintenance back locks and a needs related to the students housing but we haven't specifically engaged in agreement or discussion with specifically around funding the maintenance with the private sector.

Adv. MABUDA: But the department have a policy in terms of against some sort part of partnership and private sectors?

Ms SWART: It is something that is not against that, is something that we need to further explore trying forward.

Adv. MABUDA: Thank you! You may proceed.

Ms SWART: I just want to add some information is that introducing in their jurisdiction also undertake discussions with other partners also to try and help to find how to improve the funding for maintenance. The next slide is on new universities in 2010, there was a recognition that new universities needed to be develop increase context sizes in the system. Yes while other universities could spend more around these thing...

CHAIRPERSON: -Sorry! I don't understand that phrase, what is a context base?

Ms SWART: It is content tuition enclose to not distance.

CHAIRPERSON: Okay! Thank you.

Ms SWART: The Minister starting to set up and advice in the development of new universities in the provinces that did not have them that is two provinces in Mpumalanga and Northern Cape. The report was concluded by September 2011. CHE was advised with requested around the development of new universities which we have received and the decision was to proceed with the establishment of these new universities by the end of October 2011.

DHET project team was set up in November 2011 to assists with planning of the development of the two institutions and in this process we have assisted by the universities. Feasibility study special development plan was completed with initial grant of R15 million provided by National Treasury and this started I think in 2011/2012 if I am correct.

The bed was success and enable the establishment by August 2013. The new universities do have the separate of the Earmarked grant. The two new universities we are referring to Sol Plaatjie University in Kimberley and University of Mpumalanga in Mbobela.

The first intake for these two universities was 2014 with 124 students at Sol Plaatjie University and 240 at Mpumalanga University mainly in refers to this facilities. The new construction started at 2014 with the new buildings completed for the 2016 intake of 2010 students.

Based on the 2015 year developing plan enrolment grow to 7500 at Sol Plaatjie University and 18 000 at Mpumalanga University of which is 3 000 is at teacher education programmes. The R15 million operational grant started in 2011/2012 including R200 million in 2015/2016.

The Infrastructure Grant of R500 million was introduced 2014/2015 and that is the majority or the major construction awarded in 2014. It increased by R1 billion per annum and it currently increase with CPI from the R1billion portion. However...

Ms KHUMALO: -Just on that, so you guys on this CPIX not Happy?

Ms SWART: No is not Happy is CPI because is the allocation of Treasury and Treasury using CPIX.

Ms KHUMALO: What will be the ideal for request to be made in Treasury? Is it Happy or CPIX? What is the ideal?

Ms SWART: For infrastructure here Happy will be preferred if there is more than one operational cost. But for infrastructure we have ten to fifteen year development plan. CPIX is acceptable. However we...

Ms KHUMALO: - I am just saying in case we have to request maybe in an agency or from anybody. Happy will be ideal?

Ms SWART: Yes. I am going to explain in the next slide that we do want infrastructure to increase if possible. I will just explain what happened. Initially the operational allocation was small and it was R200 million which I said it was increasing with the inflation. This was in sufficient of enable growth in the academic enrolment plan.

Due to the first constraints required to increase the development plan was not available therefore the agreement of 2006 fund to be shifted from the infrastructure and efficiency grant to the operational grant to enable to continue to development. So we chose two grant (the Infrastructure and Efficiency grant and the Operational grant).

We asked for the additional money for operations. With the initial to Treasury also we have got little for the operational funding. The agreement was in the acknowledgement that this operational part will have to grow more aggressively as the university develop and expand. So we reach the point, we were 200 million with the operational funding that we increase it.

And that money National Treasury did not have to assist the system to increase. We have agreed with the National Treasury that we will be shifting money from the infrastructure towards the infrastructure towards operational funding so that operational activities within the universities can continue.

However we did indicate that in future of the processes they will look at the replantation the infrastructure grant for us that R270 million that I am referring to in the last bullet on the slide. That is the amount that we basically shifted over a three year period from infrastructure towards operational expenditure.

Over the long run this is for the infrastructure to the operational grant for SP and UNP and sustainable as the universities increase the enrolments the operational grant will also need increase.

The implication is that the development plan will be slower than the original plan nevertheless the process is impressive and project is been manage within the resources available.

SP and UNP will function on an Earmarked grant for at least ten year development period of which it might migrate to the system funding stream. So the current funding framework that has been used for the other 24 universities.

SEFAKO MAKGATHO Health Science University and also newly established in 2014 of the abandoning of the former MEDUSA campus from the University of Limpopo there is no specific Earmarked allocation like SP and UNP but they are supported through infrastructure and efficiency grant.

So we do it in a situation that we need to probably give more bed to as new development and universities expending for the other universities. Students housing, if I can just touch on the few issues around students housing and the review.

The Ministerial Committee appointed to investigate students' accommodations at contacted universities in 2010. The report shows that the 20% of all 107598 students were accommodated on campus accommodations. This was only 5.3% of the first year students that were accommodated as a group of students.

The need for effective leading and learning environment were identified. The shortage in 2010 was estimated 895 150 and this was projected increase of shortage of 7800 beds by 2013.

On the basis of the recommended coverage of 50% of the enrolments for the urban campuses and 80% of rural campuses that is how the amount of 195 000 and 207 000 was calculated.

One size fit all approach cannot work and the universities do this in terms of the needs and the number of beds required. 71% of the students housing resident received some form of financial assistance mostly from National Students Financial Aid Scheme.

The cost in 2010 crisis are providing the recommended crisis over the period of ten years was estimated at R2.4 billion and is R109 billion over fifteen years. The estimated beds on the cost is 240 000 per bed. This is like 247 billion over ten years when inflation is gonna included.

Adv. MABUDA: Ms SWART, in terms of the 5.3% of the first year entrance that are accommodated in the students housing is there a Policy from the department regarding the international students? Is there any preference that is given to the international students or is supposed to be local students?

Ms SWART: No! There is no is no policy that gives briefly that is for the international students. It is probably on the one to one but based on the universities if there is any specific agreement but international students are dealt with like any other student or South African students.

Adv. MABUDA: Thank you!

CHAIRPERSON: Just to ask you, what is the university residence get its staff?

Ms SWART: The university residence is normally a building where a number of students can be housed and that includes the sleeping facilities, it includes kitchen facilities, washing facilities, computer facilities whether is one room that university can meet its meeting rooms that was ideally what residence consist of.

Ms KHUMALO: Ms SWART, maybe to assist the Judge. Do you want to differentiate the on campus residence and off campus residence and private owned?

Ms SWART: Thanks Commissioner! Yes! On campus will then be there within the parameters of the specific campus of the universities. Off Campus could also be also landed as by the university maybe in the time, distance from the university that we called off campus. Then we got privately that own campus on available to students to occupy.

Some of these private residences universities go into agreement into the private with the landlord to provide housing to a number of students. But a lot of private residence is also just an agreement between a students and the private...

CHAIRPERSON: -That could be well. Let me just try to understand what the infrastructure cost to extend to. They don't extend to taking provide residential accommodation off campus.

Ms KHUMALO: I was hoping you could say maybe have got a person who own the house but they have got a relationship with the varsity that students are house there and is in terms of the what the varsity requires or something like that, it is private owned but is got a contract. I want to see if the infrastructure is extend to extend.

Ms SWART: This infrastructure grant is not covered private owned facilities. It does however owned by the university in off campus that can be cover through the infrastructure grant but not as it is owned by somebody else exempt the universities. Based on universities estimated the value of current national maintenance and refurbishment and accommodation is R2.5 billion.

To modernise the existing residence so that they are afford for purpose and this will require about R1.9 billion to do this. And that is to meet the Norms and Standards. This amount will be given in the review. The total of R4.4 billion is required for refurbishment of the current stock up to be required standard. I will talk to the Norms and standards in the next slide.

Investment in students housing, the decision has been taken to focus on provision of university owned students housing preferably on campus but also off campus. The investment in the infrastructure and efficiency grant for the period 2006/2007, 2011/2012 has been the R1.3 billion as I early indicated.

The increase government investment from 2012/2013, 2013/2014 has been the R1.4 billion to the HDI and R239 million non HDI which then gives 1.6 billion which I refer to previously. Universities are contribution towards students housing in line with the call funding model has been R700 million in total. That is now the R700 million is linked to the third cycle until time in 2013/2014, 2014/2015.

Through this core investment of the infrastructure and efficiency grant and the contributions by the universities, this is provided for approximately 9000 additional beds in in a system over three year period. So it is clear that the funding that we have as we give to the universities they called funding deeds not address the back lock as estimated in the students housing review.

Adv. MABUDA: Ms SWART, how do universities in the Metropolitan areas is deal with the space constrains with regards to the students housing? Because for instance WITS University and University of Johannesburg I imagine their space to extend is very limited. How do you deal with the situation like that?

Ms SWART: Yes you will find that in those types of universities. You do find that in University of Johannesburg to extend is to enter in agreement with the creditors facilities that are owned by private landlords.

So they make used of more private properties otherwise they also embark on either buying off campuses facilities but you do find that in Metropolitan areas there are more agreement that they are enter into with the private sectors. Thank you!

If I can just also add, especially in the Gauteng Province we also highlighted earlier a task team and to the agreement that we have with the DPW and the Gauteng Provincial Government that we are also looking at the buildings that are available in Gauteng for students' accommodations that can be transferred to the universities to be used for students' accommodations.

This is also the agreement especially in Gauteng Provincial Government is for TVET Colleges also is not just for universities. Some universities, for example University of Stellenbosch has experimented with IBT in the inviting building the technology in the residences but this is not funded from the infrastructure and efficiency grant. If I can specifically mention the stake of the both resident at the targeted campus.

We are now in the process moving forward we are more seriously looking at the optional in invited technologies because of their durability in the quality as an option to use in an extension of students housing. The policy Norms and Standards of students housing was published on the Government Gazette on the 29th of September 2015.

Policy must be used when planning for a new students housing and we practically refurbishment and renovations of the existing stock. It strengthen the governance and the management residence. It does provides in that area where the university is need to do certain prescription. Provide...

CHAIRPERSON: - I am sorry! Before you go on may I just to ask? Do we have this final Policy that has been published in Government Gazette?

Adv. MABUDA: We can find that. I haven't had site of the document.

CHAIRPERSON: I suppose that we also know what it is whether it become significant or not but we can't tell.

Adv. MABUDA: Yes we do have a copy. I will provide it. I believe you also have a copy. I think is just...

CHAIRPERSON: - It may be one of the problem in this Commission is not that we don't have the information but to identify when we have it.

Adv. MABUDA: Yes. I personally have that report. Just need...

CHAIRPERSON: - Perhaps we could identify in due course so that we know if we have it where we have it.

ADV. MABUDA: I will do that Chairperson.

Adv. ALLY: Well! Further to the question is have you as the department call this Policy. So if you have got implement this particular Policy is it the amount that you have mentioned earlier that is beyond your reach?

Ms SWART: Mm! Commissioner the Norms and Standards in the Policy itself there is no funding of financial portion of it, it hasn't be fully costed. It is the Norms and Standards to be used as we move forward in terms of the students accommodation but is hasn't be fully costed.

Is gonna cost us because the Norms and Standards were also the Norms and Standards that were recommended in the review. The calculations were made with the different amount that are estimated. It wasn't specifically calculated in each university. If I should implement the Norms and Standard.

Adv. MOKOANE: - The Norms and Standards is not a plan for the development of the students housing? So it then need to be costed what it does as a standard for what students housing will look like.

Any particular new students housing that is developed particularly money from government or from the university itself it to meet those Standards. As we go to the development of the plan for students housing which is currently under construction and Ms SWART just speak with that now that is been costed.

So the implementation of the plan will be costed but the Norms and Standards are specifically around and ensuring that when the new students housing is put in place it is of reasonable quality and right kind of living in learning environment for students to succeed.

Ms SWART: Thank you! The Norms and Standards also strengthen reporting mandate separate account for housing in enable proper accounting and the development of the sustainability in terms of the residence so that it become self-sustainable.

CHAIRPERSON: I am sorry! What is that mean of the accountancy? It mean that a student is pay for it or what? How does student become self-sustainable?

Ms SWART: Yes Chairperson, what we mean is that they are not cross-subsidise that the students pay the accommodation of the operation of the specific reasons.

CHAIRPERSON: How does that sustainability fit in with the NSFAS payments?

Ms SWART: The NSFAS payment is one of the revenue stream so it...

CHAIRPERSON: -Has been the alignment on the NSFAS and this sustainability lines?

Ms SWART: Chairperson, can Doctor PARKER assists with the answer please?

CHAIRPERSON: Okay!

Dr PARKER: Thank Chairperson! Just in terms of this one of the difficulties that we had is around ensuring affordable students housing. Getting students housing at a cost which a financial needed students can afford and that can sustain to Financial Aid particular for poor students.

That is why we embarked in in new planning process in terms of developing infrastructure. What the universities have to do in the development of the infrastructure is to ensure that the operating methodology is sustainable in terms of rent that they charged. That is depending on what particular students housing facilities has been developed. It could cost more or less.

One of the major problem that we noticed in the system and is come to the question earlier about private investment is when university is trying to get into the private partnership where you may realise that at some times the interest of the private sector is to gain profits which does price.

Those residences are too high which is why is why in terms of the policy choices has been made going forward. We are talking about university and properties on university land.

If there are private public partnership Ms SWART can talk to that in more details later wanting to find models that will lead to affordable housing that will be able students to deals with the supported through National Students Financial Aid Scheme to afford that housing.

Currently the Financial Aid does support students particularly in the universities that are in lower costs. But for the institution where there is high cost is not a simple matter.

CHAIRPERSON: Are you Doctor PARKER responsible for these?

Dr PARKER: Yes I am responsible for all of these.

CHAIRPERSON: Okay! Yes!

Ms SWART: Thank you Chairperson! What the law we put in the Norms and Standards it includes amongst others is the size of the rooms, the single rooms will be 8 square meters and the double rooms will be 14 square meters. Going to the review in 2010 only 15.3% of the capacity in residences. Through the Norms and Standards we required that this must be increase in at least 30% of total residence capacity in 10 years.

