



**TRANSCRIPT FOR  
COMMISSION OF INQUIRY INTO HIGHER EDUCATION  
AND TRAINING**

**THURSDAY – 27 OCTOBER 2016**

## **QUORUM/SPEAKERS**

### **Presentation -1**

Chairperson: Judge J. Heher

Member(s):

- Advocate G Ally
- Ms. L. Khumalo

Presenter: Ms. Jenny Glennie (South African Institute for Distance Education -SAIDE)

Head Evidence Leader: Advocate M. Zulu

Evidence Leader (s):

- ADV. M.Lekoane
- ADV. T. Mabuda
- ADV. K. Pillay SC

Expert(s):

- Dr. G. Simpson

### **Presentation -2**

Chairperson: Judge J. Heher

Member(s):

- Advocate G Ally
- Ms. L. Khumalo

Presenter: Mr. Glenn Truran (SANLIC)

Presenter 2: Ms. Laila Vahed (SANLIC)

Head Evidence Leader: Advocate M. Lekoane

Evidence Leader (s):

- ADV. M. Zulu
- ADV. T. Mabuda
- ADV. K. Pillay SC

Expert(s):

- Dr. G. Simpson

### **Presentation -3**

Chairperson: Judge J. Heher

Member(s):

- Advocate G Ally
- Ms. L. Khumalo

Presenter: Ms. Lucille Webster (CHELSA)

Presenter 2: Dr. Matthew Moyo (CHELSA)

Head Evidence Leader: Advocate T. Mabuda

Evidence Leader (s):

- ADV. M. Zulu
- ADV. M. Lekoane
- ADV. K. Pillay SC

Expert(s):

- Dr. G. Simpson

# **TRANSCRIPT**

## **PRESENTATION-1**

JUDGE J. HEHER: Good morning welcome to the hearing. I believe you have a revised presentation -is that correct?

MS. GLENNIE: Your Honour that's very marginally revised.

JUDGE J. HEHER: Marginally revised.

MS. GLENNIE: The current one that you have in front of you will do. We will just add some additional slides.

JUDGE J. HEHER: That's fine, perhaps if we haven't yet received the updated copies, you can mention where the alterations come in and we will receive them in due course.

MS. GLENNIE: Yes Chair.

JUDGE J. HEHER: Mrs Glennie, Dr. Glennie?

MS. GLENNIE: Ms. Glennie

JUDGE J. HEHER: Ms. Glennie thank you. I believe Mr. Zulu is leading this evidence.

ADV. M. ZULU: It is correct Judge

JUDGE J. HEHER: Thank you

ADV. M. ZULU: This presentation is from the South African Institute For Distance Education and Ms. Glennie is the presenter.

JUDGE J. HEHER: So my file has just come apart in the wrong place. Ms. Glennie do you have any objection to taking the oath?

MS. GLENNIE: No, Chair

JUDGE J. HEHER: Do you swear that the evidence you are about to give would be the truth, the whole truth and nothing, but the truth. If you do raise your right hand and say so help me God.

MS. GLENNIE: So help me God.

JUDGE J. HEHER: Thank you, just give me the presentation. Thank you.

ADV. M. ZULU: Ms. Glennie can you just explain to the Commission what is the South African Institute For Distance Education?

MS. GLENNIE: Thank you.

ADV. M. ZULU: What is your position there at the South African.....

MS. GLENNIE: Thank you, Advocate. I am the CEO of SAIDE, The South African Institute For Distance Education. We are a non-profit organisation that was founded in 1992 at the cusp of our developing.....our new democracy. And it was particularly founded in order to address some of the issues that we had in post-apartheid South Africa of exclusion from Higher Education; exclusion from even schooling and certainly college education. And our brief was to attempt to see how the use of distance education could assist in providing access to all, but with a very big emphasis on access to successful learning rather than simply access.

JUDGE J. HEHER: Who were the instruments in setting your organisation up?

MS. GLENNIE: So we are an education trust; the founding trustees were people like Professor Bhengu who was our first Minister of Education, Mr. John Samuel who was one of - - at that stage was the head of the ANC Education Department; Franklin Sonn who was very prominent in education at that stage; Sam Isaacs who became a trustee later in place of Franklin Sonn.

JUDGE J. HEHER: And who are the leading lights there?

MS. GLENNIE: So we have still a board of trustees of seven members. Rams Ramokhopa is one of them; Selwyn Maselomane is an educational consultant –is another; Professor Mary Metcalfe -who is very prominent in education; Sheryn Hassim from the University of Johannesburg; Professor Ahmed Bouwer are some of our trustees

JUDGE J. HEHER: Were you asked to prepare a presentation or was this on your initiative that it has been done?

MS. GLENNIE: I was asked to do the presentation, I had intended but unfortunately got overtaken by events to submit because I have been involved in discussions around the fees - - sorry around Higher Education funding. I was a member of the ministerial community that Dr. Nzimande set-up, and then I chaired a committee for the Council on Higher Education which also looked forward at some projections study that was done by Professor Charles Simkins.

JUDGE J. HEHER: And have you been briefed in relation to other presentations that have been made to us?

MS. GLENNIE: I am afraid not, I just received something about 5 minutes ago in respect of something called 'Dream-Catcher'

JUDGE J. HEHER: You haven't seen it before?

MS. GLENNIE: I haven't seen it before.....but I hope I'll be addressing some of the principles that might be utilized in reviewing a proposal of that kind

JUDGE J. HEHER: Yes it will be important, thank you. Mr. Zulu would you want to lead the witness or would you like the witness to go ahead?

ADV. M. ZULU: The witness can just go ahead Judge. Can I just ask, where are your offices, where are you based?

MS. GLENNIE: We are based in Johannesburg but we do work across South Africa and we also work across Sub-Saharan Africa; we have a staff member in Uganda and three staff members in Kenya.

JUDGE J. HEHER: What is your own personal background to an interest in this sort of thing, how have you been involved?

MS. GLENNIE: So I've been involved since 1974 in education, I was the Deputy Director and Director of a quite prominent Anti-Apartheid Educational Organization called SACHED which operated across South Africa. I was there for 15 years and then I was the founding director of SAIDE and I have been there for 20 years. So it's been a long history in education and particularly for marginalized groups

JUDGE J. HEHER: Indeed, thank you. Would you like to go ahead with the presentation then?

MS. GLENNIE: Thank you. So first of all thank very much indeed for giving me this opportunity to address you. I do understand that you've received some submissions extolling the promise of technology and addressing the current crisis of affordability of our university and our post-schooling sector. And in order to develop some kind of approach to this my presentation has four components to it. The first one is to develop a framework for understanding diverse modes of provision; the second is to look at lessons from distance education in South Africa with which I am particularly familiar - I was also by the way a member of the UNISA Council for some 15 years. Thirdly I will be looking internationally because there is not a lot of evidence in South Africa yet about some lessons from fully online learning internationally and then I will look at some possibilities that I think we might have going forward. So first of all the frame work - - -

JUDGE J. HEHER: [Intervene] Before you begin, do you have either any interest to protect or to further or any access to [indistinct] in so far as your representations are concerned?

MS. GLENNIE: I hope Chair that I am governed by an intent to assist in improving education for marginalised groups in South Africa and Sub-Saharan Africa.

JUDGE J. HEHER: So your views on any particular proposal, we would hope will be objective?