Sizing in with the existing plan which we submitted by 2016 so this is relate to the first bullet so the universities need to give us plans on how they plan to accommodate the first year students over a 10 year period. Comply with the government Norms and Standards by December 2017.

This are the timeline that are given the universities to comply to the Norms and Standards. The existing private residence were approved where those universities must comply with the Norms and Standards.

CHAIRPERSON: May I want to just stop you for the moment? With regard to 2010 position and the projected increased and also the plan increased, can you tell us by 2015/2016 what was the progress in achieving the 30%?

Ms SWART: Chairperson I can unfortunately tell you what the increase is at the stage because we are still busy on receiving the order plans from the universities and how that has been engaged.

CHAIRPERSON: Well! Do you have an update on the 5.3% even not for 2016?

Ms SWART: No I haven't!

CHAIRPERSON: Alright thank you! Whose job to manage that increase?

Ms SWART: it is my job.

CHAIRPERSON: Thank you!

Ms KHUMALO: Just on the last slide, on the previous slide you are talking about existing accredited private residences. So which one are we talking of? Are we talking about off campus owned by varsity or the one that I was referring to, the one that have got the owner of the house but gets the accreditation in there from the varsity were approved by those universities? Can you see that in terms of your last respond, it might not be that grant doesn't reach there probably does this format?

Ms SWART: Mm!

Dr PARKER: I can assists. I think Judge maybe in terms of your question the Norms and Standards was only published towards the end of last year (2015). So the report came in 2010 then there was a whole process for the development of the Policy that has to go through public comment and to be finalised and that was gazetted.

So it was published at the end of last year for implementation in 2016 and that is why institutions has to provide by the middle of this year a plan for how they intended to move from the 5.3 or whatever it was at the time. Now to this and we will...

CHAIRPERSON: - That is fine but the ten years run from 2015

Dr PARKER: Yes! We will want to do that yes from 2015, within ten years we must done that and they must give us a plan on how they will make sure that they will be are in place fully.

CHAIRPERSON: Is little bit confusing now that they must be running from 2010.

Dr PARKER: Yes! I think the way we put it on the slide is confusing because is from the date of that be putting in the plan. So they are putting in the plan now in the mid 2016 to show us how they will migrate. It would really be encouraging to migrate faster but we have given them a maximum period of ten years.

And we will be monitoring every year in terms of those impassivity.

CHAIRPERSON: Thank you!

Dr PARKER: Just in terms of the private residences, if the institution has got an agreement with a private institution that institution in a residence will have to comply otherwise the university will have to change the agreement. So that it will be up to private developer who is the landlord to ensure that their residence meets their Norms and Standards.

Is not gonna be funding from the infrastructure and efficiency grant that will support the private residence to improve their business. They will need to improve their business in order to continue to have the relationships with the universities.

Adv. MABUDA: Doctors, you even tell that the department want to get affordable housing for students. Do you or anyway dictate to private landlords how much they should charge in terms of students' accommodation?

Dr PARKER: It is not possible to dictate private landlords on what they should charge. The private landlord does provides all kinds of housing and you will recognise that many different students in the system and students has choices about where they want to leave. So they also chose to leave in more expensive private residences if they chose to do so.

What we had insistent and we see it this in the institutions is that whatever the agreement you get into in because generally they will get into agreements to ensure that they have affordable housing. We need to make sure that those agreements are keeps the right kind of quality.

We don't want students to be put in residences where there is no quality accommodation and they are living in bad conditions. That is one of the things that we had seen in 2010 report. Some of the really bad conditions that students were living in and why there is a change in Policy by government towards developing students housing to the extent.

It is not something that is done internationally but is the decision by government given the need for access, the need for success and to be able to have much-much higher stock in universities and TVET and housing.

Adv. ALLY: Do you have a structure in the department or at universities that will be monitoring the compliant with bullet 4?

Dr PARKER: Commissioner yes, our existing structure is very small and we are looking at expanding the monitoring the evaluation of the infrastructure projects more extensively next year and we hope we will be working with the universities. It is at first university responsibility to ensure that this facilities do comply. But we will also through the reporting from the universities asks we will be monitoring that.

The students housing, I am going to about it briefly but is suppose on other initiative. Students Housing Task Team was established in July 2015 to develop a plan to expand the students housing with the private sector investment. I suppose it was July 2016 to engage to the stakeholders and other sources of funding from the private sector base on bankable funding solution of projects.

This part is now done through by the feasibility studies which I will talk to. Refer to the declaration of the cooperation signed with the Gauteng Provincial Government and DPW to transfer the properties to universities and TVET Colleges. All the universities and all TVET Colleges in Gauteng are under this declaration.

The DPW and DHET Task Team are identified vacant properties and land for possible development and used for students housing and transfer to the universities. The EPSA Dona funding project is funded by the European Union is about R30 million to undertake the feasibility studies, five universities and one TVET College. Is University of Limpopo, Vaal University of Technology, University of Western Cape, Northwest University, University of ZULULAND and King HISA TVET College.

The task team that is the one the first leg and the second leg of the task team also is undertaking feasibility studies in six other universities which is Nelson Mandela Metropolitan University, Tshwane University of Technology, Sefako Makgatho Health Science University, University of Free State, University of Johannesburg and TITHAYA TVET College.

There is these two streams of the feasibility studies that are have been done at this twelve institutions. There is a ten year plan to develop...

CHAIRPERSON: Sorry! A feasibility for what?

Dr PARKER: Feasibility for specific students' accommodation and a funding model and that lead to the bankable project that can be funded by private investment.

CHAIRPERSON: Yes!

Dr PARKER: There is a ten year developing able the development of 300 000 beds to enable the sufficient universities and TVET Colleges and affordable housing which is senior central housing by 2026. The first part of the plan which is 5 000 beds which are refer to be expected to be implemented by middle of next year.

So not completion of project but this project start by the middle of next year and then gone out to market underway with a tender process and so on. The Infrastructure Development Support Unit is going to set up the DHET to manage and shift factors over side and accelerated infrastructure project moving forward.

This unit is based on the same structure as what we currently have on two new universities (University of Mpumalanga and Sol Plaatje University in Northern Cape). Just in summary the current infrastructure and efficiency grant is sufficient address all infrastructure needs.

The Fees-Must-Fall campaign put more pressure on the financial sustainability on the universities not able to continue with call-funding or self-funding of infrastructure.

CHAIRPERSON: What do you mean by that?

SWART: What I mean by that is we continue to allocate funding universities for infrastructure. It will be more difficult for them to be able to call-funding project to provide funding from the own fund because of the financial pressure results from the Fees-Must-Fall campaign and no fees increases.

CHAIRPERSON: Okay thank you!

Ms SWART: Growth in enrolment might need to slow down to 0.9% per annum and are like to reach the NDP target and ungraded construction investment it can maintain this type of criteria.

CHAIRPERSON: I am sorry! It can maintain what?

Dr PARKER: 0.9%

Ms SWART: 0.9%

CHAIRPERSON: Okay.

Ms SWART: Maintenance back log of R25 billion are the challenge, all the universities are now compared to make sure that the budget is maintained and maintenance and sustainability of the infrastructure. Students housing plan increase stock of beds by 200 000 at universities and 100 000 at the TVET Colleges over the next ten years. That gives you the 300 000

The two new universities (Sol Plaatjie University and Mpumalanga University) will require funding increases in funding to accelerate growth and sustainability. Thank you Chairperson.

CHAIRPERSON: Yes thank you!

Ms SWART: Sorry! There is more summary. My apologies! Can I just go on the last slide?

CHAIRPERSON: Yes.

Ms SWART: The infrastructure and efficiency grant has been intermeddle in ensuring quality infrastructure across all campuses. Since it was introduce the quality of teaching, learning and living environment has improved too mainly at historically disadvantage black campuses. In 2014 a book to celebrate the 20 years of democracy was produced to illustrate the development and we have provided two copies today.

Continue investment in infrastructure is part amongst to enabling the constitutional obligation to provide accessible university education of quality. Affordable students housing living and learning environment not just dominantly or a room to sleeping, is important to able access and susses and part of it for students with disadvantage background. Thank you.

CHAIRPERSON: Yes Mr MABUDA?

Adv. MABUDA: I just have one last question, in terms of the priorities what is the department Policy in the improvement of ICT infrastructure because is alluded to the White Paper, so in terms of the priorities where is ICT structure of the department in terms of the department priorities?

Ms SWART: The ICP of the universities do form part of priorities of the infrastructure and the efficiency grant. We are also undertaking sever and we haven't done it but we are planning IT server for the universities to complete to get full sense of what they need across the system.

And then we will start to help universities when necessarily. One of the challenge we do sit with is we do have the broad band connectivity project which is running by the Department of Science and Technology which the Minister is also contributed in terms of connecting rural campuses.

What does happened is that the broad band connectivity is the brought to the front door of the university but the system of the universities are not so updated in compatible with this broad band facility. So that is some of the issues that we are planning to address through funding for infrastructure and efficiency grant.

Adv. MABUDA: Besides university such as UNISA is there any serious consideration to... for instance online learning or sort of with regard to the department?

Ms SWART: Can I ask Doctor PARKER will just assist to that?

Adv. MABUDA: Okay!

Dr PARKER: I think there is a new Policy on distance education in South African universities and I think you do have a copy of it. They are looking at the whole issue of how changing circumstances implies different kinds of paregorics and the whole range.

There is an understanding of continual from pure distinct to pure content and the blended learning approach utilising various kinds of technologies. All of those things are be considered all over are universities are looking at ways in which IT's can be utilise to improve teaching and learning and to improve efficiency within the system.

I think that is something that must happen as we move into the century that all universities are going to improve an ICT infrastructure. That is the point that Ms SWART was eluding to that there is a quite details questioning that has been constructed to a kind of audit of the state of the ICT infrastructure.

And is not just a source of the computers, is rather than the broad band connectivity.

The agreement with the Department of Science and Technology is that they will produce the main backbone and that we will support the connectivity to the point of presence into the campuses and then support the universities through detail in infrastructure planning to develop their ICT capability for campus.

I have mentioned earlier the project that we also have with DST around developing a National Digital Library which is part of the part of the better idea of trying to get new efficiency across a system. But that National Digital Library is really depending on the development of ICT infrastructure in every campus.

Adv. MABUDA: Thank you Chairperson! I have no further questions.

CHAIRPERSON: Does any of the other Evidence Leaders have questions?

Adv. MABUDA: No further questions.

Adv. ZULU: Sorry! Can I ask one question?

CHAIRPERSON: Yes.

Adv. ZULU: Thank you! There was a problem on that investigation that was conducted. The Ministerial Committee which was produced found the universities did not have clear Policy on admissions in residence at the universities and hence there was recommendations that there should be a comprehensive residence admissions and allocations policies by all these universities. I want to hear from you whether this has been followed up and what has happened since this recommendation was made?

Ms SAWRT: Thank you Advocate! This is part of the monitoring responsibility of the implementation of Norms and Standards so we are still in...

Dr PARKER: - Perhaps just to help, is part of the governance and management processes of the students housing that are working into Norms and Standards that the institutions will need to implement other than as well. I think the date that we gave them is... (Can you remember December 2017?) They have to develop the plans around how they will manage that.

Adv. ALLY: Doctor PARKER, the contraventional issue of the freedom to choose where you want to study, has that issue ever come up in the debate around policies and access to universities around the issue of housing and accommodation? Because I am thinking of the situation of if you stay in ESHAWE which is north KZN that you attend university of ZULULAND.

Therefore your application to the university will then say you are from that area go there. That is why I said it is contraventional. But has ever been ever debated and what are the outcome of this debate in taking into account Constitution and so on?

Dr SWART: It is definitely been debated. It been an important consideration and I think in about. For example, in the NSFAS (National Students Financial Aid Scheme) moving towards full course of study particularly for poor students because the issue is that a student who has the academic capability and interest in any particular field should be able to apply for that university that provides the best quality education in that field.

And is also one of the reason why we have made the decision to implement this central application service because what that will do is to enable a person wherever they are sitting at the very small cots. We are talking about either no cost to R100.00 as an application fee to apply as many institutions as the need to get with the financial aid and housing all in one go.

That will enable them to enter that field competitively and to be able to make those kinds of choices with other central application services as soon as possible for young person sitting in the ESHAWE next to UNIZULU is only one choice, UNIZULU. I think that we recognised that that is why we moved with that kind of development to enable and access into the post school system generally.

CHAIRPERSON: That must surely still allow for priority in the place where you live. You can't send a woman in Johannesburg who applied to go to WITS or to UJ. You can't send her to go to the University of ZULULAND. That doesn't make sense!

Dr PARKER: I think the issue is that everybody will apply, they will apply to the institution of their choice but there is competition in those institutions. A person living...

CHAIRPERSON: - But the first person to get to the university of Johannesburg for example must be people whose close to it.

Dr PARKER: I don't think it necessarily, I mean if young person...

CHAIRPERSON: - That is the principle and efficiency to start on doing that. I mean if and you then have to accommodation for somebody who live away from university of Johannesburg.

Dr PARKER: Judge I want to give you one example. Every year at the beginning of the year is not generally known as what is happened there are thousands of young people with a most excellent matric results from the broader context. That have encourage to apply for the University for the Paper for one university and through the competition for that for that particular university they didn't get to the university.

I was stranded, if they are lucky at the moment they have some errors in their lives to bring to the attention of the department. And we worked to find that person a place.

CHAIRPERSON: That one I fully understand about and I appreciate that and I complement your matter.

Dr PARKER: But that person must be allowed to go to the University of Johannesburg even if they live at MATATIYELA. The person right next to the University of Johannesburg who doesn't have same academic background should not be the one who must be taken in to the university if he want space. Is just about the access.

Adv. ALLY: Let me raise my issue Doctor PARKER of the contrivance. That is my point of the contrivance because the issue of Doctor RENSBURG report that research has shown that if you are full time at the university you have better outcomes in terms of success.

So the contrivance is if the department is to direct that if you are a person from Cape Town you must only go to Stellenbosch University, University of Western Cape, Cape Peninsula University of Technology or University of Cape Town.

That is the contrivance I am talking about whether that debate has been place and the view probably was what you were saying that the person has the right to choose where they want to study. So I was asking whether that debate took place and was the outcome of that debate, what you have been telling us?

Dr PARKER: Yes the debate took place and there was an outcome. I think we thought very strongly from the equity principle that is very important that we do enable that universities are national assets. They are only 26. There are many individuals who are not living close by.

Adv. ALLY: But also taking into account that you don't have the funds to cater for everybody. So in the real or time to cater for everybody with the minimum funds that you have that might be a solution whether a good solution or is a different matter.

Dr PARKER: I think it can be debated but people who live close range one of the thing that many universities do have are policies around who will get to their residence. Is a people living close by or are like the one who get access to residences. They must be the individuals who coming from far.

Obviously where there are comparable programme individuals need to be able to choose but they are not gonna necessarily to get into the institution of choice. It is going to be depend on the number of the spaces that are there.

So a person living in a particular area many of them able to get into the institution that is closer to them because that issue and one has to also work within that. I think investment of the individuals is important.

We have to hope that the system all the time will be able to support students effectively in terms of the living and learning environment and that is been working towards, proper support of living and learning environment.

There is one other the point that I just want to make in terms of the research that has been done for the students housing report. It is true that individuals on residences turn to be more successful.

But it is also true that many of the policies that institutions were operating with were that students had the higher results and were more meritorious with the one of getting into the residences which of course it doesn't necessarily mean that is the residence that is enable set. So one has be very careful on that kind of research. Thank you.

Adv. MABUDA: Thank you! We have no further questions. With the permission I think we can take the tea break.

CHAIRPERSON: Thank you very much! Thanks for your travel. Sorry if you feel like from my point of view and attempt to discover as much as we can. We thank you indeed.

CHAIRPERSON: Yes! Who is taking responsible for leading this witness?

Adv. PILLAY: Chairperson, Ms MOKOANE yes but on her absence I can kick off in the meantime.

CHAIRPERSON: Well! How permanent is her absence?

Adv. PILLAY: I suspect is very temporary Chairperson.

CHAIRPERSON: Alright. Is this Ms VERHOEF?

Professor VERHOEF: Yes.

CHAIRPERSON: Welcome!

Professor VERHOEF: Thank you very much.

CHAIRPERSON: Thank you!

Adv. PILLAY: I think in the presentation it reflect Professor VERHOEF.

CHAIRPERSON: Professor?

Adv. PILLAY: Yes.

CHAIRPERSON: Thank you! What are your full names please?

Professor VERHOEF: My full names are MARLENE VERHOEF.

CHAIRPERSON: I said to my assessor that in view of your home language you may wish and in view of the topic that you are addressing you may wish to give evidence in Afrikaans.

Professor VERHOEF: Judge you delay me, I also speak isiZulu. “Mhlambe kuzobaqono maskhuluma isiZulu”. I prefer to speak in English Judge.

CHAIRPERSON: I live under the rumour so maybe I feel perhaps we should stick with your language that you preferred.

Professor VERHOEF: Thank you!

CHAIRPERSON: In the meantime I will swear you. Right?

Professor VERHOEF: Yes.

CHAIRPERSON: Do you have an objective to taking the Oath?

Professor VERHOEF: No I don't.

CHAIRPERSON: Do you swear that everything that you are about to give will be the truth, the whole truth and nothing but the truth? If you do raise your right hand and say help me GOD.

Professor VERHOEF: Help me GOD.

CHAIRPERSON: Thank you!

Adv. PILLAY: Professor VERHOF we lead you this morning as an expert on the affordability and functional policy at the South African universities. We do that for two reasons. Obviously your presentation will have an important duplication for our understanding of Higher Education in South Africa in the extent that the State can afford to fully fund Higher Education and Training.

I think also important from the perspective of understanding the demand for the decolonisation and how it is your presentation that you will make. Perhaps you can kick off with your presentation and we can ask you questions as you go along.

Professor VERHOEF: Thank you very much! I should proceed. Chairperson it is important to give you a brief feedback of who I am and where I come from. I am study linguistics and I am full professor of linguistics. I had my academic career started at the Northwest University at that stage I have got an opportunity to get into Higher Education.

I wasn't very long on my life at the academic. I have a lecturer on social politics and language and how university should proceed with establishing of functional Multilanguage Policy. Very soon afterwards I was appointed as the Director of the language directorate at the institutional office at the newly form of the Northwest University in 2004.

With the mandate to establish Multilingualism at the Northwest University and starting from the scratch. Then I established the language directorate and we were very lucky soon into the existence of the language directorate to receive the number of accolades from PENSAL in particular.

We have received but I can't remember the date anymore but we have received an award from PENSAL say at that stage the universities we are the university at the most building for Multilingualism. Later on we have received an award from pensalp which we were recognised the role we played in neutralising technologies to make Multilingualism environment in the appropriate environment, in environmental condition towards Multilingualism.

As where I am I am not the director of Multilingualism anymore. I am the registrar of the Northwest University but I am still responsible for Language Management. This university is established directed to manage language because if you can't allow language to look at after itself and language will look in itself.

The directors were very strong at the assumption of the newly form South Africa in Constitution particular, the language plan via education which they are coming in due cause but we took those directors very seriously from the outset. We think we convinced also by the faculty that we have received an awards.

We might have established stable language environment to take Multilingualism further. So I really thank the Commission for the opportunity to be here and to address you and I would like to answer your question as we go along here. In the understanding of the brief that you gave me Chairperson, you expect me to work on the challenges facing institutions with regard to developing African Languages.

That is the first point that I take it seriously and I would like to spend on this a little bit more but briefly so and the relative cost implications in the Multilingual Policies, what will be that cost because everything cost money. Then by taking into account Constitutional and Transformation imperatives.

So if we put this to perspectives I would like to go back to the National Language Plan for Higher Education. Due to a very particular reason because this is a document that was published in 2002. It is 14 years old but I am convinced that that document has enough on it that will be enable the universities to become multilingual environment.

I will keep on referring back to in our PHE as I call it to move back to the foundation and then take it there from onwards. So if I put it into perspective I see that the challenge facing Higher Education is to establish a multilingual environment. We are ensuring that the existing language is not act as a barrier to success and access.

In a national that is what we need to do, is a challenge, it is not easy but that is what we are working towards. So before we get there I want to point from amongst that if we talk about language we talk about an equity full stop. That is a point. If we talks about language we also talks about politics. It is just as a same coin.

If we talk about language and language management we speak here of operation and liberation. Again here I would like to refer back to the language policy in Higher Education because this is seen as the sign for the way that we need to understand even the funding framework of multilingualism.

We said that the history of South Africa is fraught with language operation that let us imagine political studies. Language equal politics. Not only that in Afrikaans speaking citizens against British imperialism but also that of the black communities again was important because the position of Afrikaans as a medium of instruction.

We will then briefly refer to this in a few slides but if we 1955 and 1976 we remain with these two dates according to which we must understand our management of languages at university level. And I also think at school level, the Department of Basic Education level.

So in regarding to the challenges facing Higher Education in the development of African languages is what you already see in 2002 the challenge of practicability, stated here that the ministry acknowledges that the implementation is not the multilingualism where in practice be in tension with other imperatives and considerations such as the need for the financial affordability and the rights of others.

Financial affordability to my mind on this Commission speaks of the ensure mental word. This ensure mental word can be a primitive factor to my mind. Even 14 years ago we ignore the polarities of language. That place of persuasion of multilingualism on the one hand and the financial affordability on the other hand.

We also acknowledge at that stage that the provision of giving a fact to establishing such a multilingual environment. Equity of course, rejoice of previous discriminatory laws and again practicability. In actual fact if I may venture into this, it may already late the table for not implementing, for not creating a word and a word that will be become a word.

What happened at that stage I think what is wrong is that we gave this as a looked as a sectors and we thought this is the word to difficulty and if we only fight Afrikaans we have done our part. Then what happened is the organisation of the Higher Education then took place.

I think the sector at that stage thought that when we do this we will have to meet the requirements of National Language Plan for Higher Education. But I think it is more even difficult than that. There are priority factors and later on we can talk to the particular challenges facing African languages but I would like to say this things first if you will allow me.

Indeed establishing of a multilingual in higher education section started to remind you a dream in paper. Must be blank acknowledging this. Let's look at the priority factors as I see them. They might be more, some of these might be more important than others but this are...

CHAIRPERSON: - Sorry! Before you do this can I ask you whether there is any other country in the world which has a similar problem?

Professor VERHOEF: Judge there are countries who have bilingual universities.

CHAIRPERSON: I know that.

Professor VERHOEF: Not to the extent that we would like to pursue that, no!

CHAIRPERSON: What you will do can you give me an example of any country which has three or more languages which it need to cater for and it does cater for?

Professor VERHOEF: Nigeria has 400.

CHAIRPERSON: Yes I have realised that.

Professor VERHOEF: But I don't cater for this at official levels.

CHAIRPERSON: Yes!

Professor VERHOEF: In Africa we have...

CHAIRPERSON: - Do they have make any of this to cater for them?

Professor VERHOEF: I am not aware of their commitment in their Constitution as we have in our Constitution Chairperson.

CHAIRPERSON: Yes.

Adv ALLY: I think on further field to India, now beside Hindi and Gujarati in terms of what I know, the termal could be hardest. Do you have a similar situation in India where the medium of instruction provinces, in Hindi province is a Hindi, in termal province is termal or Gujarati province only Gujarati or is the medium of instruction English?

Professor VERHOEF: I cannot pronounce as an expert on India of course expect limitation in this regard. My understanding is that even in a country like Singapore therefore I would like to translate this into India as well. At the junior level (at the Department of Basic Education level) there are provisions made in South Africa for the home languages.

But once you entered into the higher level of learning it becomes predominately or exclusively English and then the colonial language become the language of instruction. Of course the rationale behind is not that foreign because of the social affordability that been signalled in many time by the colonial language.

But to have this at the universities at the tertiary level it is not across the world that it happened. Not at the multilingual countries as that has been mentioned. Of course in multilingual countries we have Germany they have the home language. Belgium they have bilingualism but is right true not in African nor India.

CHAIRPERSON: Again can I accept by bilingualism? I have a problem on that! Perhaps if in three languages when you have to cater for ten or eleven is any comparable situation where anybody has made I attempt to do so?

Professor VERHOEF: I am not aware of ten Judge if it will allow me. I don't think in the South African situation we will need to the make provision of ten. I think UNISA will be only one that might have that obligation on them. All the other universities although they are national assets are located in provinces.

What we do in university we make provision for four languages. We need to be mindful of the democracy of a particular province. Of course that is not an optimal solution because you draw the students from all over the country. It is not optimal but at least is a word in which you make provision for society multilingualism in your linguistic landscape.

Your linguistic landscape also mean your work page, the language which you translate your senate, minutes and agendas, the way in which you organise your work page. It is still not an optimal but still you have an opportunity there to portray the multilingual nature of your institution.

CHAIRPAERSON: Thank you!

Ms KHUMALO: Maybe just to narrow it down, maybe on other countries, do you have a classic example of maybe a colonise country where the coloniser and the colonisee were in the same situation in that they end up in this problem?

Professor VERHOEF: I don't want to venture into that. Maybe it will mislead the meeting. I know that in Africa the colonise languages, the anglo fornic, the France fornic, the Portuguese what they called lease fornic countries. The colonised languages then become the langue of the common langue. Not to the extent that we are in proceeding in South Africa I would like again to retreat that.

Adv. LEKOANE: Pardon Professor! Though you Chairperson! You mentioned that UNISA will probably be require to offer the ten languages as you post in traditional institutions. Can you just explain to us what that is?

Professor VERHOEF: UNISA is the only distance learning institution in South Africa. I don't have a demography open in front of me but is the only institution that has, to my mind equal spread. They don't have language grouping there. In that sense if they are opt to multilingual policy the obligation might be more broader obligation.

But for all the other institutions I think you can narrow this down, you can work still with the national functioning linguicism and with the demonstration thereof in a modify way.

Adv. MOKOANE: So in practical terms UNISA students would be entitled to write an exam at whatever language they want or receive an instructions at whatever language they want whereas the university environment is regulated?

Professor VERHOEF: What it is important to mention Advocate is that the council of the institution responsible for the approval of the language policy of course. That also will define the boundary conditions on how this is executed. Of course we have another privilege in South Africa that we have to dominant African language families that are largely extensively and intelligible.

So even UNISA might work with mutual intelligible for language families which is Nguni and Sotho language families and then could work around this. The important thing that I would like to bring across is that it is possible to do that. Even at UNISA it is possible. And of course you will find your parameters which will do this. You don't have to adopt a functional multilingualism policy, you define your environment in which you will enrol this out.

CHAIRPERSON: We are talking about practicability. It indicates to me that supposing you have a good case for what you are indicating here. The other part of the society may say before you start this open university it need to be implemented in another field, in a field which affect human rights such as at the justice system. So this may have to come secondly or third or fourth behind some other implementation if it was be given a fact to a new universities.

Professor VERHOEF: I have agree Judge. I agree but I also if you will allow me, I also thick that there is enough to be done at the university level not to wait for the other environments and still reap the fruits of your efforts internally.

CHAIRPERSON: Thank you! I am sorry I have interrupted you in full flows as well. Just pick it up from where you left off.

Professor VERHOEF: Thank you very much! The priority factors we have briefly touched on them now. Judge I would like to take this to the other sectors and I would like to maybe spend more on. If we talk language in education we talk access and susses.

We need to be mindful that it is more than only one language that are in access and success languages. Actually I would like to argue in a fact that if you haven't had the opportunity to be trained in your own language in written formant will also prevent access and success.

It is difficult notion with many angles but language plays an important role in access and success. All scores of the access line language is a vastly part of that. I have a reason to believe in that. If you take a look at the performance of the students language plays a big role than we have ever, we prepare the technology to ourselves.

So it is an important matter. We haven't reach the deep of it I think of the research level at to yet. I think we may be scared to start investigating this but I am convinced that access and access equal language. Of course practicability is one of the effort. The effort of establishing multilingual environment is a big effort, it doesn't come easy, it doesn't happen over a night.