MS. GLENNIE: I would hope so, obviously we have various issues that we promote but we do promote the use of distance education; we do promote the use of technology; we do promote the use of open educational resources but we do so in a very circumspect manner not in a manner that suggests that any one of these things is a panacea for the very complex issues that we have before us.

JUDGE J. HEHER: Are you yourself tech-savvy?

MS. GLENNIE: Yes

JUDGE J. HEHER: Thank you

ADV G. ALLY: Ms. Glennie perhaps the other that we haven't asked - are you an Educationist? From beginning when you started were you an Educator?

MS. GLENNIE: I have been an Educator all my life, yes.

JUDGE J. HEHER: Thank you

MS. GLENNIE: So in understanding the use of technology, I think one has to start to think about diverse modes of provision in education and move away from thinking only about what many of us had experienced in our lives, was a very traditional approach of being in a fixed place; at a fixed time for a very fixed curriculum. And that's what I am hoping just to introduce to you in this framework.

And we first of all start with something that has appeared in many of the policy statements in South Africa, particularly the first higher education white paper which was the notion of the continuum, a continuum from face to face to distance education. South Africa has had a long history of distance education, I am sure it's been mentioned to you before that some 40% of the headcount of students are enrolled in distance education in South Africa. And importantly, distance education has always been considered as part and parcel of the higher education system not as in many other countries, as something entirely separate from it; sort of happens on the side and is governed on the side.

We have been very careful post-94 to ensure that distance education was governed in the same way as the rest of public higher education. So that continuum must be something that has been in the public domain for a long time but obviously since 1992, 94, 95 that period, there's been huge progress in technology and it's really important to start integrating that. So we started to develop a second continuum which you will see there, which is the extent of digital support. And one can look at the kind of support that technology can give - again along a continuum; and if one starts on the left hand side, you can have provision that has no digital support and certainly we see that in a great deal of our education particularly at college level and also at school level. You then see increase in digital support but that's not necessarily meaning that it is online, it can be offline and that is a very important distinction and then we moved to - - -

JUDGE J. HEHER: [Intervene] That is the old UNISA, isn't?

MS. GLENNIE: Well the old UNISA we had no digital support at all, the old UNISA had little orange books that got posted to you in the postal system, and you then sent your assignments back - so that is how I was first introduced; I was a tutor for UNISA for many years

JUDGE J. HEHER: So what is offline then?

MS. GLENNIE: Offline means that for example you can have your computer, my computer here has got lot of digital information but I am not connected to anything. So I can't download from the web; I can't download other resources except that which is on my computer or on the CD drive or a memory stick or something of that kind.

[off-mic comments]

ADV. M LEKOANE: How would that information be obtained, would you have gone to the UNISA centre, got it by disk or - - -

MS. GLENNIE: [Intervene] That's one of the ways which UNISA currently operates - is that students can get something called 'Diggie Bands' which is really something you wear around your wrist but it's a bit like a memory stick. And that can have all your materials downloaded onto it and you can access those materials even if you are offline. So that's very important in the South African context where many students do not have regular access but I'll come to that in a moment...

JUDGE J. HEHER: Now that relates to materials.....Is the present system at UNISA directed to enabling the student at home sitting with his computer to get through immediately to anything that is required for his course?

MS. GLENNIE: Yes now that is the case, so it is very strongly in my next category that's being internet supported. And so even if somebody has not downloaded something initially, they can get through to the website there which is called 'My UNISA' and on 'My UNISA' would be all the materials and so on, that would be required - you would have access to them.

JUDGE J. HEHER: Can the student also get access to the UNISA library or online library facility?

MS. GLENNIE: Some of the online library facilities yes - obviously they would have to.....if it was a printed book that they needed, they would have to use an inter-library loan

JUDGE J. HEHER: What I have seen at UNISA because we go there often for the purpose of buying study material for my wife's practise - is an Internet Cafe or sorts to which students have access and they can assume conduct all their activities through that and they can submit their----

MS. GLENNIE: So they can both receive and submit their assignments – yes. But there is a dual system at UNISA because there are a number of student not a huge proportion but some students who are living in more remote areas and have no internet access or they need internet access, they have is when they travel 20, 30 40 km to the closest place. And so although UNISA has some centres across the country, it doesn't have a lot of those centres, and so many students can be quite far away from those-----

JUDGE J. HEHER: [interjects] That is what the Dream-Catcher proposal is designed to alleviate... apparently

MS. GLENNIE: Yes

JUDGE J. HEHER: It's all been explained to us, and you may be interested to look at it----

MS. GLENNIE: Yes I certainly will

JUDGE J. HEHER: Yes carry on please

MS. GLENNIE: So then moving along there, one can then have courses which are internet dependent, in other words you as a student cannot really participate in that programme unless you are regularly online and by regularly I mean regularly not once a week or once every two weeks. So it needs to be close to you and you need to have a device that you can regularly access. And then finally there is something that they call 'Fully Online' where students are - - - everything actually happens online they never see anybody; they engage with their students online; they engage with their Lecturer online; they submit their assignments; they have discussions, everything happens online

JUDGE J. HEHER: How widespread is that – and how widespread is the potential- - -

MS. GLENNIE: In South Africa that is not widespread - internationally there are many places in which it is, particularly at the postgraduate level



JUDGE J. HEHER: Again it seems to me the Dream-Catcher proposal is an attempt to achieve that

MS. GLENNIE: Yes, although I understand that they're talking about having centres-which I will come back to later. So putting this two axis together, one is able then to create a graphic and you will see that along the bottom of that graphic, I hope you've got that - there's the campus based; the hybrid blended and then the remote; and then up the- - - what's normally the Y-axis, we move from being fully offline to digitally supported; to being internet supported; internet dependent and to being online. So as you are aware, much of higher education in South Africa is in that bottom left hand corner - that's where we see a great deal of it, students are required to come to campus on a very regular basis; and sit in lectures and possibly have some tutorials; do some labs etc. - - -

ADV G. ALLY: [interjects] Sorry Ms. Glennie. In your experience, was the campus based, anything to do with the economics or was it that that is how we've been taught all the years. The reason for saying that, there was a time, many moons ago - in the 70's where the Lecturers didn't worry whether you were in the lecture hall or not. As time went on, I'm told that you had to sign in at the lecture hall - so taking that into account, was it because now you had to charge according to how many students you had in your lecture hall or what was it - in so far as the compass based learning is concerned?

MS. GLENNIE: I think there are a number for reasons for campus based education, and a lot of them are around the notion that learning happens in a social space it doesn't only happen on one's own. And that is what the campus was meant to be providing in whatever arrangements it was.

Why it's become increasingly compulsory to come to lectures - I think it has been a response to people worrying about the appalling throughput rates that we've had and feeling that this was a way that one could at least ensure that the students had heard the content. Personally I am very critical of the lecture mode; personally I think we could well move away and I will come back to that - - - move away from such a high reliance on the lecture mode as we have currently in South Africa

JUDGE J. HEHER: Move away – you mean lectures and tutorials?

MS. GLENNIE: Largely lectures, and I mean there are quite a lot of universities who barely have tutorials and if they do, they don't do them in a very perceptive way - and I think that's some of the problem as well. Bear in mind as well, and I'm sure other members- - - I haven't got the figures at my fingertips, there has been a huge change in staff student ratio over the last eight or so years, which means that Lecturers are actually dealing with very large classes in many cases. And so organising perceptive tutorials can become something of a problem, and people increasingly then rely on the lecture mode or its equivalent of simply handing out the materials

JUDGE J. HEHER: Well the campus system derives from the foundation of universities; that if you wanted education, you went to it and it did not come to you. Now that was necessary in those days—now the whole system is switching to instead of you come to us, we will come to you as I understand?

MS. GLENNIE: I think that would perhaps be.....the possibility exists, in reality I don't think there's anywhere in the world where that is actually happening.

JUDGE J. HEHER: Is that not the movement?

MS. GLENNIE: I think there are a lot of barriers to that movement and some of those barriers I will also speak about as we move on - which is the extent to which being entirely away from the campus produces enough graduates and enough well-rounded graduates. And there are a number of reasons for why that is the case and I will come to that as well. It's not necessarily that easy to create a learning design for students who are away from campus - it demands a huge amount. I will come also back to that.

ADV M. ZULU: I understand that the University of Western Cape has suspended like face-to-face lectures recently. Does it mean that all universities or at least some universities do have e facilities to provide education online?

MS. GLENNIE: Yes I will also come back to that with the help of something called SANRIN, South African universities are now well placed; and many of them not only the University of the Western Cape, have demonstrated that possibility. OK so I think when one looks at this graph - - - this graphic of the different modes of provision, and one starts to try and develop an imagination of what might be possible that we don't only have to work in the bottom left hand corner and we don't only have to work in the bottom right hand corner - which is being remote and it really being very difficult to engage with anybody at the centre at UNISA.

So students at UNISA who are not digitally supported and not online at the moment, really do struggle because their assignments are due in.....the postal system is difficult and then they need to somehow get marked assignments back to them. And that's all through the postal system or through very expensive couriers. And so you often have a situation in which students.....in fact the one assignment in the module, they do not receive it marked by the time they get to write the exam and that is clearly a very serious matter because there is not that engagement between the Educator and the Student. So the bottom right hand corner isn't where we want to be at all either - we're wanting to kind of move up, and then from a cost effectiveness provision, one's got to think about what actually are the possibilities there.

JUDGE J. HEHER: Has UNISA not always provided summer schools as it were, for face-to-face

MS. GLENNIE: Quite limited

JUDGE J. HEHER: Quite limited?

MS. GLENNIE: Quite limited yes

JUDGE J. HEHER: Did the students have to attend those or - - -?

MS. GLENNIE: At UNISA they don't have to, at other universities that offer distance education like University of Pretoria; students are required to attend some of the ---what they call contact sessions, I suppose to either lectures or tutorials they are a mixture of the two.

Ok, I think it is important to --- and we have begun to sort of touch on that, which is just thinking about the pedagogical dimension in all of this because we are now in the 21st century and more importantly now, for everyone working at the university level, we have to think about much higher levels of thinking than simply about remembering and even understanding. This comes from Bloem's taxonomy which is a very famous taxonomy of learning; and just identifying all those different kinds

of learning that we have to ensure we have enabled at institutions - through from applying, analysing, evaluating and then ideally being able to be in a position to create - - -

JUDGE J. HEHER: Is Pedagogy the practise of learning or the theory of learning or is it a combination of both?

MS. GLENNIE: It's the practise of teaching

JUDGE J. HEHER: Practise of teaching....alright sorry.

MS. GLENNIE: But if you understand that the purpose of teaching is to ensure that students learn, now more and more speaks about teaching and learning rather than simply about teaching because there's no point in thinking you can teach if nobody has learnt – you've not done a very good job if that's the case.

The other important thing that I think one has to think about when one is looking at modes of provision - is to think about the class size. Those of us who have done any education – it's very easy to work with a group of 20 people, a group of 30 people, to engage with them; to ensure that they understand; to even ensure that they are developing those critical skills that you wish to

JUDGE J. HEHER: That is more or less your tutorial group?

MS. GLENNIE: Yes, but sometimes in *Philosophy 1* you will find that at university. Theory of *Literature 1* – you will find that at a university, *Accounting 1* you won't. You won't find 500, 600 students sitting in the class in the lecture theatre and just by way of observation.....I worked for a while at the University of the Witwatersrand in their first academic support programme. And I used to go sit behind students and see what they were writing in lectures, and look at their lecture notes, and get them to bring them to me at the lecture. And it was really just too awful to see how very little students were taking in from that lecturing experience unless a lecturer was extremely good at his or her job.

JUDGE J. HEHER: Well now you see our position in relation to you

MS. GLENNIE: Absolutely, so I am trying with graphics and other things. You are engaging with me, maybe the answers to your questions are also assisting me in understanding an engagement. But in 500 students, you can't have the kind of interaction we currently having. And now we get to the other end of the class size and perhaps you do or don't know that *Economics 1* I think it is at UNISA- has between 25 000 and 30 000 students engaged in that.

So when we talking class size my point is – that it's is very easy to work at the small end becomes increasingly difficult. And then when you really need to be thinking about the big classes which we are increasingly getting to in higher education across the world - this is not just here by any means. You find that you have to move much more explicitly to what I've called 'Learning Design' because that is the way when you think explicitly about learning design, you're thinking about how you designing your course. You gotta enable all those levels of learning that I've spoken about and that requires incredible skills and it usually requires a team working together to create such an enabling learning design - - -

[mixed voices]

JUDGE J. HEHER: Clearly this doesn't appear to be.....

MS. GLENNIE: Yes...Sorry I apologise that is the one that is not. When I read through this last night, I thought to myself I haven't emphasised this point enough - and it's really important for us to understand about other modes of provision. So there's that one and then the next one as well just to give you some idea of what is involved in that learning design; this is also not in your printed one.

You need to think about at least all those things when you think about designing a course --- obviously you've got to start with the aims and.....what are the outcomes that you want, and are you going to ensure that all those outcomes are met by the kind of activities that you design. So I was once asked to review a course for an institution that will remain nameless. It was a course on counselling, and I read the whole course, it was up for the price by the way. I read the whole course and it was very interesting in the way that it presented the material. And one of its outcomes was that at the end of this course you will be able to counsel a student at this sort of level.

And there was not a single practical bit of experience in there. So this person was going to go out and counsel a student without ever ever having practised or ever ever having had any feedback on how they might practise as a Counsellor. So it's really important when one thinks about the outcomes of a particular programme and that you then design the course materials; the learning support and the assessment, and the learning support would include the kind of work integrated learning – if necessary would include those three things.

And you have to think of those things explicitly from the beginning, and if you've got such large numbers, you really need to do the planning. So you don't: *"Oh goodness I've to give a lecture tomorrow, what should I talk about?"* It's a much more deliberate activity that needs.....as I say a team and great deal of forward planning.

JUDGE J. HEHER: I'm sorry can we put this in context? Are we talking about a team headed by the Dean of the Faculty?

MS. GLENNIE: Not necessarily no, usually a Course Coordinator

JUDGE J. HEHER: A Course Coordinator?

MS. GLENNIE: A Course Coordinator....so somebody who's responsible for *Accounting 1* say - will gather together with various people familiar with *Accounting 1* and think explicitly. And that will be required for the Council on Higher Education; requires that you've done this kind of work....that you are very clear about what your outcomes are.

JUDGE J. HEHER: That I assume will not be the person who prepares the lecture but the person who will provide an overall guidance to the persons who prepare the lecture?

MS. GLENNIE: It might be---and there might not be lectures at all in situations like this, it could be a set of materials that are developed for people to study on their own and then to engage in various activities.....