You must have to top cover at university level and your council must really prove of this. It is here when the willing the word are enter into trying because the willing the word and the word will becomes the word. You can make this work and try to convinced that I have practical experience with this regard but it is not easy but we easily say to one another the practicability issue is too hard let's rather leave it.

The financial provision of course is real and it is prohibiting factors, it cost because there are many other thing that you can spend your money on as university. The ball of the implementation is one that you can need to be taken not over and you will get that at the end of my presentation.

The political things of inclusion and exclusion had been language from the beginning. I think if I can go back to the Bible even with the time of Bible, you know, the exclusion and inclusion of language. She will lay and all those wonderful notion you are in or you are out. We need to remind ourselves again of the PANSAL experience of 1955 within the BATU Education Act. And of the 1976 of the pressure on the Afrikaans.

I think that was brought also was spread an Afrikaans plate but these two huge monster continued to colour our linguistic experiences. It also has...

CHAIRPERSON: - Don't you think that the implementation of language along this line will be likely to more generalise the minority languages? Let us suppose that the two major languages that you refer to were to be implemented. What place will be there for the Venda people for example? Within there they will be more generalised?

Professor VERHOEF: Excuse my answer to this. I said this with hesitance. I have data, all linguistics they have data to say that this language issue is not an African issue. African people are all multilingual.

CHAIRPERSON: Well! They are because that is hard works but if you were to get priority to two system only then the other smaller division will become much less able to exist.

Professor VERHOEF: I understand now why do you mean. I did not mean you will only give an attention on the place like UNISA to only the two majors systems. You will be able to cater for approximately six/seven languages by having the Sesotho and Nguni language families.

Of course we were obliged to work with and take Xitsonga and Tshivenda separately because they did not belong to these families. That will bring us to a dispersion that we can rotate. Let me say for example I am a language director of UNISA. I can then say Chairperson if you allow me to give a quick practical example.

I will then say we have the four Nguni languages, for the next three years or the two years we will take isiZulu as our language of general communication at university. But it will be intelligible for the Nguni speakers in any case. In the next two years we will take SiSwati for example and then isiNdebele and then isiXhosa.

And by this in a period of eight years you will have a full cycle by means of which you give a prefer language in that particular family but not leaving then out Xitsonga and Tshivenda on the side. So that is what I mean.

Adv. ALLY: Professor?

Professor VERHOEF: Yes!

Adv. ALLY: And it seems it could be perhaps or my understanding could be going past yours. There is two different things. One is the language you are communicating in a given university.

The other is the medium of instruction. So for me to understand you correctly what you are talking about here of rotating will that be communication, your prospectuses and so forth will be in that particular language. The important part for the Commission and understanding that part as well as the students although they have given us a definition of what it means but it could affect a decolonisation is the language of instruction.

So in my own mind I think it will probably happen when I am gone because the experts in the various fields or subject matter have only learned the subject matter either in English or Afrikaans and I could be wrong on that. So in order to develop language of instruction or mother tongue instruction those experts you got it progressively implemented but coming back to it that is what you are talking about it is the communication part or the language of the instruction?

Professor VERHOEF: Thank for the question and it is very important to my mind. Your implementation, your language plan has various domains of which the administrative and the working environment is the important one.

What I now refer is the experience of the working environment, your linguistic landscape as I call it, is that your most experience of multilingualism to be able to embrace multilingualism and to expand the other domains. That is where the teaching learning environment might come in or might not come in.

I think it is also important to note that linguistic rights are human rights to my mind. Student must be surely be able to opt for a particular language. Currently I should indicated that the majority are opt for English or for Afrikaans. The opt for this, and I can't speak on behalf of any cycle or grouping because we didn't provide any other choices and we need to provide the choices that students can be able to have the choices to see whether this is easy opt that they will like to exercise.

Again if you would allow me a practical example is we have started with the interpretation into Setswana in a BA Foundation Teaching course. It is one of our BA courses. Because those students who have enrol for this must go out and they must go and teach according to the NLPE (National Language Planning Education). They must be teaching indigenous languages for the Grade R, Grade 1 and Grade 2, it is an obligation on them.

But in many of the case because of the fact that our system does not provide for any scene in the home language. Many of these students they have only command on their language. Now they must go and teach basic Mathematics, basic numeracy in the language.

So what we started to do is to provide the classes in English and in Afrikaans and we provide the same class, we provide the interpretation services into the other languages who are English and Afrikaans are grouping in the lecture. Also to Setswana because we have a large particular class, we have large number of Setswana speaking who are enrolling in that class.

Within the first year they are all take up interpreting services because is a part of giving them the vocabulary to going teach ultimately in the home language. It is also act as scare field for the understanding. Then toward the second year we say we see the admission number to the take up interpreting services.

Our understanding is that that acquisition has taken place. I can now go and teach in my own language or my first language. But also have the opportunity between listening to the content in Setswana but reading this in English we will also set an exam paper in both English and Setswana and then student can then be able to read whatever language he/she wishes.

We then see down train in the uptake, those students still requires, request to have exam papers set in the two languages, they would like to still read it. So long answer to your short question it is complex start with the admissive environment to experience a multilingual environment and then we determined the need where by uptake of people who have a need for it we will then continue to provide that need.

Adv. ALLY: You see Professor, we heard the testimony from Professor Een Scott who gave us various reasons for law through input and the articulation gap which he talked about under preparedness of Basic Education learners into the Higher Education fields.

And the topic that came out was this topic of language that the person for example and that is not the only example. You have a student coming from the rural areas that is not so proficient in English language and come to first year for the first time. Here is something and the language that is used is above the person.

While that person received an 80% pass find that they struggling within the first few months and it was in that in mind and the context that I was putting to you the issue of whether there is medium of instruction.

It is very interesting to know that our university has interpreting services that during the lecture that happened. And also the examination are in two languages also however you was not indicating if whether you are able to write in whatever language do you want because remember there is a different.

Professor VERHOEF: Yes!

Adv. ALLY: -In my time at the University of Western Cape our books were in Afrikaans. My colleagues decided to translate each and every word. I had to do because I thought it is easier word. I study in Afrikaans and I wrote in English. So you have that kind of situation. So when will one be able to move to a situation where there is implementation to the last degree of multilingualism? I understand you said at least we should start at the M-level and then move forward.

Professor VERHOEF: I can...

Adv. MOKOANE: - Sorry Professor just on an extension of Commissioner ALLY's question. If we look back at the right Section 29 (2) it says that everyone has the right to receive an information in a language of a choice or languages of a choice. So maybe if you can give us an understanding also on that on regards to what that means?

Professor VERHOEF: Can I respond your question first? I didn't answer you completely. When we render this interpreting services and the question paper has section in Setswana of course student may answer in Setswana.

In fact we did not do that at all over, we do it when we have interpreting in Setswana and have then at the marking level have a language facilitation level that such a person is assistant, the original marker is assistant by a language practitioner in the understanding of the feedback.

We do not see huge uptake in this regard because we see at this stage the impute at the receptive level means much students. They are prepared because we also have study guide in Setswana, I must put that part but of course the handbook, the textbook is in English. And we can't translate the textbook because they are intellectual property involved, we don't do that.

But whatever we have in question paper, I fact we say also we have Masters degrees in Setswana at the university not only on the subject Setswana but on another subject also on article and publish in the journals. To get back to Section 29, Advocate you said that what about the rights of you are entitled to receive your education in language or your languages.

It is a very difficult question. We would like to take it back to the fact that we have a language policy and within those confinements we then make the provision for the options that are put forward. That is how we interpret that because if you try to venture to be provide to be everything to all you then move it all.

Of course there are opportunity in practical situation that students will say that. Because our understanding is that English is linking language, we have everything in English. And we have seen that at the receptive level there is an uptake.

We have more than the reason to believe that in your active reproductive you struggle with the languages, both English and Afrikaans and for Setswana for those who write in Setswana because the command for verbal Setswana is the something else and the other command of Setswana. I haven't answer your question I know.

Adv. ALLY: But Professor just then get back and perhaps you can move on. The success rate of those students that are opted one to have the interpreting servicers in the reading of the question paper and the results of those have opted also for writing in Setswana. The success rate in terms of that, again coming back to my question on the dropout rates because perhaps is language if it is a language issue.

Professor VERHOEF: On the safe side Commissioner we need much more days to make a pronouns statement in this regard. Are we still be taking it a little bit to say we do not see market different. As we see this we know that at the insurance level it mean something on the input level but we do not have enough days to say that is the output level it had made the difference. We spoke about, if I may continue Judge.

CHAIRPERSON: You may continue.

Professor VERHOEF: Thank you. We again get the results of this previous experiences. We know that access and success, practicability, financial provision, inclusion and exclusion might had led to the practical solution that we all up for English. And English goes with the last block on my graph is that we accepted that the elaboration will come through English and that it is an easy way out. I think is will complex in that.

I have data at least says that English signals up with sociability in our country and we cannot shy away from that. The huge pragmatic value of English is something that we cannot deny. It is a strength that we must build in our country but we must allow ourselves to have much more diverse look on the language problem.

It brings something to the fore. It makes internationally competitive so that we value English as a language of higher education. I think we need to allow ourselves to take a broader look at this. So having taken a look to all these factors here, a question that is best to answer maybe is it is at all the effort worth to pursue our multilingual environment. Maybe we need to have a closer look.

At the society level, I would like to make an argument that and I then going back to National Language Plan for Higher Education. The common sense nation would be consistent comes with languages working together. It is consistent together with the democracy of social justice and the fundamental rights.

This what I am saying as Advocate LEKOANE said is in our Constitution. It remains compelling that the common sense of nation would I line of our constitutional level or constitutional values. Maybe that is the driving force. As we talk about constitutional level or values we need again squitnise maybe those provisions that have a baring on language as Advocate LEKOANE has indicated.

Of course there is a huge and I don't have on the screen. We have Section 6 (the language clause) with practicability and the establishment of PANSAL and state the number of languages (the eleven languages) and the current pressure now to have sign language also included at least.

Adv. ALLY: And then you have amended also that has slept in also?

Professor VERHOEF: That maybe since I became really shocked I did not heard that debate so I am unaware and so thanks for the information.

CHAIRPERSON: My knees is learning in Pretoria.

Professor VERHOEF: I know that but is not an official language in South Africa. It could be. The equality clause 9 is also important...

Adv. LEKOANE: -Sorry Professor! Perhaps before you move to Section 9. Section 6 (4) if I may refer to that also say that all languages must enjoy parity of the steam and I think may be that.

Professor VERHOEF: That is the very important sub-clause. You only give parity of steam your visibility of languages in your linguistic environment as equal. So in your linguistic environment you need to decide the higher function of language must have a particular position to continue to allow students to only to get in the tutorials to be able to do this in the multilingual way enough, you will like to if you are serious about the language clause.

CHIRPERSON: I am not sure how we are going about this tutorials when we have four different languages as a matter of practicality.

Professor VERHOEF: I can try to answer that one quickly. The tutorial we talk about supplemental structure in our university. We will have senior students who accompany tutors, who facilitate first year and second year classes. If student rely to have announcement of the accounted. We then do it also to provide in the multilingual way.

Then you have language parallel streams. In the big tutorial when you break away session the students will do the group work in a particular language, in the language that they prefer but in the reporting back you agree on the report back of the language code which you report back. So the discussion there takes place.

You are able to utilise your opportunity in the language that you must convicting in the reporting back because that is joint learning, you are reporting back , you getting someone might have the confidence to do this language. It is about the learning. Language as a process is a process of learning, it not about productive learning.

Once you are confident then you can speak in any case. You will allow a little bit of theory quickly. The gym colons in CANADA will speaks of becks and camps. You will allow me Chairperson if I can teach a little bit on the theory of multilingualism in the learning environment. Gym Colons in clear on this that you need to have your becks skills and your camp skills.

Your becks skills are your basic intercommunication skills. Those are the skills that you will require when you are small. That are the motherhood. You learn this as you grow. This is the approximately at the age of ten or eleven that you still works in a becks environment. If you are fortunate enough to have the same code if you move from becks to camps. Camps academic language proficiency that you hire becks skills.

The better your becks skills are the better your camps profession is. So if you are fortunately enough to have these same code from both up to tertiary level you translation to another code of the language is the lateral movement between code A and code B. Because you have at the cognitive level you have acquired all the skills to

make a very short transition between language code A and language code B. I think that is what is going wrong in our country at the moment from Basic Education up to Tertiary Education. It is artificial to have fully functional multilingual environment where you provide these students classes in Setswana and they are forced to sit in the Setswana classes.

They haven't had the privilege of being trained from a becks level up to camp level. We can nearly have symbolic suggestion at the universities level. There might be students who will take this up especially what we see at the universities now is that in the first three period we have to take Setswana interpreting services but then students they have confident that they can go on in English.

And we leave them. Of course they take the option and they exercise in the option. Thank you for allowing me on this little bit theory. I apologies if in any case it sound pathetic.

CHAIRPERSON: When the subject is interesting and they are knowledge in anything you said...

Professor VERHOEF: It is a complex matter. If you can ask me where I was I can say I was on the cause, I can call that at least in that regard. Section 29 of course is the important one. The practicability of course is also an important one. Then we have the slide to extend, I can also refer to Section 30 but is not that important because is the cultural life that you can exercise your rights on your cultural environment.

It is may be this subsection, the one that I have in the board subsection 2 of section 6 that is important one for our discussion at the moment. Because at the line with the provision of none racialism, none sexism you mean dignity and equity. The Constitutional Court equal status is not only to all our languages as Advocate LEKOANE has indicated.

But it recognises that given the imagination of the indigenous languages in the past the State must take practical and positive measures to anybody who must be satisfied to use this languages, of these indigenous languages. Northwest University in the part of that, not in a full of State but you know as an organ of State you cannot functional if you does not received subsidy so that sense is bound by the rules of the State.

University also are oblige to take this practical and positive measures and of course the State must do that as well. It is only by taking this practical and positive measures that we will be able to implement a multilingual environment.

There might be question in this regard Chairperson! So if we talk about the practical and positive measures it has been difficult. I think I have driven this point home not sufficiently say but I think I have indicated already that to establish a multilingual don't have people who do this for a life. There is a changeability of costing item whether you have to start this items, where do you want to start.