JUDGE J. HEHER: So those are written lectures?

MS. GLENNIE: Those could be written lectures yes. But it could be a mixture, so that person could write some of it and if there was a particular area of that *Accounting 1* course that he or she was very familiar with - but very often in this kind of practise, it's also that those materials are produced in advance and then are also open to scrutiny from others who might have different perspectives. So that's again the advantage of that sort of team approach. So this team approach was really pioneered by the British Open University that was famous for its curriculum design and development in the 80's....70's and 80's and continuing to this day.

JUDGE J. HEHER: Are these all the materials that are put online?

MS. GLENNIE: Well put it this way..... there is something called "Lectures behind glass"- which is a rude way of speaking about people who simply adopted technology and all they've done is taken their old lecture notes and made them available digitally. And actually made no changes at all - and so you are not actually engaging with how it is that the learner will.....the student will.....actually understand the concepts that are being developed; engage with the concepts; test whether or not they've learnt those concepts - - -

JUDGE J. HEHER: Well that will depend on how the notes were thought out and prepared in the first place?

MS. GLENNIE: No...it depends again on whether they are simply notes or whether they are issues of checking to see whether students are engaging and understanding what those notes are saying. So if you're simply presenting information, how do you ever know whether or not your students have understood; whether they have attached meaning to the meaning frameworks that are in their heads, or whether this is sort of something just out there that all they are going to do is learn it off by heart. So it's a very active process..... this process of course design

ADV. M. ZULU: What would be the way of ensuring that students will understand in a situation where lectures.....universities offering online courses?

MS. GLENNIE: So...I mean there are various ways. So now one of the advantages of technology is that you can check immediately through things like multiple choice questions which test a particular level of understanding - and you can immediately go and.....so the student can then check to see whether or not He or She has picked up the main points. But that's not all there is to learning that might only be about.....in the first instance remembering or possibly understanding a concept but then you need to have activities which help you to apply a concept or to evaluate something or to analyse what it is - and there you will need a range of different activities - and certainly distance educators have used different ways of doing that.

So they would have a sort of a hierarchy from very simple multiple choice question which tested one level, to things that students might do....activities that students might do together, and check with each other - whether or not they have understood all the way through to what they've called a "Tutor marked Assignment" and then all the way through to part of a formative assessment, which might actually be marked by the Lecturer involved or a group of Academics under that Lecturer, cause if you have 30 000 students - I promise you don't mark all 30 000 scripts.

JUDGE J. HEHER: You telling me how primitive my own course design and development.....I was lecturing in the 1970's

MS. GLENNIE: I think that you and along many people at that stage, that is how I was lectured too. I sat in my [indistinct] and I wrote down things that were written on the black board. I wrote them down in my file which seemed a really poor way of spending my time but there were many many problems that we then have to solve, be that Mathematics.

Ok.... but I think what I'm trying to say here is that we are now talking about creating an environment in which there are many many people.....a 1 500; a 1 000; 2 000; 3 000. So the effort of making sure that the course design and development is of high quality as possible is really important because that is what then get amortised over all the students who take that course in initially the large number but then maybe 2, 3, 4 years and one of the advantages of now being in the digital environment is that you can make amendments to your courses quite quickly whereas in the old days UNISA used to print three years' worth and put them in the storeroom and then those would not be changed for however many years. Now it is very easy to make those changes because of the major advantageous of the digital environment.

Ok....we can come back to this later but let's.....that's the point that I've really just made that the effort.....this is also not in your script. The effort involved in creating an effective course design can then benefit a large number of students. The cost of the resources can be amortised over many students and the numbers of years hence achieving the economies of scale. But the variable costs of student support and of much of the assessment....so this is some assessment which can be do as I have mentioned in the multiple choice questions and those of things of that nature - but other assessments can't be done in this way and all of those costs rise with growing numbers of students, and that's why one has to be really careful in thinking about cost effectiveness....

JUDGE J. HEHER: [interjects] Can you just enlighten me with regard to multiple-choice. How do you....do you need special training in order to prepare multiple-choice questions? Because it's not a thing that I have ever experienced at university or subsequently....

MS. GLENNIE: Yes.....one can use them at different levels - if we are simply using them as part of what we call "Developmental Assessment Process", which is really just for students to check whether or not they have picked up something correctly; NO you wouldn't need any special training. If it's going to be major part of your assessment mark; YES you'll need to construct those really very carefully because you also need to be ensuring that.....there are a range of things that you will need to be ensuring and there is training that is done. Some departments at.....particularly at first year level and in large classes; that is the only form of assessment that they do - and it worries me because I think a lot of the aims of many courses are about developing argument; about writing arguments and of all you are doing is ticking some boxes here. I can't see how you can meet learning objectives.

JUDGE J. HEHER: Yes Alright....thank you.

MS. GLENNIE: But there's huge amount of effort that has been put into multiple-choice and batteries of questions.... and that is how in some cases there.....you can write an exam whenever you feel like it because a new selection of this bag battery will come up that will still cover the whole syllabus and you will tick your boxes, and pass or not pass whatever as the case it might be. It is a hard industry.

JUDGE J. HEHER: Well yes I wondered whether you need Technicians to prepare multiple-choice questions and marking?

MS. GLENNIE: The marking is now absolutely automatic and so the marking is....that's why it's so attractive because you don't actually have to do anything except possibly look at the results and then say: "Ah my goodness it's clear that this section of the course hasn't been covered well and I need to cover it again". So you can use.....

JUDGE J. HEHER: [Interjects] Sorry what I had in mind is that if you prepare a series of multiple-choice questions in order to mark them, the marking has to be tied into the way you've prepared the questions

MS. GLENNIE: Well multiple-choice you've got five options A, B, C, D or E and you just mark....which one it is, which one you think the answer is

JUDGE J. HEHER: I would have thought it required more technique than that

MS. GLENNIE: No, no I mean the advantage of the multiple-choice is that they are marked by the computer and not by anybody else. And then that takes down the cost of the marking. So I'm not a proponent of multiple-choice, I think they have their uses for certain things but not for all of the objectives that we would have in a higher education system

JUDGE J. HEHER: Thank you

MS. GLENNIE: Ok so I think this is an important notion here about the Fixed Cost and the Variable Cost and the fact that the Variable Cost, which is really very important will obviously go up with the student numbers. And unfortunately often when financial people look at Balance Sheets of institutions and Income Statements and thinking of cutting costs; those are the things they like to cut - supporting students, additional tutors all of those things because they see them as something that is not going to cause much difficulty if they get cut.

But it does have dramatic impact on the success rate of the students. Just a little....why are people interested in thinking about this graphic that I put up identifying a whole range of modes of provision, why is it interesting, and I think just to mention that there is a whole chapter in the latest white paper on post-schooling which is about diverse modes of provision and trying to encourage South Africans to think about that particularly in the community college sector where much community college education actually needs to happen close to where people live. And we cannot have adults moving from one place to another.....they need to continue to live where they live and so that community college provision needs to be close to them.

JUDGE J. HEHER: Have you much experience of community college provision?

MS. GLENNIE: Of aspects of it. I mean...there have been no community colleges really in South Africa but certainly a range of the sorts of programmes that community colleges would offer - Yes I have had the experience of those. And I have been in considerable touch over the last couple of years with community colleges in the USA where there's a very vibrant community college sector.

So this sort of diverse modes of provision, I think globally we need to understand South Africa is not facing these problems alone - there is demand which is increasingly outstripping supply....often

education systems as ours is..... we are getting more and more matriculants coming through, more and more matriculants who have degree passes and already a whole lot of students who have a diploma passes don't get into diplomas. And students who have degree passes....I think take up something like 30 to 40% of the diploma places.

And so we have a system of Universities that is already.....there are more people demanding it as we know than we can actually supply. And then obviously there's a necessity for lifelong learning, but learning is not something that happens only at the beginning of one's life anymore but that one has to continue learning across one's whole life. And in South Africa we still have a huge backlog, and as you would be familiar over this last while, we've had the issue of the.....large large groups of students who don't actually complete their education successfully- so when we talk about those students not in education and employment, a huge proportion of them actually don't have a matric; they dropped out in Grades 9, 10 and 11 and don't have their matrics.

JUDGE J. HEHER: Can you just explain to me what you mean by lifelong learning? Do you mean that one constantly needs to upgrade oneself in one's professional activities or in one's business activities? What do you mean by lifelong learning?

MS. GLENNIE: Exactly that. In some cases it can have a more basic...that people haven't managed to attain their highest level....

JUDGE J. HEHER: That I understand

MS. GLENNIE: And then it certainly includes what you have spoken about, and as we see with all the professional bodies now. All of them demand that a certain number of hours of learning are conducted every year in order for you to maintain your professional status. Because things change a great deal - and for example if you are in Accounting, standards change seemingly monthly..... people then need to....

JUDGE J. HEHER: But Universities don't provide that sort of - - -

MS. GLENNIE: Some of the Universities do. Some of the Universities have quite a lot of third stream income which comes from offering what they call short courses. I personally think that that's a really most important role of universities just to keep in touch with their graduates - so their graduates feel that they are continuing to learn either informally, say through the provision of good texts that a student or an ex-student graduate might actually feel that they wish to read through to a more formal course.....

JUDGE J. HEHER: Do you think it could be seen like a driving licence should expire after 5 years...and needs to be renewed?

MS. GLENNIE: [laughing] No but I do think certainly when I interview people for employment, I do look to see the kinds of courses they have done - to make sure that they keep up to date. And one of my favourite interview questions is to ask people how they keep up to date with the field of their interest.

Okay this is the second key point, though there is this issue about the current models being unaffordable, and we see that in many many countries across the world. And then obviously there's



the possibilities afforded by technology which we will get to. I think I have covered our context just noting the increase in numbers of matriculants exiting the sector and plus those previously excluded, this is important in our country. There was a CHE study on future financing and I don't know whether Charles Simkins has been asked to speak to this group.

JUDGE J. HEHER: Not yet

MS. GLENNIE: Not yet....because he did a study in which one was....just projecting on growth in GDP and the cost of higher education, university education particularly; the number of matriculants coming out. What the choices were before us as we move forward and.....simply saying that our current trajectory....it does not balance, we cannot be done and we are going to have to make some choices. So he did extensive modelling in the CHE study and I think it would be worthwhile if you wish to engage with him on that.

ADV. M. ZULU: Future Financing of Higher Education - is that?

MS. GLENNIE: Yes

ADV. K PILLAY: It's the final chapter that [indistinct] in front of you, that looks at the financing at the system, looking forward. So I'm sure it's a book that you all got....

[mixed voices]

MS. GLENNIE: But it is quite dense reading

JUDGE J. HEHER: Yes indeed

JUDGE J. HEHER: So I think a presentation would be a good idea. It is very dense reading. And then....

MS. L KHUMALO: Sorry can I just get the name again, 'Future of....'?

MS. GLENNIE: No that's not the actual name

[mixed voices]

ADV. K PILLAY: It's the '20 years of.....' book that you've all got. It's the last chapter there on funding.

JUDGE J. HEHER: I have read it several times, I'm still trying to understand it

[mixed voices]

MS. GLENNIE: So importantly whereas the rest of it was reflecting backwards on the 20 years of Higher Education, this chapter was actually looking forward and the reason that it did that, was that there had just been the Minister's committee reviewing higher education funding, our university funding.

Okay...so I promised you just to talk about access to technology because we can't be talking about the affordances as they speak of them for technology unless we know whether or not people have access, because providing access is an incredibly expensive activity. So it is now possible....and I will show you a graphic in a moment about campus bandwidth. All campuses in South Africa have over

the last few years had underground cables coming to them, and their bandwidth is extraordinarily improved and the speed at those institutions.....If any of you are in touch with institutions that are not urban institutions in South Africa - you will see that there has been enormous developments in this regard.

JUDGE J. HEHER: I'm not as tech savvy as you are; what is an urban hotspot for this purpose?

MS. GLENNIE: [laughing] Okay I'll come to that in a moment, let me just do Eduroam because I think that's an important international body. But if you have a legitimate student number and password, if you are near any university in South Africa; you can get on to their campus network and you would be connected to something called Eduroam. And it is something which I think we should sort of be strengthening as well

JUDGE J. HEHER: Is than an educational network or is it.....?

MS. GLENNIE: Eduroam is an educational arrangement. It also works outside South Africa - so if I go to Oxford I get on to.....and I have a South African student number I can get on to their.....not very good I have to tell you....bandwidth at Oxford university or one of the colleges there. You talked about hotspot; so now increasingly and I think this is important because it means that there are a number of places that students can go to. So in Braamfontein for example, there is a Braamfontein network that is available to anybody. Similarly there must be hotspots you've been to at the airports and some airports internationally. As long as you are sitting in a particular place you can have free access to the internet for the time in which you are there.

MS. L KHUMALO: How does that Tshwane WI-FI work?

MS. GLENNIE: I am afraid I don't know. My understanding was that, that was how it was going to work.

MS. L KHUMALO: It's a?

MS. GLENNIE: My understanding was that it was accessed to everybody, I'm not sure how you then get your pass word to....

MS. L KHUMALO: You don't think if UNISA is there, do they now maybe you know the cost is shared to a certain extent

MS. GLENNIE: No I don't think UNISA.....UNISA already has great difficulty with its huge.....nearly 400,000 students so I don't think it's inviting additional people to its network. So this is the Tshwane municipality initiative as I understand it.

And then you might have seen that Telkom, MTN and Cell C recently offered free connectivity if you were already a member or subscribed to any of those services - you could get free connectivity to your university network. And I found that really interesting because when I was at UNISA, we spent a long time trying to work with telecommunications networks, and....the cellphone networks; trying to get them to offer something special to UNISA students. And what they offered was not special at all. It's interesting that may be there could be more pressure put on to these cellphone suppliers to offer.... because it means if students are subscribing to Telkom, get free...just to their institutional

websites, there could be all sorts of possibilities - because bandwidth is extremely expensive. The other issue is.....

JUDGE J. HEHER: [interjects] Who has to initiate such things?

MS. GLENNIE: I think the Department of Higher Education and Training, and they do have.....they have been very active in this respect. So when we come to SANRIN, we'll see that they were very active in that which is in getting the actual underground cables to all the universities. And they really need to be working in this regard, but there is also a group of IT managers across the Universities who could also be brought in to such discussions.

The cost of devices is also something that is coming down dramatically. There are a couple of universities that have ensured that all students have some sort of device - a tablet or a laptop. UJ... all first year students....I'm a council member at Sol Plaatjie University; had the privilege of helping to setting up that university. All students at South Plaatjie University have a laptop and some of them have been supported through NSFAS in that respect.