The implementation of multilingual policy in any case view this camp and expensive and affordable. Because of the complex environment there are more important matters to attend to. I think over the years we have attended the sector to allow this by the way we signed it.

We didn't utilised all our opportunities and over and above or more it is difficult to do this so we rather leave it. We leave it but the grow of multilingualism in South Africa to my mind Alexandra. He said that the consequences of no driving the functional of multilingual South Africa society is regarded as an incalculable exercise not only in monetary terms but particularly regarded as a society cost of the establishment of multilingual.

University environment is neglected. I think this is actually the point Judge. I think what Never Alexandra said that we cannot afford not to do this because if we do we will suffer consequences. It is not that expensive, I will come to that just right now. The other values are so much that the cost in cure is so little that you get your return your investment time and time again.

But we must be prepare to make the sums and that is what we did with the university in 2008 and I would like to get into that now. I still in believe in knowledge academic that nothing is a practical is a good serially. So if you have good serially you can work with principles and you can experiment those.

Fraser Green he is a French man, he is a European economist, he is been involved in the establishment of multilingualism European Union. He is established four level benchmark for the implementation of the society in multilingualism. Before I go there I would quickly want to point on where society multilingualism unless you think it is not necessarily. Can I proceed?'

CHAIRPERSON: It is your presentation!

Professor VERHOEF: Society multilingualism means... distinguish between individual multilingualism and the society multilingualism. If you are as an individual multilingualism you have a command on two more languages you have your proficiency as individual multilingualism is high.

But we have an obligation as an institution to promote society multilingualism as well. So it indicated in you domain where your language policy is implemented in the way in which language experience is carried over, is accommodative, a have my work page in three pages and so on.

He said if you go to society multilingualism you must be clear on the morality of this pursued to establish this. You must know why you do this. You must normally have a champion to drive this as well. You must know that language is a commodity, it has market value also.

To drive this you must know what the uptake would be, what is the demand for this. You must be clear on the viability, the feasibility you wish. I think that can be translated to the sustainability of the effort. You must be clear on this. You must know what is the cost.

You must know what you budget for. You must know how to manage this accordingly. You must know where the money will be spend. You must do a proper best cost exercise. You only do that once in the history of our institution and then you know.

If we can quickly work with four principles of Green then we work though the agenda also of the brief that you gave me. Unfortunately I don't know the first name of the researcher, he said that I a PHD presentation that linguistic diversity is one of the abandon resources in Africa. I think we did that over the years Judge is that we have allowed to developed deficit model of language in our country.

If you can't speak a language go away, is not good enough. If it is not proper we have your tenses wrong you are not a good to speak a good English. If you don't pronounced in Afrikaans properly go away. To the country if we say this is a resource at university level. We view our students coming with a wealth of resources of the language which they entered into to the university.

Is that our point of departure. We will have an opportunity also learn from the students and their languages. We will not stumble over the factor be ale gently say we do not have enough terms in African languages.

In isiZulu we have one word but we can mention many example or you can assists me in mentioning more examples. We have one word for blue and for green (rehlaza). So context will tell you when is blue and when is green. We have one word of power and force and motion as well and the context will tell you.

Which brings me to the fact is if you say to these student you sit here in my class, we stuck now guys, what we will do with “rehlaza” when we need to have green or blue? What we normally asked these students to assist us with terminology creation because they will know what to do.

We normally in the first round of such discussion to translate such a words (blue, green). As we move on we then have maturity and the sense of pride to that “no man we can make another word for this, we can have our own word for this”. So in the creation of words the active role to be play is been view to our students as resources coming with the wealth of information into the system.

CHAIRPERSON: That is very well at limited scale but when it is very broad scale that it is very demanding

Professor VERHOEF: It is demanding, you take it then further, of course it is demanding, there is nothing that is easy. It is easy will be long ago. What we then do is that we take that into glossaries and we asked what the hundreds, the key words in this models. It has its limitation of course, there is no one silver bullet.

Is attempt to start working at something because we can also have the view that is so huge, we rather not go to in a blue or green when we need colours, we rather only go for English.

CHAIRPERSON: I hear you but it just seems to me that to develop a new vocabulary is a very long project which it can't be done on one place or either. What I heard what you said I have some difficulties with the practicality.

Professor VERHOEF: It also difficult to practicality because it takes ages to develop a language. It takes ages to have it quantify. At least we can say that our language are also quantify, we have a writing system. I am trying to memorise on the modernisation level. That is ongoing process. I don't know what happened now with PANSAL, the solution of the board but they will use to develop this in the country.

Unfortunately I can't answer any of this questions. So there must be person dedicating sitting. We need dictionaries because it start there. We have dictionaries we can move on and at least we have one word for a term. But what I cannot agree more with you is that it takes ages. I think is the Dutch big dictionary, that dictionary after 300 years of development it is still not done. So they are still busy with that big dictionary as well.

Adv. ALLY: That is why the frame of the Constitution put in a terms that they put it because they knew that tomorrow you can't do it. This is basically the question that need to be put is are we implementing the Constitution as it is framed in terms of the are there practical measures to realise those particular rights that are there.

One of them are language and are being saying that you can put practical measures in place for the realisation of all the languages. Now as you are saying and rightly so, perhaps let me not say rightly so, the way what you said was you think what happened they said is too difficult and then you walk away.

Now is coming back to warn us because students are slowly saying “look here I want mother tongue in section because I am entitled to it and you have implement it as you should have.

Professor VERHOEF: I agree Commissioner. I don't know whether you are expecting an answer from me but I agree.

Adv. ALLY: No you can proceed.

Professor VERHOEF: I don't even need to go through this slide because you already going through this slide on my behalf Commissioner and I thank you. We had this demand from students.

We had in 2010 the demand from the outcome of the Higher Education summit. The outcome of the summit was that Higher Education institutions must contribute to the development of African languages and academic languages understand the role that language development plan education.

This include the development of African languages postgraduates puts across disciplinary areas. I know that the Minister called in October that year around table discussion. I don't know what happened after the round table discussion and there is currently working groups working with these African languages.

So my understanding is that there is serious effort to really give effect to this. This was encore in the 2015 transformation summit. And here the question of languages added to the matter of transformation. So increasing level of frustration and place of transformation in university sector with respect to other I think this is G or H that language practices at universities which create barriers to effective teaching and learning which definitely brings again success as I have indicated earlier on.

And which is really make clear the role and the development of education and academic access and also transformation. So there is more than one solution single solution that brings to us to the answer of this. Then we go to the decolonisation matter. Within 2004 MAGOBA SEHEPE to rename African scholar said that africanisation will be incomplete without paying deal attention to this issue of language.

So we have unpaid deal as this regard from the view of this scholars. What we see here also in Professor NHLAHLA MAKE remark is that the matter of decolonisation and language has been raised since 2004 already. MAKE she said at the centre of the decolonisation the question of the language can take a certain stage. No one can deny that it should especially when it comes to the education and then you refer to all the tears of education.

So we are be in the think that language and identity is not the too size to the same coin to large extend. Not too all speakers of all languages but the large extend is and it is also more than the identity. It is also a fact that the language that has been quantified that lies in the tongue of the South Africans need to be made visible in writing, in newspapers.

It is not enough to only have radio station that might be provision for multilingualism. We need newspapers, we need journals, we need to see this back in writing and I will see that the language is in platform because then you make the translation in your head between what comes from your mouth and I read with my eyes and you will see the wonderful structure, the grammatical structure of these languages.

After that we must keep on modernising languages because otherwise that will become extinct to have that kind of issue in this regard. I have mentioned earlier the fact that language is the commodity and I would like to quickly extend on this now. If I am not forced to buy a loaf of bread in a particular language they would be no drive, no reason why I will require this language. There will be no necessity for me to learn the language if I am not forced to understand this language.

I can't be working with the university to the project that we are trusted the council, the senate will approve in this in due course is that we will like to have some classes reinforce to be interpreted or to be taught in Setswana only so that we utilise that opportunity to develop the language and we will have in the translation/interpreting services in English and Afrikaans.

The students will pick up because you peak up the language also. If you lesson you lesson to the lecturer, you hear the lecturer at the background and then you have the interpretation in your ears.

But you catch some of the languages in any case in lessening so the exposure to Setswana here we trusted that will add to the further development of Setswana, the intellectualisation of Setswana side to peak. So it is a commodity to market value on the way to like to drive home.

Adv. LEKOANE: Doctor sorry! Can you give us an indications as to the demand, how we can measure it? What are the level of the enrolment whether from student who want to pursue their study in indigenous languages? Also does it match up the teachers so that the students teacher ratio, just the capacity so that we can understand?

Professor VERHOEF: Disappointing now the students will not given the indication that they will like to receive the education in Setswana. What we then there is an instrumental mean need to have to interpreting in Setswana, we then provided and we ask who is going to take up or not who is not going to take up.

We cannot force that, it is not cool enough, we have experienced from all linguistics groups, from Afrikaans group as well, from Setswana group and from other language group to say I want this in Afrikaans. Of course you have high enrolments over particular languages, over Afrikaans that we have in some of our campuses and then the demand will be obviously.

But we see these students rather that we opt for the reset of input than the active output. But it is a disappointment.

Adv. LEKOANE: Would you say that apply sector wide?

Professor VERHOEF: I have reason to believe that they apply sector wide. We must first build the esteem. Advocate if I may explain if you allow me. We need to build the pride in the fact that I can't neutralise this language at this level. Now do you think that decolonisation might have this as added value point? The demand has in its score pride and I think that might be expand for this. Are you happy?

Adv. LEKOANE: Yes

Professor VERHOEF: So if we go then into the costing is we need to do that in more than analysing and accessing the calculation of the feasibility of multilingual environment. It is more than number crashing. It is more! It is an estimate, it is also calculated in a cause of not implementing.

And not implementing not at the right level but also at visibility level because that right of language become invisible. Then it create a need to uptake as well. So if you have a full cost of exercise we suggested that this is how we went about. You identify the activity related to implementation of the Policy. So from the policy and then you work from the domain in the Policy. We have five domain in our Policy.

Then you quantify the resources involved in the various activities. The easy one is our spending in translation question papers for example. And you quantify that. There are more difficult to do. Then you make you final assumption, you consider that waiting of this again to your institutional budget.

You need to know what it will cost you in relation to all other items on your budget. Then again you go back to the value chain, you quantify this. Is this really adding value or is

the symbolic junction for now for the view of proper uptake later on? This is an uptake process that continues on and on. Then of course in line with agree you must check the availability of your resources. You must know what activities are essential and you must tell your absent constantan that this is at university level.

Then you must group then in a crucial way. We work with the infrastructure capacity and then the teaching learning environment, the ultimate working environment, the multilingual cooperative environment. These are the four main divisions, the categories according to which we costed at the language Policy.

We know that some of the activities points are fixed cost rather than the infrastructure and other related services and then services related to the core business of the university. So we then divided these two grouping. I had a group in Masters Students in Business Mathematics who assistant me so I don't take credit for this myself. Then...

Ms KHUMALO: -Sorry Professor! What is the pull of experts in this field? Do we have a lot of Language Practitioners?

Professor VERHOEF: Yes we do have our language directorate is back. Language directorate has the interpreting section as a substantial number of the staff members sitting in the language directorate. We also have Language Practitioners, we have research also, we count everything that we do and we have a number of staff as well.

Ms KHUMALO: This model can work even at TVET Colleges?

Professor VERHOEF: I think it could. What we also do we capitalise in the experts that sit in the academic faculties. We have a panel from the various faculties and then they advise and they are responsible for the big research, we get our research more at the operational level. Thank you Commissioner.

So in the this fee fall categories we then you see here, you see staffing (permanent staff, permanent staff), you see the infrastructures essential with running business, computers, other equipment, interpreting equipment when we are running a course there we have batteries that we need to ongoing course.

In the teaching learning environment we have six domains here. The providing for various functional model multilingual most delivery we have parallel medium, Dura medium interpreting, we also have union lingual most of delivery. Of course study guide is a huge cost. The translation of test exam question papers, of course the security of this is something that we are mindful of although change of custody if you have language edited as involved in this process we do that as well.

Learning platform as well we have learning platform at the university. I have spoken about supplementary instruction. In the students life we have multilingual. Everything is multilingual there, the students representative of council, depending on where they sit and which campus they sit and which language they use there.

It has committee level. Language management is act as a barrier. Of course we are serious about exercising that so if ever there is an indication that language will act as a barrier to provide interpreting services they get into agreement on what language code can be used.

One function that I have not mentioned in this environment is we have an abut function as well not as part of the costing because is the part of the department. If you wish we can talk of the abut function at the stage. Then in formal communication, the radio station, the newspapers will try and make a provision.

At the stage there was an attempted at the campus newspaper to have an article to be published in a particular language. To have that first block sentence, the head of it, not the tittle. They have this in three languages to introduce on what is going on in the article.

Then you have administrative and working environment. Some of that is student related, prior to enrolment, your application form, your admission processes while enrolled the study guides and different languages which these section across and after completion when you have your degree certificate you have all these things.

So we try to serve the students' life cycle. In the admin environment you have your vertical, horizontal sources of communication, the facilitation of meetings, written corresponded, for example the language which you can respond in meetings.

Here linguistic play a vital role and here we understand English but if you wish to speak we allow you to in your language. We have three languages:-

(1) Setswana

(2) Sesotho

(3) Afrikaans

There is a demand for isiXhosa as well because it becoming a dominant language in Northwest Province. We provide them that so if you listen you listen a particular language. In the Human Resource environment we introduced the forms that are falls also in the IT and business information environment in some of the campuses.

The copy communication environment or the communication within the environment and the media we account language here as a cost. I have not included multilingual glossary, it is small still at the university but I rather includes it here.

Adv. LEKOANE: Sorry Doctor! How do you fund these initiatives to meet the Policy objectives? What are your sources of funding?

Professor VERHOEF: University received funding at the moment or business operation course, at the inception of the language directorate it was strategic fund that was set aside then it became normal operational course.

Adv. LEKOANE: So you don't receive State subsidy for this?

Professor VERHOEF: We had. No we don't. Of course State doesn't make provision for any subsidy regarding multilingualism at this stage. Important that I would like to drive home Chairperson, honourable Judge is not that expensive. You might forget even what I have said, you remind me that this is not an expensive exercise.