I was interested to hear that the DHET has a personal mobile device project which is working through the University of Cape Town - and they are looking to see what are some of the more reasonable devices that could be used at universities, and they are looking at a figure of around 2 000, 3 000 or so Rands. And I think there are huge possibilities there and possibly in conjunction with NSFAS, that one could follow through. And then there are beginning to be smart phones that are affordable and therefore can access internet as well. I'm not suggesting that you study on a mobile phone, I think it's extremely difficult but it is a good communication device - and certainly can have SMSes and other things, and even short articles read on your phone.

JUDGE J. HEHER: There's no chance of my doing that.

MS. GLENNIE: Sorry

JUDGE J. HEHER: I say there's no chance of my doing that

MS. GLENNIE: I'm sure you could communicate with me on your smart phone. This just is the picture of the remarkable progress that has been made by SANRIN and TENET. They were two under-sea cables and it was only when those two became available down the East and the West coast of Africa, with the C-Com cable and the Wax cable. And they landed at Richards Bay and Cape Town and you will see in this diagram that almost every university.....in fact every University....every site of every university is actually covered now. That is not the case obviously for all the university....sorry for all of UNISA study centres. But it is true of the campuses of the different universities. This is quite recent that this has happened and it has been in collaboration with the Department of Higher Education - who've paid millions towards this as well.

MS. L KHUMALO: Sorry about that, I've just learnt that C-Com is under repairs....was it damaged or is adding some bandwidth? What's happening there.....?

MS. GLENNIE: Yes it is under repairs. I don't know if you knew that for a few years it was delayed because of the Pirates off Somalia. I thought this was amazing.....the combination of Pirates in the 21st Century.....and they were actually unable to lay the C-Com cable at that part.

MS. L KHUMALO: And where's 'EASSY' on this? is it E-A-SS-Y or another

MS. GLENNIE: Sorry

MS. L KHUMALO: 'EASSY'

MS. GLENNIE: I don't know

MS. L KHUMALO: Is it E-A-S-S-Y which is also another.....

MS. GLENNIE: Another....I think that SANRIN is not tapped into that particular cable; so these are the two under-sea cables that SANRIN has tapped into and they've actually bought bandwidth from them.

MS. L KHUMALO: But does the repair affect the progress in terms of this SANRIN?

MS. GLENNIE: I don't think so, I think it will get fixed.

MS. L KHUMALO: Okay, thanks.

MS. GLENNIE: But just to say, for full online learning, the demands of connectivity are very high. And this is just an estimate from internet.org which is suggesting that for online education to become viable, you are talking about something like 2G per month. So it's not a small amount of data that needs to be available.

JUDGE J. HEHER: Now...in the proposal that we have, it's not clear to me quite who is going to provide this particular aspect. But I understood.....perhaps you know more. I understood the idea is for the universities would supply these things to the service provider....to the person who sets up the...the site.....

MS. GLENNIE: I'm not so sure how the universities would do that because presumably if I'm looking at some of what's offered, we are talking about small towns and big towns rather than the places where universities currently are operating and where they have good bandwidth - they don't have good bandwidth elsewhere.

JUDGE J. HEHER: Alright....maybe I'm.....

MS. GLENNIE: I'll have a look in the proposal....obviously maybe I haven't studied it in detail. I think just referring back to the graphic. I think this a really important thing for us to understand about the model of working in that residential mode. There's our figures that come from NSFAS and we're in the CHE document.....one of the statistics documents. And it's quite an anxious making graphic I think - because it is showing that tuition is actually only about 40% of the full cost of the university.... of a full cost to the students of study....the tuition cost.

So it means that the residential costs are absolutely huge and it's the cost to residences and it's the cost of food. So it seems to me that one has almost got to ensure that those full bursaries that go to students to cover the full cost of study, really have to be for the poor students, who cannot study at home and who don't have enough food to eat. Because the higher education system cannot be supporting the full cost of students study – and I am interested just to see how quickly in South Africa we move from free tuition to free everything, including free residences and...

JUDGE J. HEHER: I'm sorry I don't understand you. You've just said the higher education cannot support that.

MS. GLENNIE: I'm saying that it cannot support that for everybody.

JUDGE J. HEHER: So how do you....Oh I see

MS. GLENNIE: It can only support that for those who really, really need it. The residential model which is some of the model that we have and I am sure you have spoken to....It's been discussed with you. The shortfall of residences that we have in South Africa - if we try and put all those residences up, the cost is absolutely enormous and the ongoing cost is absolutely enormous.

So in South Plaatjie University, we are trying to make the residence costs balance, in other words the students fees cover the cost of those residences. So far we have not been able to do that, and it is an ongoing problem for us at the University. So what it speaks to is that as we move forward in the higher education....not only the University sector, we really need to think about more and more students staying at home and finding somewhere to study because often homes don't have the appropriate places in which to study – that are also close to home; and not assuming that everybody is going to be able to come to the few central places....the 26 central places that there are in our country.

JUDGE J. HEHER: And again, that's what this Dream-Catcher is all about

MS. GLENNIE: Yes, that might be of interest. Okay so what then can we deduce from this. I am just deducing that residential university education is very costly with a major proportion of those costs emanating from the costs and not from tuition costs.

And obviously then the use of different modes of provision either fully online or distance education can obviate or greatly reduce the need to come to campus or even to live near campus. Campus facilities, both teaching and learning spaces and residential spaces, need not to be expanded, and even be reduced; which is what they are suggesting in some countries. I wouldn't like to reduce them, but I don't believe we can expand them in a way which is required. However.... and I think one has to be looking very carefully at some of the lessons from distance education in South Africa.

ADV. M. ZULU: Is what you are stating here also applicable to TVET colleges and community colleges?

MS. GLENNIE: Yes, your TVET College has a particular concern about the work integrated learning and the practical and how you arrange that. So that's a particular challenge that they would have, as would a lot of university education like....not likely that you can do all your medical studies away from the hospital, you need to have the work integrated learning in order to learn what you need to learn.

Okay just to remind that distance education has been a huge component of giving access in South Africa. So 40% of total university headcount enrolment is through distance. And people have been really proud of this in our context. The reasons for it, lots of reasons: – flexible; it does not demand that students always come to a fixed place at a fixed time; it's accessible to working students; students in remote areas; students with other commitments.

And just to note that 64% of distance education students are female compared to 54% in contact. It's also more accessible to disabled students and more flexible entry requirements. It does attract a whole completely different profile of people. If you just look at distance education there, so the blue are the contact mode and the orange are the distance mode. So lots and lots of students are on contact mode between 18 and 20; and 21 and 22-hardly any in distance education. A small proportion....quite a lot of students actually...small proportion and then obviously it grows up...the numbers grow; 25 to 29 and 30 to 34 being in the most prominent - the largest component of that.

But I think we should note, that 27% of all distance education students are 24 or younger and 19% of all students younger than 24 are in distance education. So while it is generally true that the vast majority of students at UNISA and other distance education providers are older students, there is 27% of them and 27% of 400 000 students is quite a lot of students, that are studying through distance education.

JUDGE J. HEHER: May I ask you? It's something that I've never quite understood. Can a University like UNISA be saturated? In a sense that it can't provide anymore?

MS. GLENNIE: Yes, most definitely

JUDGE J. HEHER: And how close is UNISA to that situation?

MS. GLENNIE: I think we could say quite close and that's because we look at the throughput rates and we'll come to that in a minute.