If you wait this for institutional budget it is over the year. Since 2004 it remain stable at approximately 1% at the university system at own budget. We are confident that this is money of our spent. The return on this small investment, we had brought language peace. Language away a born contextual everywhere because you vary between the polarities of the ideology and emotions.

Especially when we have Afrikaans guides and other guides here. I don't know the politics on there but are already also there. It remains stable over the years of 1%. The national benchmark of course it is important to mention. In Mzansi associates when it recosted in 2000 to cost, I think it was National Language Policy that they wanted to develop and it was never finalised.

But further call of Mzansi associates said that if you set aside approximately of 2% of the medium term expenditure framework you will be able to roll out a full multilingual policy in eleven languages across the country. There is a well written report in this regard.

The international benchmark is approximately 8% for universities in CANADA and BELGIUM for a bilingual language policy. So we are well beyond the benchmark. Even as the services expended the initial cost we do not exceed the 1% waiting for the level against the institutional budget.

My last slide Chairperson is that we said that the return in this investment it depend on the value that we or the society attribute to such investment. In this regard attitude are important we need to believe in the drive to multilingualism to see the return on this investment.

We have made this over part of the transformation agenda of the university. So we drive it as part of transformation agenda because if it for English only we wouldn't transformed. If we said we only work with two languages. Of course in English we haven't transformed.

To make the two African languages (Setswana and Sesotho) visible and to try and in concur this into the system we are working toward this transformation agenda. Our understanding is that we cannot afford not to implement this so that we continue with the implementation here. Thank you very much for the media opportunity.

CHAIRPERSON: Thank you. That is a very inspiration presentation. Thank you. anybody else who want to put questions? Thank you very much Professor VERHOEF.

Ms KHUMALO: Judge on the last one, if we were to cost this on the last slide. Are we able to...

Professor VERHOEF: - Which one?

Ms KHUMALO: Very last one got the quantifying the output as part of value train.

Professor VERHOEF: Yes!

Ms KHUMALO: If we were to quantify that are we able to say exactly how much will it cost, both the TVET sectors and Higher Education?

Professor VERHOEF: I have not ventured into trying to make this some.

Ms KHUMALO: Maybe limiting it on a provincial level to a language. Maybe three or something?

Professor VERHOEF: I think it will be possible to do this. As it has been indicated earlier on we will need more linguistics in this regard but it will be possible to my mind. We have Aquarius, we have Mathematical model according to this things to be done. For me I believe the case.

CHAIRPERSON: Thank you! Thank you Professor VERHOEF. We have take the lunch adjourn. Thank you!

CHAIRPERSON: Mr MABUDA are you leading the witnesses?

Adv. MABUDA: No I am not Chairperson! I believe advocate ZULU.

CHAIRPERSON: Okay! Who are your witnesses please?

Adv. ZULU: Judge the presentation in from the Universities South Africa. I will just ask the gentlemen in front of you to introduce themselves.

CHAIRPERSON: Gentlemen welcome! Would you please put your name on record?

Dr KASONKOLA: Thank you Judge! My name is KGOMOTSO KASONKOLA. I am here to representing the HR Director Forum as Chairperson reporting to Universities South Africa but I am working for WITS University as the Senior Director of HR.

CHAIRPERSON: Thank you!

Mr VAN SCHOOR: Good afternoon Judge? My name is JACO VAN SCHOOR. I am from the University of Johannesburg as the Chairperson of Financial Executive Forum which is the sub commission of the Financial Strategy Group of Universities South Africa.

CHAIRPERSON: Thank you Mr. VAN SCHOOR!

Dr SEALE: Good afternoon Judge and colleagues? My name is OLIVER SEALE. I am former Acting CEO at USAF and I am also currently working with Universities South Africa on the Higher Education Managing Programme and the National Graduation Destination Server Project. Thank you very much!

CHAIRPERSON: Thank you! Who is going to lead the presentation?

Dr SEALE: Judge we will share the presentation and I will start and then Mr VAN SCHOOR...

CHAIRPERSON: - Then if you are all going to take part can I swear you in all these witnesses if you don't mind? But you can all do together. Is there anybody having an objection to taking the oath?

Dr SEALE: No!

Mr VAN SCHOOR: No!

Dr KASONKOLA: No!

CHAIRPERSON: Doctor Swart do you swear that everything that you are about to give will be the truth, the whole truth and nothing but the truth? If you do just raise you right hand and say help me GOD.

Dr KASONKOLA: Help me GOD.

Mr VAN SCHOOR: Help me GOD.

Dr SEALE: Help me GOD.

CHAIRPERSON: Doctor KASONKOLA do you like to start?

Dr KASONKOLA: Yes I will start Judge. The slide presentation Commissioner is divided in three parts. The first part is the staffing need in universities. The second part is the staffing cost in universities. The last part is the Transformation and Development of staff within the Higher Education sector.

This is what we believe the brief was for this presentation. It start as of a context about capacity that is require for the Higher Education Sector in terms of academic staff.

Adv. ZULU: Doctor before you start can you just us what is your experience in this field maybe your credential that you understand.

Dr KASONKOLA: In the field of HR?

AD. ZULU: Yes.

Dr KASONKOLA: Okay. I have been in the sector Judge through you for more than 13 years now. I have started at Vaal Triangle Technikon which became Vaal University of Technology in 2002 as a Senior Director of HR. then I left in 2011 to join WITS University.

Since I have been there I am a Senior Director of HR. Before that I have been in government at the Dti (Department of Trade and Industry) as a Director of Human Resources for four years. Before that I was at the Council for Geoscience as the Manger for Human Resources.

I also work at the Auditor General's Office in Pretoria as the Manager for Human Resources but before that I was just a Practitioner at Human Resource. I will not go beyond that.

CHAIRPERSON: Thank you.

Adv. ZULU: Thank you. Can I also request Mr SCHOOR to tell us briefly his experience?

Mr VAN SCHOOR: Judge and colleagues thank you very much. I am an Chartered Accountant and I am the Deputy Vice Chancellor of Finance at University of Johannesburg. Before that I was the Executive Director for Financial Governance and Revenue at university. Before that I was Academic Presenting Tax. Before that I was at MACSTEEL in finance, Division of Financial Managers of the Export Division for about 4/5 years.

Adv. ZULU: Thank you! Mr. SEALE?

Dr SEALE: Judge and Commissioners, I am currently working as Strategic Advisor for Universities South Africa on two key projects, the one I have mentioned Higher Education Leadership and Management Project and also the national Graduates Destination Server project which is the partnership with the Department of Higher Education and Training.

My former positions include Acting Chief Executive Officer at Universities South Africa for 10 months. Before that I was a Director in the Vice Chancellors Office University of Witwatersrand. I was also Deputy Director General for Training and Development at PALAMA which is now call the National School of Government.

Before that I was involved in Quality Assurance and Accreditation and Development in Higher Education Sector and I have been in the Sector for about 15 years now.

CHAIRPERSON: Thank you!

Adv. ZULU: Thank you! I apologies Judge for referring him as Mr. SEALE, he is Doctor SEALE in fact.

CHAIRPERSON: Okay.

Adv. ZULU: You can proceed Doctor.

Dr KASONKOLA: Thank you Commissioner! I was at the point of describing the context within which the presentation was made pertaining to staffing need and development within the Higher Education Sector including the funding. So the biggest or the first issue and the contextual about transformation, remuneration and change and they had some studies made on each one of those.

Transformation element resulted in, that is the project that has been conducted on the spaces of Higher Education Sector in South Africa before it came to USAF. Doctor SALIM but that was the Vice Chancellor of Rhodes University. He was leading the strategy group that was looking into how to transform universities to create space for the new generations of academics.

That project has led to the DHET providing funding on the bid basis to universities to achieve the objectives of the new generation of academic project. The second thing is about increasing access and the system expansion.

Adv. ZULU: Sorry Doctor! The transformation if you can just give us some more information and transformation because you are referring transformation as a key challenge. What exactly is this transformation is about?

Dr KASONKOLA: In terms of that study the findings were that the professorial in Higher Education is faster approach in retirement. The study was conducted in 2011/2010 then about and projected in the next 10 years. Most professors has retired from system which creates capacity challenge.

The second finding was that Higher Education was heavily comprised composed of academic were predominately male and white which creates race and gender imperatives for transformation. The other finding was remunerations which was lacking behind other sectors. The issue of access and demand on resources was also identified. So those are the areas briefly that I have to in this context of staffing.

In terms of increase access and system expansion we began seeing a lot of work load challenges for academic staff at the personal level and also in the infrastructure level for which the DHET had provided universities within infrastructure development fund. The equity consideration is something to look at particularly in a context of universities needing to internationalize and to compete the best in the world.

Adv. ZULU: The Department of Higher Education was here these morning, they told us what this infrastructure development was all about but they seems to be a confusion on their understanding of what is all about. What is your understanding of what is this infrastructure development fund?

Dr KASONKOLA: Judge I admit that is my personal understanding of infrastructure development fund. In my understanding and it came with participation with the requirement for Enrolment Planning and protections in terms of students targets and how much space will be required to house those students.

If it is laboratory and spaces how do we then revamp those spaces to make sure that the increasing number of students in particular subjects will be able to be accommodated in terms of laboratory spaces. In some cases there were shortages of lecture halls, I am talking the context of my experience at VUT and the new auditorium was created.

The next challenge was the library space was not big enough so another project funded part of the funding for library space development and books orders and staff like that. That is my understanding of what Infrastructure Development Fund is for. In some cases there were also satellite campuses which we also as viewed we had at the time which needed to be developed to the level of the main campus.

At the time also the main campus was seeing to be the main center of focus and students felt like second class citizen if they are at the satellite campus and the majority at the main campus. So with that came the collapse of the context of the notion of the main campus. This is just my brief of the Infrastructure Development Fund.

The remuneration of alluded to, there was a study conducted to which reflected that 20% of the academic salaries or academic salaries were lacking behind to another sector by 20%. At this point the HESA approach government for reconsideration of additional funding so that they could be the issue of retention within the Higher Education Sector of academics.

Qualifications of academics is another issue which I will come back to it later under preparedness of the students entering the system. I am not in the area of students affairs but it certainly have an impact because a lot of academic staff will be mourning the reconsideration of foundation programmes which would have otherwise prepare students for Higher Education for success which has had to be reconsider because of the limitation of funding but that is just my observation.

In terms of global and local demand for Higher Education we are having a lot of migration, global migration of Higher Education or educators academics, professors and the lecturers ordinarily. But most context of emphasis was placed in the south African Higher Education Sector on growing the research portfolio of universities and footprint of universities by focusing on what is call distinguish caller who mainly come from the global world.

Then the inadequacy of the pioplinary I will come back to it later in a moment and in sourcing Mr. VAN SCHOOR will to that one. In terms of the current reality of Higher Education statistics and HEMIS statistic like two years behind at the real time. So we will present the 2014 because that is the statistic that has been audited and is available for verification.

In terms of that statistics it is a reality that the Higher education Sector have got 18 233 permanent staff of whom 48% are black.

Adv. ZULU: Sorry Doctor! Is this permanent academic staff or?

Dr KASONKOLA: Permanent academic staff, instructional and research staff academic.

Adv. ZULU: Okay.

Dr KASONKOLA: 48% of whom are black defined as African, Colored and Indians. 46% of those are women. So which means there some road to travel of transforming for gender and for equity in the Higher Education Sector pertaining to academic staff. There is overall under representation which has been found by staffing as universities in the staffing as a universities framework of 29% reality of women within in the Higher Education leadership levels.

Then of course DHET would have alluded to the fact that had started the programme called New Generation of Academic which so at least 125 academic coming to the system this year with the further 130 positions advertised so we might see 130 coming in next year.

In terms of Administrative Staff we have a total of 27 142 be permanent. Those include Executive and Personal staff. Professional will be those who working at the laboratories at university level. The majority of whom are blacks so they picture reversing when to go to support functions. The women representation is also improving at those levels to 60% compared to instructional and research staff. Then we have third component of staff called service staff.

Adv. ZULU: Sorry Doctor! This end gap programme that you referred to is it sufficient measure that it was taken by the Department of Higher Education to address the issue that you alluded to in equity and to the transformation demand of this Higher Education?

Dr KASONKOLA: It is a measure important and I think it is agent to address the issues but the sufficiency thereof should be seen as the context of the numbers. If we had 17 000 academics and today a programme deliver 125 is still have a long way to go. It is a six year programme so we might start seeing the impact that...

Adv. ZULU: - So the 125 is at which level? Doctoral level?

Dr KASONKOLA: Yes they do have PDH's at the majority but they are at various levels of the employment, from Lecturer to Senior Lecturer particularly.

Adv. ZULU: So in terms of qualifications that is what I am trying to get clarity on. Is it from Honors level or Masters or Doctorate level?

Dr KASONKOLA: At least Masters.

Adv. ZULU: Okay!

Dr KASONKOLA: So in terms of service staff, because of the outsourcing the decisions in most institutions around 2002/2001 we only had let in the system 4 456 permanent service staff but those are mainly dealing with cleaning of laboratories, gardening services in some institutions, security in others, like WITS internal security system and massagers.

But then as can be expected the majority of service workers are blacks, 98% those who are in the system 4 456. And 43% of whom are women because it tells that the majority of such work would be security or gardeners which explains why most of them will be males.

We expect about 18 756 joining the system from next year because of the insourcing. Those are the areas of insourcing. We expecting 8 100 from the cleaning companies, 7 300 from security companies, 1 790 from gardening landscape companies and 1 566 from catering. Now I will handout to Mr JACO VAN SCHOOR to talk about insourcing.

Mr. VAN SCHOOR: Judge and colleagues thank you very much. I think the first point it is important that the insourcing process has not been completed. There is probably another years' worth of work for insourcing to be completed before we can have the fact of the total amount. Now we have done some numbers on the left hand side there and that is numbers that we currently have base on the current amounts.

I do think it is important for us as Universities South Africa to indicate that there will be still be union interaction which could change some of these numbers because as my colleague indicated that there is 4 456 current permanent service staff in the universities.

We now bringing on around 18 000 and they are at the majority of the universities desperately between those salaries because these salaries for the 4 000 of are the in valeric quite high versus the insource salaries of either R5 000.00 or R10 000.00 because R10 000.00 will be give you R120 000.00

If you can possible start with R4 000.00 you will find that that salaries is bet is access of R120 000.00 so as Universities South Africa we do see risk that the same salaries for the same pay or pay for the same work will coming in overtime. And that union will still first accept insourcing and then the second step come back and say that the salaries need to be implemented.

So I do think on this side these numbers of fairly preliminary but it will be material number. It will possible be through the access of R2 billion.

Adv. ZULU: Sorry Mr. VAN SCHOOR! Why do you think and I am asking you for personally view. Why do you think this insourcing has become part of the Fees-Must-Fall demand that had been made by students?

Mr. VAN SCHOOR: I do think that the benefit that was provided on the one hand to universities staff which include studies were not provided to the outsource staff. If you look at the numbers there it takes the big spaces and if everybody is insources that part that numbers of the staff will better the third of the staff.

So what we are saying is that there is a quite a lot of the staff out there that work at universities eight hours a day not in the employment of the universities but they did get the benefit themselves as the study benefit and think that is on the one side.

That is why the Fees-Must-Fall the students and parents are come together in terms of that. And also I just think is a question of...

Adv. ZULU: - I understand that. Sorry to interrupt! Normally you have expected that this fight for insourcing would have been take up by Unions. So in this case it was taken by students and it became part of this Fees-Must-Fall so that is why I do not understand.

Mr. VAN SCHOOR: I think it was just and out flow of that because the staff members was indicated that their children didn't get the same benefits because their children have to pay fees where in lot of the universities the children of staff study for free. I just think it was part of the strategy of the students to bring it to make more universal plea.

Adv. ZULU: - he want to say something!

Dr KASONKOLA: Yes Commissioner. I just want to share the experiences from WITS University perspectives which may also help to answer your question. At WITS University it is started much earlier than the Fees-Must-Fall movement. We had a structure called Worker Solidarity. It was not a Union but it was called Worker Solidarity comprising students staff and staff mainly academy and the workers representatives.

So from time to time they approach management to say we don't see the rational for having be outsource, we have been exploited by service providers. As WITS University you stand by certain values of social justice, what are you saying about this? And the study was conducted through their Accountants and Legal colleagues to find outputs in terms of how to respond to this.

It occurred to be a very expensive kind of thing to just insource which has cost the university to R150 million at the time. So when the Fees-Must-Fall movement happened at WITS University this contingent of issue was brought on table as part of the negotiation and that is how it happened at WITS University.

Adv. ZULU: You as Universities South Africa you had discussed the issue of insourcing at your level and you had accepted that that was an legitimate demand of the students so that to be complied with.

Dr SEAL: I will take that because this it was the time I was Acting CEO.

Adv. ALLY: -Doctor just place yourself on record and both the three of you so that the Transcribers can who is who at whatever time.

Dr SEAL: Okay. This Oliver SEALE. Judge and Commissioners I think the issue around the insourcing as Doctor KASONKOLA mentioned was something that was blowing as part of the demand of workers at some universities but really which the pencil towards the start of the Fees-Must-Fall movement.

The challenge was that some of the universities were already supplementing some of the salaries of the workers that will part of the contingent provided by service contractors and others were not. It was essentially a cost measure. When Universities South Africa started engaging with this show it was very around what should the sector respond be given that the universities should been seen as forefront of providing condition of the service and social justice issues.

Some of these demands were legitimated because on investigation we find that some of the service providers has been actually has been exploiting those workers or some of those workers. What happened was USAF did an investigation and we can provide you with the comprehensive report of what we did. We looked at what the universities are doing this and how are they approaching insourcing.

With the carry out that USAF is an internal organization but universities are still autonomous and they can decide independently what they need to do and how they need to approach the things. Obviously the various executive in consultation with their Councils they decided in different approaches.

Some of the universities as you see from the media and report in this matter have decided to go full on insourcing and they have started some of them have started already in beginning of this year.

That is one of the expect rum and those include WITS University, part of University of Johannesburg and for example University of Cape Town whereas others are still in planning model especially those universities who are struggling financially, especially the DHI's were trying to find the way to meet the demand of these workers but also within the current costing structure of the universities.

Is been made very clear by the Department of Higher Education and Training that they are not going to fund this additional cost of the insourcing. So the universities are really in a difficult position in terms of wanting to do the right thing but they have to be cognize in terms of financial issues implications and financial sustainability of what it is mean if they want to bring all those service workers on board.

Ms KHUMALO: Sorry Doctor! Do this cost include the termination cost like if there is service provider in side and saying now you are insourcing and there is an agreement there? How do you handle that?

Mr VAN SCHOOR: Yes it does. That is what of course it does happened but what a lot has trying to do is to make sure that when the context comes out for expiry that we do the insourcing. So that the struggling of the insourcing is happening over a period. In our specific case in terms of the security we did this as a contract. In terms of the cleaning staff we will have to pay penalty for cancelling of contract.

Adv. ALLY: And in our case you are referring to University of Johannesburg?

Mr VAN SCHOOP: Sorry in our case I am referring to University of Johannesburg. In terms of the implications I think we have did discussed some of that. The point is that it will be material cost that will be added to the income statement of the universities.

There are two (I think from outside) areas which we can expect proper value out of that and that is may be efficient management because there are some efficiency if you have an external party providing labour. And then also in terms of the cost that was charged on the labour of this service workers by the providers and also in terms of the VAT because the service providers charge universities VAT on the services and universities is the education institutions and will not be able to claim that VAT back.

So in the value of the contract in some of the universities the decision was made that we will insource in the value of the contract that is no more than. On that I made the point earlier that that salary level is then most probably not close to the salary level of the current service workers in that institution. We do understand and we do understand that there is some rest for us as universities in that.

Adv. ALLY: USAF as an organization and previously was it...? What was the USAF before?

Mr VAN SCHOOR: It was YESA.

Adv. ALLY: Now the issue of insourcing and outsourcing where historic does it goes back to? It is the time of labour broking or when? For instance University of Johannesburg they always have outsourcing of certain services or overtime came to this new concept of labour broking and so fold?

Mr VAN SCHOOR: In University of Johannesburg case it goes back to the road days and before that. Other point in time there was quite financial pressure on for instance role and that stage it was financial decidua. So yes is part of the labour broking but I do think it proceed the massive labour broking and exercise that happened in the last ten years.

So in our case it was listing at least fifteen years that cleaning and a portion of the security was outsource. I think the security portion started with the internal component. As the university was grow a portion was outsourced.

So currently as we insource also we had about quarter of a total security force with current our own staff, it was just the addition that we brought. So in the majority of the universities I don't think it has been in a long standing practice and there was a financial decision.

Adv. ALLY: You said financial decision, what does that mean?

Mr VAN SCHOOR: I think it was just that we realized that we could outsource at that stage cheaper than to have the permanent staff in the universities.

Adv. ALLY: Okay!

Mr VAN SCHOOR: I do think that we do try to see how much we can insource within the current value of the contract. But in terms of the HDI's as Doctor SEALE indicated I do think for the HDI is problematic because the financial position does not allow a lot of it. I am done.

Adv. ZULU: Sorry Mr VAN SCHOOR! How? You are referring to the HDI's, if you are previously disadvantaged and the institutions are able to insource within the value of their contracts, the currently, why is it not visible for these other universities that previously disadvantaged to do it within their contracts?

Mr VAN SCHOOR: I think it should be possible but I do think that they have different challenges that you see the universities in terms of union representation, in terms of the structural society in rural areas. I do think that was amongst the insource staff is a lot higher than at the Metropolitan universities.

That is what we found but I have no empirical information. In my university council say you will insource within the contract period because we not have more money than that. That was in all the university as the case.

Adv. ZULU: So the previously advantaged universities so to put it so they are not going to have expend additional resources as a results of insourcing?

Mr VAN SCHOOR: No we will once the second round come around when the union says to us but there are people that does exactly the same work but own 30% or 40% more than the insource workers. So as I indicated just now the first point is to insist but we do realized that possibly at the end of 2017 or maybe close in 2018 when we do salaries negotiations those point will come out.

So a sector we do have the rest to say that there would be the second way of course to get back to equal work and equal pay. So there is a possibility that you have to increase your salaries of workers substantial above the CPI?

Mr VAN SCHOOR: Yes definitely.

Adv. ZULU: Thank you Sir!

Mr VAN SCHOOR: Thank you.

Dr KASONKOLA: I just post for the insourcing that is the slide it was in between the staffing needs. If we may continue the staff students' ratio within Higher Education are such that average staff to student ratio in that academic sector are 1 is to 55 for permanent staff.

But when we include all other contingents of staff (temporary, visiting, honorary) you arrive at the ratio of 1 is to 18. The ratio of administrative and service staff to academic staff...

Adv. ALLY: Doctor! Perhaps you need to explain little further as to the 1 is 55 and 1 is 18 for permanent and contracts staff combined. And if you can practicalise it it can make more sense. You said the students ratio for permanent academic staff is 1 is to 55?

Dr KASONKOLA: Yes Advocate.

Adv. ALLY: And then you said 1 is to 18 for permanent and contracts staff combined. I am not understanding it!

Dr KASONKOLA: Okay! I see your point. I think we should said that 1 student to 18 if we combine to permanent and contract but 1 academic for 55 students if we only looking at permanent staff.

Adv. ALLY: Okay thank you!

Mr VAN SCHOOR: Judge and colleagues I think it is important to maybe elaborate on that. In terms of permanent staff that you call staff. In terms of the contract staff they are various other assistance around teaching learning and project which then gives us the ability to say that or to calculate that the effective assistance that is provided with the students makes to the 1 is to 18

Obviously 1 is to 55 is the rendered large amount especially if you look at your science start when you have a talk chalk class in the sense of Accounting or Psychology you have got a large class but if you look at the laboratories 1 is to 55 it becomes a problematic. So at that level we add additional staff, additional resources in terms of contracts by assisting us to bringing down from 1 is to 55 to 1 is to 18

Dr KASONKOLA: in terms of the planed ratios the sector is interning to reduce from 1 staff member to 28 students, from 1 academic to 28 students to 1 academic staff member to 26.8 by 2019

So the historical analysis is just indicates how it has been reducing or intended to reduce over a period of time. Which means that we need to at least look at recruiting about 3 683 academics into that period, averaging 737 per annum. It also means that it already happened that universities have appointed 233 academic employees between 2002 and 2012 per annum for full time basis.

In terms of qualifications of academic staff the target as set by the National Development Plan by 2030 we should as the sector be having 75% of academic staff with doctoral qualifications. However we have found that by 2015 we only sitting at 43%. It may seems that we will be able to achieve that by 2030 if you just simple add 22% we will be there but there are some constrains.

And the constraints are firstly that the level of doctoral students who coming to the system and their graduation is so impaired that in 2014 we had 2 258 coming out of the system as compared to (of course this is be simplistic) 17 943 because don't enroll and graduate in the same year but it just giving a sense of the challenge at the institutions we have.

And it also impact on the pull that you could then develop towards the academy and to fill and replace those that are retiring or terminating their services in the system as well as creates an agency for encamp. The question that you asked earlier Advocate that do we see any impact on the encamp. So it welcome and the agency is created by the kind of scenario that we find ourselves in. then I will handover to Mr VAN SCHOOR to talk about the costing.

Mr VAN SCHOOR: I will look at some areas around the costing of staff. I think the first point is that universities are essential knowledge business so is people's business that staffing costing is and should be quite of the material costing of the cost. In terms of the department benchmark it is effectively saying that it should between 58% and 62% of the cost of the university expenses or for the university income.

It then gives us around 38% to run the rest of the university including quite large electricity bills and those staff. So it is cured in the area of staff and again we take it into two areas, we take it into academic staff and we take it into supporting the professional staff. We have the academic staff salaries although the numbers are lower than their support staff. It is equally or more than the support staff purely because of they are highly and more qualified.

I think the second step is that the scales resource in terms of academic staff does create a bit of recycle principle that universities approaches from its other staff and then at the higher rate. So artificially academic salaries, a pull of academic salaries has been increasing.

Now if you go to the first point of the slide there was an association of commonwealth universities studies that was done immediately for years ago where Hong Kong and Singapore been developed countries and highly efficient came out first in terms of purchase parity.

South Africa coming third in terms of that so relatively to the commonwealth academic salaries are quite high. That officially fit into the cost base of the universities. The further risk that we have as a sector or at the universities as the sector is that there is an aging white male academic call that is retiring.

Also the majority of those are at the top of the salaries bans so also quite expensive. It could be happened that an expensive code of the staff goes away in the next 5 to 10 maybe 15 years. But then we have the gap in terms of the young academics that need to come up.

So in terms of the cost that universities is a sector will have to invest in replacing those academics.it is also a material amount. Those numbers start like within like the encamp where the department provide funding and over 6 years the funding is been taken by the university.

So I think at the beginning the department fund the entitled salaries but remember the infrastructure around is funded by the university and at the time of the 6 to 7 years university fund the total amount of that salaries.

Now again for us to replace the pro that is going out and we affect the transformation the ingamp is a good start that will not achieve what we have achieved. So I do think from the sector there is a quite a lot of work that we need to do and need to understand what will cost the country to:-

(1) To replace the academics.

(2) To get the transformation that we require.

That code that leave the system leave the different problems, a lot of them leave still leave part of liability because a lot of them are still called pre matrix 2000 where we still refund benefit pensions and medical aid schemes we still have this as a sector a posting time in liability. Now those changed matrix 2000 meant to the majority of us and said medical aid is your problem, is the defined contribution.

So in 20 years that liability will reduced but over the next short term period there are those cost that we also have to account or end up increasing because they are increasing from 2013 to 20... the last number we had is either 2014 or 2015. That increased by R1.6 billion. That has to do in two things:-

(1) Medical inflation.

(2) Pension fund evaluation requirements.

And the majority will be the more people retires goes into that group. So Chairperson if you look at the current cost of the investment the country will have to make into staffing. It is little on the two sides. It is on getting our transformation right that also getting our staff to the level of staff that are existing because you do not make a Professor in one year or when a person has got PHD he/she become a Professor.