JUDGE J. HEHER: Why has it never been considered....perhaps it has been considered....I speak from ignorance..... as to whether a second distance university should not be set up?

MS. GLENNIE: I think well.....first of all I would like to say that I think a major mistake was made in the mergers. When there was a merging Technikon SA and UNISA, so there were two distance education institutions - very big ones both of them, and there was a merger. I could never get from the officials what the reason for the merger was except just say to me that there were both distance education; which didn't seem to me like a good reason at all.

Both were already very big in any economies of scale, that there might have their head long [indistinct] reached. So that merger as all mergers do, took a four, five years to settle down before everybody is in their position and back to business as usual; rather than fighting over positions in the merged institutions. So I think for some reason, there was thought that it all should be consolidated, but now I think it's too late to separate it out again. Thinking about putting a new one in place, of a similar nature - I think there is major concern about the amount of resources that UNISA actually uses and the low throughput that UNISA has, which I will come to in a minute. So very few students graduate; so if you have 100 students who start off in a programme at UNISA you will be lucky if 15 of them ever graduate.

JUDGE J. HEHER: Yes...so what you're saying is there would be considerable doubt about the utility of establishing another UNISA?

MS. GLENNIE: Another UNISA.....unless it was a very different kind of a model

JUDGE J. HEHER: Yes...I see

MS. GLENNIE: So what has happened instead is that the distance education for Universities policy which was passed a couple years ago, made it possible which is similar to many other parts of the world - for traditionally residential institutions to also offer distance programmes provided there was a strict quality regime in place. Cause there has been really bad examples in South Africa, so post-94 and the idea that there would one.....well in fact just before 94 and on until 97 or so; there was a huge massification drive of higher education.....university education in South Africa.

Many institutions moved into distance education and basically what they ended up being was money making activities, and very very students who were graduating, or if they were graduating, they were graduating with qualifications that were pretty meaningless in terms of the quality of what they could do by the end of that. So the department was extremely upset by that movement at that time and clamped down for many years, on who wasn't allowed to do distance education. And it's only being the last 2, 3 years that there's been encouragement for institutions to move towards distance education.

JUDGE J. HEHER: I see.....thank you

[mixed voices]

MS. L KHUMALO: I wanted to check - on the 19 percent of the students younger than 24 who are in distance education; how is that calculated?

MS. GLENNIE: So I took the numbers of students who are younger than 24.....the title group of students who are younger than 24.....that was my denominator; my numerator was the number of students who are younger than 24 in distance education

MS. L KHUMALO: Passed matric

MS. GLENNIE: At university, all at university

MS. L KHUMALO: They are all at varsity

MS. GLENNIE: Ya, they are all University. So these were the University statistics.

MS. L KHUMALO: So this would be UNISA in our context?

MS. GLENNIE: It's not only UNISA. Other universities; University of Pretoria; University of North West has a huge distance education component and so does the University of Free State.

MS. L KHUMALO: Okay, I 'm sure will talk about that later

MS. GLENNIE: But still UNISA is the dominant – by a long way. Sort of like 80 to 90% of the students are UNISA students. But a lot of students at UNISA are full time young students.

JUDGE J. HEHER: Are the universities which offer both contact and distance; do they.....I should say separate out of the two functions or are they integrated?

MS. GLENNIE: There are big debates about that. And certainly the successful models in other parts of the world are when they are integrated. It makes perfect sense that in fact what you do is....you work with your faculty who develop courses for distance and face to face. And in fact if a course is

being designed for distance, it is very easy to use in a face to face context. And you integrate it in that way. You do need a separate unit that deals with some of the logistics, particularly in the past, you can imagine having despatch units and things of that kind and now there would be rather the difference sorts of requirements of those units..... for example If they were running face to face sessions in different centres, that distant education unit you would organise all of those. So.... in a case of the University of Pretoria, all their distance educational programmes are in Education and they are an integral part of the Faculty of Education at the University of Pretoria.

JUDGE J. HEHER: Thank you

MS. L KHUMALO: Just on the last.....on the 27% you saying last year, 2hat would 27% be of....what would the figure.....?

MS. GLENNIE: 27% of all distance education students; and that would be around about 400 000 distance education students.

MS. L KHUMALO: Okay thanks

MS. GLENNIE: Okay, here I was....where's the provision largely at UNISA? After a clamp-down in policy on distance provision, we now have growing distance education provision at North West; UP; Free State etc. The nett policy opens up as I've mentioned before, but I just.....because of the previous experience, DHET is quite cautious and the CHE is even more cautious, and so they have ensured that there's careful quality assurance of all programmes which shift to distance. And you actually need to have your programme re-accredited if you intending to offer it in the distance education mode. Because it does....it is a whole different way of being.....of thinking and planning ahead if you offer a distance programme.

ADV G. ALLY: Is that not the problem at the moment?

MS. GLENNIE: Of what?

ADV G. ALLY: Of.....South Africans are used to doing things in a certain way. And having studied Psychology as a Behaviourist. If you do a thing in a certain way, you tend to do it always; and as South Africans, you gonna have to start at Grade R to say: we do things in a different way.

And whilst it's good that the discussion is taking place and the cautiousness that is there, we have to make sure that we move in parallel streams so that when it comes to a distance learning way of educating ourselves - that then your throughput and success rate are in place. Is that a fair comment?

MS. GLENNIE: I think you are absolutely correct that it is about doing things in a different way. And it is a way which I am not sure South Africans are so good at. We tend to rush into things and it's always in a hurry and we very seldom actually do the preparatory work that is required.

So....and I think it is important to demonstrate success and there have been some examples of success in South Africa in which there've been some well-designed programmes; that have had good results. We need to be....and some of those were a while ago and then unfortunately the department stopped them from happening because there was this general problem of poor quality. But is a paradigm shift and I think it's a really important one and it's to do with the larger numbers.



It's relatively easy although.... most of us will probably struggle offering a course online to 20 people. You do need to be trained to do it, but it's something you can learn quite easily. But then when you start to be offering to 500; 1 000; 2 000; 30 000; it's another ballpark altogether.

ADV G. ALLY: And then your Pedagogy has to change and that paradigm shift in that mode also changes; because it's not just the learning part, as you indicated earlier - it's the teaching in a different mode part that is also important.

MS. GLENNIE: Yep, but you need to be a Learning Designer, and we have a major shortage of them in South Africa and the world actually. Okay....

MS. L KHUMALO: Before we pass from this slide.....it would appear that.... you need to be cautious of quality and then you talking about quality assurance- are we relying on SAQA for that or there are other means for this quality assurance for this?

MS. GLENNIE: Well it will depend on the level, so the major work that has been done on this regard just to save it.....distance education outside of the university sector is very very under-developed. There's very little happening at the TVET colleges and community colleges don't really exist. So there' one kind of distance education programme, which is the *Kha Ri Gude* programme; which is a decentralised literacy programme that operates by DBE across the whole country. And it's actually been really successful, and it's on the idea of a centrally designed programme and then there are.... -

MS. L KHUMALO: Is this for educators?

MS. GLENNIE: No, this is for people who are not yet literate. So it takes you to the first kind of like six months of gaining your literacy. And it's worked with over 2 million people in South Africa. And It's decentralised across the country; you have a workbook; you have your own tutor; the tutor is then supervised by a regional supervisor as to the work that they are doing. So it's a really interesting model but it's at a different level, and unfortunately in DBE not in DHET.