There is real time that we need to invest and the kind of the staff members will have to invest into that. And that is the period of possibly 7 to 12 years before someone can stand up and say "I am now a Professor that can be counted on". So we do not have a short term solution for that and in terms of investment in to that as a country we probably need a more strategic analysis and strategic understanding of how over the next 10 to 15 years the speed will change.

And what we need to invest as a sector to get that right because we do have a shortage in academics and unfortunately academics like is currently or they are currently mobile. They are been approached by foreign countries as well. So we also could get our source to then export of the academic because our academics are relatively cheap.

If you go and look at Hong Kong and Singapore, if you go to European countries, if you go to the Asian countries academics are relatively cheap and is our threat. So that is also a risk that as a sector we just need to manage and understand but we cannot do that alone. I think there is a broader strategy required from the country to understand how we get our cops or academics rights to be able to trains people for our economy.

Ms KHUMALO: Professor! On this cost if maybe we have got a visiting Professor from outside do we amend this in terms of the currency where he comes from or it is just rands?

Mr VAN SHOOR: I can only speak from the University of Johannesburg. We offer a rand amount. What we do is changing over a period so it could be a three months assignment which is effectively 9 to 10 weeks. And maybe you limit to 7 weeks assignment to get in terms of the foreign currency at better.

We do however not often but we do get academics that really understands the value of the important in developing countries like ours. So we do quite a lot of highly rated Chinese and also one of highly rate Indian academics that come here. And then do other two or three or five years stand. And that is the rand amount, we paid them here but then there is obviously accommodation cost, is not only the salaries, the cost there is fully compensate a full accommodation as well.

Dr SEALE: I just want to bring the presentation to a close Chairperson. We just what to share with you. This is some of the recommendation is that USAF made at the Higher Education summit in October last year. It was based on submission that we have prepared for the summit especially for careers it is really around support for the encamp for the next generation of academic programmes that is been implemented by the Department of Higher Education and Training.

But really with the carry out that we have to double the amount. If you look at the amount last year it was 125 and this year is 130 out of considered that we estimated that we need about 200 academics in our system. So we are on a way of marking it. We have to look at that more strategic and collective approach perhaps involve in partnership with the universities, Treasury and some external funding agencies.

And of course university is too have a responsibility in ensuring that they provide and enabling and empowering environment for younger academics of the challenging position of not very attractive to young bright start or other snap tars by cooperate or by government or by industries or as it stand academic year is not the one that attractive these days even our challenge context.

The third recommendation is around a Higher Education academic and I will say to that shortly and what we starting we start by putting in place in respect of that. And then equally important is this besides trying to develop new scholars and research in an academic in a system we need to retain a kind of Senior Researcher Professors to provide those coaching and membership and some universities have done this quite interesting.

For example, some have extended the contracts that are offer the top research as Professor time in contract with provide that they need to mentor and support some of the young imaging scholars in academics. The study development initiatives they are essentially from the Department of Higher Education and Training there is initially programme scholar and we just highlighting this because we can send you more information around this.

And this is really support programme for the academic, there is a new generations of academics programme which we talked about quite extensively why because it has a very strong transformation equity component and gender. Existing academics of course they are currently on the system that need support so providing them with support for teaching. For example to either complete the PHD or to focus on the research.

And then supplementary staff employment, what it means is that university with the support of the department still find funding to assist with temporary teaching capacity for imaging scholar academic. For example who want to do a basically or complete the PHD within the institution and that person will be assist with the teaching also.

Universities South Africa is initiatives with how programme in leadership management programme. We had this programme implemented in old HESA (Higher Education South Africa) about 10 years ago. We revised the programme and the need become more agent at this point the main approach in home too is that this is none compared to different collaborative.

We have learned a lesson of competitive between institutions for staff and for students as it mentioned by Mr VAN SCHOOR. But also some within of this programme we found that some of the universities are tend to develop their own programme and offer to their staff and to the others.

What we decided to do is to look at what the universities are offering in Higher Education leadership management and bring the best of the best for those responses expertise content and then after that on a national project under the USAF banner. So it is kind of the issue that one referred to for our universities by universities.

The important thing is also to the partnership that we are developing nationally and richly globally. For instance we have entered into the partnership with allege matter institute for leadership developing the Higher Education which is based in the university might be in the Australia and also in Asian countries here they were. So the idea is relevantly the best of the best and that could take challenges that we are implementing here.

The partnership which I think it is very important to mention here is that in the past the efforts that we had initiated USAF and HESA under their old home programme were not sustainable because the funding form the department is fully unbold. We are excited to say that the department has included the home programme as part of the staffing university framework document.

So we will take care of the development of the academics, inspiring academics and also people coming to imaging management or little management roles. Within university through home we also have not excluded the executive levels and we will developing specific programmes with them.

We are very excited about this partnership that the department has provided state funding for us to start the programme over the next few months. And from 2018 the department will include that home programme as the part of the management capacity development grant which means we will be getting a ring-fence amount every year which will be allocated to universities towards the delivery of this particular programme.

Finally, it is important that the idea of the home programme is that we are not going to use external consultants. We will limit those, we are not gonna go for importing. In our days we send our executive to have in some of these countries. We have got external expertise that we know we can use.

So the programme will focus on leadership and management. We know we are in a context of complexity change and we are under pressure. Our leadership are under pressure, our management are under pressure, our staff are under pressure while our students also. What this programme does it has provide an opportunity to reflecting so whatever we do will be research base.

We spend so much time doing things in our system this days because we spend so much going on, we face so many crisis in challenges, we are not stepping back and reflecting on why are we doing this things that we do and how are we doing it and we can do it in better and smarter.

And then the curriculum designed of the programme and the architecture will start with the induction which will to be standardise across the universities at the micro and the matter levels. Universities will plug their own specific production programme. Into that national induction programme we are looking at the development of two postgraduates' diplomas, one Higher Education Management and Leadership and one in Teaching and Learning.

We are looking at initiatives the executive development that we are planning. For example a leadership master class which we will partners with Australia in March/April next year with our executive teams and that will be very exciting initiative and then workshop seminar and coaching mentoring that I have mentioned earlier.

The other important area that I need to mention Judge and Commissioners is that we are trying to build the consultant culture that the universities are often used to in terms of they have the other programmes they call on the External Auditors at NPMJ and PWC and we don't have the initial for that but it is costly.

We have there that there is no skills, is very little. We are hoping in this programme to provide that I am mentioning that the home programme have still expect on the countries in universities and had been retired that can assist our universities as sector expects and advices the strategies to deal with specific challenges and problems.

So the idea is then that we look at an approach that we have combined the research that we do (do the Leadership Development and Training that we do) and also the kind of professional advice as a part of service to make sure that learning is important and the universities is doing the impact of that.

Wed are very excited about this initiatives, we really also very be encouraged by the partnerships with the department and we are talking to other government department also which working with USAF on this. Thank you very much.

CHAIRPERSON: Thank you! Any further questions?

Adv. LEKOANE: - Just one Chairperson.

CHAIRPERSON: Okay!

Adv. LEKOANE: Is there any programme to meet the policy imperatives for developing African indigenous languages?

Dr SEALE: I...

ADV. LEKOANE: - I don't finish my sentence.

Dr SEALE: Oh sorry!

Adv. LEKOANE: Sorry! For purposes of course of making them into languages that can be used as language of instruction in an institutions?

Dr SEALE: Judge and Commissioners at this point we have the generic programmes. We have got for example postgraduate diploma on Teaching and Learning. The idea is that the key components of that programme will talk to the kind of curriculum changes that is required into the future learning from the kind of challenges that we currently having.

So I did not mentioned that for example that there would be formal training course but there will be also be a workshop. For example you get academic around the table to talk through how do we look at this particular challenges as we planned. In bad some of these requirements into recalculating with the new universities that is providing the kind of support. So the idea will be focus on that in a more specialised way as we get into the actual delivery of the programme.

Ms KHUMALO: Just another one on what has been presented is this uniform in all universities?

Dr SEALE: What we have done I think I have spent quite a bit of time at the USAF as and Acting CEO but also about now in the last three months going around and meeting those universities. Engaging with those already have product of development some content. There is content there and the idea is that we want to standardise that content. So there is something that we are not going to spend and all the amount of money on developing new content.

We want to take this as a national project. We want to make this programme prestigious and we want to ensure that this qualification provide and enable people to make a career either as a scholar or as a middle manager or senior manager in universities. The model that we are going to develop is that we will have a consortium of universities who will deliver the programme and certify that.

If you are working at a particular university and you leave that university you can carry your credits to the next university. So is going to be national programme and is going to be inclusive of those universities that are already working in this space.

CHAIRPERSON: I have two questions. Your presentation seems to be based upon the situation as it is and naturally with the provision for going forward upon the same basis. But supposing the numbers of students were substantially increased by the provision of Fee Free Higher Education. Which do you the difficulty of experience in recruiting staff be able to cater for the increase number of the students. Yes Mr SCHOOR.

Mr SCHOOR: Judge there is two point that I have to answer. I think the first one is in terms of our academics will be challenging because we don't just have the other amount of the academics in the country and in the system to do that. I think the second point is that if we do not change the mode of delivery to unblended that are online, to unblended then the infrastructure will not able to cope.

Because I do think maybe just to link to the Advocate's question and the answer is that the other issue in terms of funding, in terms of the Infrastructure Development Grant is the real lack of real lack of residence capacity in the sector in the sector. If Fee Free Education or whatever change increase the numbers at total different analysis and strategies we will have to do through in terms of the delivery marbles because I don't think the infrastructures is enough.

CHAIRPERSON: Well! That leads me to a second question in relation to my first and then I am still going to the second question. The second question is say what forward planning that you have you done for such an expansion?

Dr SEALE: I have no knowledge of sectorial but in our university we do invest quite a lot of energy into changing our curriculum into unblended learning environment so that we could when the time is right proceeding into that process.

CHAIRPERSON: I read that in mind. What full planning you have you done in relation to the provision of the additional staff looking for sources, looking for areas and which such staff are likely to be require and so on?

Dr SEALE: I think as a sector we do quite a lot as to our own students to come back into the system in terms of because we also have our own programmes of academic staff development.

CHAIRPERSON: Is that done on the basis of the present system and the present capacity?

Dr SEALE: Yes is done on the present. I think to be honest we have not really looked at the grand increase in students to do the Fee Free education.

CHAIRPERSON: Supposing that we then have milestone from next year and we and we say that there should be Fee Free education, what do you say then? \

Dr SEALE: I think we will be attach that Chairperson.

CAIRPERSON: Okay! What can you tell us about distance learning and the provision of you as staff planning are making for distance learning?

Dr SEALE: Chairperson again in terms of our own university we have moved beyond the talk and chalk in that and also...

CAIRPERSON: - I sorry! You are not speaking for Universities South Africa?

Dr SEALE: As a sector I cannot speak on the sector behalf for that specific. I do think there is quite a lot of work still need to do Judge.

CHAIRPERSON: Alright! If you speak for your own university?

Dr SEALE: For my own university I think we have done quite a lot as I had to change from only at Residence University to be able to do that. But in terms of the requirement for the Council of Higher Education and I will pick up that there is a quite a lot of work to do. It is not something that could happen on top of the Act. There is obviously three to four year period to go through the process.

CHAIRPERSON: Let me put something out of the blue as well. We have a proposal here offering a setup of site all over the country election institutions at which provision will be made for internet connections, computers and all the procedures, the equipment for learning and the ideal is tied to the universities according to the choice of the students or the means of the university to provide to those site.

Now supposing you were meet with the challenge as Universities South Africa you meet with the challenge to provide the distance learning at the people of that places. What should you do from the point of curricula and staff equipped to deliver this Dr SEALE?

Dr SEALE: Judge I think as you are aware there is one dedicated on distance learning source provider University South Africa. They have started using blended learning but not sure how far and our success will be on that. Some universities have realised that the actual tuition space is becoming pressurise.

They have put some of the learning in the bended learning modality which means students can go online and do some of those and spend less time in face to face in class.

The difficulty is that our system is gear to largely toward face to face in contact tuition. If we thinking about again and I think again in responding your question and this is my personal view.

The future is going to be we have to think more efficiently and effectively of getting knowledge disseminated to our students and technology is one of those areas that we should look at. I think the current, I mean when we talk about the infrastructures and so on the universities and the department to the government are particularly challenge for providing additional funding for new lecturers and so on.

So the future is going to be on technology and I am sure that at some point Universities South Africa have to start engaging internally amongst the Vice Chancellors leadership and the executive team around other to ensure that provide a good quality education and access and use technology that they reflect because there is going to be a pressure on the system if we were to increase the number very up there will be not going to have space for those students in the classroom.

CHAIRPERSON: How long will it take you to provide this?

Dr SEALE: I am really not in the position Judge to answer that because I think it is something that Universities South Africa should put in to as a strategic area for investigation and engagement.

And because it is the representatives of the universities is still have the Institutional Autonomy to do things according to their Enrolment Plan, their own programme, their own qualifications under the guidance of the department.

That is something that we will have to take consultation on engagement but also obviously in conjunction with the Department of Higher Education and Training.

CHAIRPERSON: You have indicated that your staff is gear to face to face teaching and I understand that. Do you think they are flexible enough to adapt to assist in online system as a distance?

Dr SEALE: I think these days, if you asked me this 10 years ago Judge I would said may be not. Your new academic generation is more technology complied and I have seen more technology savvy and the technology is improve to the extent that is lot easier to use.

I just came from a meeting with a colleague that working at Northwest University that looking at online learning and working with the university starting of a short course domain, working with different universities to make that sectorial initiatives. As part of that is their administration of their system is build the capacity of the academic to develop content in that platform to deliver and facilitate content.

So there is their future plans. It is nursing at the moment but the idea is that we are going to have to that space sooner rather than later and we gonna have to get our academic to prepare ourselves for that new work.

CHAIRPERSON: Thank you very much!

Dr SEALE: Thank you.

CHAIRPERSON: Any further questions from anybody?

Adv. ZULLU: There is none from our side.

CHAIRPERSON: Thank you. Thank you very much we have appreciate your important.