MS. L KHUMALO: The policy, what does it say because it requires careful quality assurance. What does it mandate? What quality assurance leads.....that's why I am asking about SAQA.

MS. GLENNIE: Okay, that is the Council on Higher Education, so the higher education quality committee. This policy is simply about universities, it is not about the whole of the higher education system. So the policy is primarily.....

MS. L KHUMALO: At Varsity, what does it require?

MS. GLENNIE: At varsity it really requires that you have put in place.....so it takes the normal programme accreditation criteria that they have for accrediting any new programme. And then it looks at those criteria, which are all at the quite high level – and then talks about what this means from a distance.....from a distance perspective. It's interpreted from a distance perspective.

MS. L KHUMALO: It's got that component to maybe avoid the fly by nights and all those.....

MS. GLENNIE: Yes, and one of the major problems is you're doing two things to learners, and that was what was so awful about the earlier experience. *A*, you were taking their money and giving them hardly anything in return; and *B* wasting their time. And for somebody who is an adult, who's

working, who has other commitments - this is a huge amount of time that you are waiting of that person. It is entirely disrespectful, in dealing with people in that way. And so I really do think it's appropriate....you know we can't run into this..... because we are playing with people's lives.

JUDGE J. HEHER: Does the [indistinct] of a higher education concern itself with the support systems that it provides.....

MS. GLENNIE: Absolutely, absolutely. So there's a big section on that. There's in fact a whole guide, I'm sorry I didn't bring it with you. A guide that we developed for the Council on Higher Education, which is a good practice guide for distance education in the digital age. So it's about practice and it's also got guidelines for evaluators - when those evaluators are wishing to accredit or not accredit a new programme.

JUDGE J. HEHER: So is there generally unanimity throughout the distance learning sector.....

MS. GLENNIE: Yes

JUDGE J. HEHER: there is such a thing.....on the nature and value of support systems?

MS. GLENNIE: Yes. So there is an International Council on distance education, where I have been an active participant - and they've actually just produced a very nice document talking about students' success in distance education and how to understand students' success in distance education. I mean just to say however that....that would probably be public provision. There's been a great deal of private provision in distance education, which has largely been a money making activity.

And if you go to any conference in distance education, often you can sort of separate the audience into two - those who are in it for completely.....some of them in it for access reasons; accessing adults; marginalised people; women; etc - and then those who are in it for making money. And as our Universities in South Africa.... we were able to discover that you could make a lot of money in this respect by taking in students fees and basically simply providing printed notes and very little other support. In this century where we now talking about providing digital notes rather than printed notes; and that's even cheaper because you don't have to print them....that's then becomes the cost of the student to print if they wish to do that.

JUDGE J. HEHER: Now, is it just the Council on Higher Education to determine whether the student is getting value for money?

MS. GLENNIE: It is part of the initial.....I was part of the committee that set up the Higher Education Quality Committee under which this work happens. And it certainly was an idea.....one of the sort of guiding principles is that it should be about that.... including about value for money. But I don't think that the council has carried that forward into asking, but Genevieve might know, into asking what the fees are that students are actually charged. I don't think that they've done that. Okay, so then I wanted to move on, it's clear that from what I have said so far that distance education has provided a great deal access. What about cost effectiveness? I think it is important just to look at the costing here, the input subsidy and I believe you had some input on the funding formula. The input subsidy for distance education is half that of the input subsidy for contact education. And the student fees for the cost of a degree tend to be half, of the student fees for any other....the tuition fees for any other university.

MS. L KHUMALO: Does it say this?

MS. GLENNIE: Cost so much lower?

MS. L KHUMALO: No I am saying this input subsidy, is it from the block grant or...?

MS. GLENNIE: It's from the block grant.

MS. L KHUMALO: So you saying when it's allocated to distance learners, it is half..?

MS. GLENNIE: It is half....input subsidy yes. So if you were going to get a R 1000 for a particular category of education..... if you get a thousand rand for contact, you will get R500 rand as an input subsidy for distance. Then as far as the student is concerned, it's also the cost is so much lower because there's no additional accommodation cost. Now some people would say why should that input subsidy be so low, and I would just like to put one bit of emphasis here and then there's another which came out of the Ministerial Committee.

So there was a CHE study in 2004 which showed that if you had large classes, classes larger than 500; and this is all about the cost. You are already putting..... however few students you have or however many.... You're putting just about the same time and energy into the design upfront of that course. So if you only have 25 students, distance education is incredibly expensive because you put all this effort into designing the course however as soon as you get to more than 500, we were able through costing 10 different programmes across South Africa to demonstrate that in enabling active learning design....including all those active students support things I spoke about in assessments and feedback - could be afforded on students fees alone.

Unfortunately such designs are not known in South Africa. So it goes back to my big point about learning design. The other one is that we then looked as part of the Ministerial committee; we looked at the costs of distance education and some of the providers and saw that in fact they were spending less than the input subsidy....less than half of the place of a contact. They were spending less on the cost of tuition less than half of what they would do on a face to face. So it seemed as if the 50% was actually.... for the moment anyway more than generous. And this was from fairly expensive costing from some of the distance education providers. It was agreed in that Ministerial Committee that this would be reviewed after 3 or 4 years and might or might not be.

JUDGE J. HEHER: Which Ministerial committee was this?

MS. GLENNIE: So this was the Minister of Higher Education put together a committee that reported three years ago.

JUDGE J. HEHER: Is this one of the reports we have?

MS. GLENNIE: I am sure you do.

GENEVIEVE: Yes you do, it's the Ministerial Task Team Review of Funding that was chaired by Mr. Ramaphosa

JUDGE J. HEHER: Thank you

MS. GLENNIE: It demonstrated the extent to which funding had gone down, and what was so serious that the fees were getting to be so high; all those comments in that particular report. But...so what I'm...wearing my train of thought now is that basically the cost of distance education can if one reaches the economics of scale be quite low per student.

The problem is who graduates and these two diagrams come out of a report just done by the Department of Higher Education. On the top it shows.... if you take a group of students who started in 2005, by the end of their six years at university....which is unfortunately how long it seems to take; 34% of them would have dropped out and 63% of them would have graduated. However in the distance mode, you will see that 74% of the students would have dropped out, 11% would be assumed still to be in the system and only 15% would have graduated. Other figures show that even if you give up to 10 years, you are lucky to reach an overall figure of 15% of those students who start actually complete. And this is another diagram...

JUDGE J. HEHER: Would like to explain those results to us?

MS. GLENNIE: [laughing] I would.....You mean why it happens like that?

JUDGE J. HEHER: Yes, precisely.

MS. GLENNIE: Okay. I think why it happens like that, some of it is that students are part-time; and part-time students often have a lot of other distractions and so across the world, part-time students do less well than full time students. But I think there are other reasons in that students are not properly supported in their studies, and so are left entirely to their own devices – and given very little feedback; don't have any engagement. Very few students in distance education are actually in groups of students studying.

Very long time ago I used to have my own Maths 1 one group of UNISA students. We used to meet every single week, I was their tutor but they all worked together. And they started to meet by themselves even though they came from Sebokeng, Alexandra the whole lot they came together. So yes I think it's the lack of support and the lack of arrangements whereby people can have peer support in addition to both tutor and lecturer support.

And not enough assessment; you learn by doing. And you also by seeing whether what you have done is appropriate. And if you don't ever get all that kind of feedback, you're not actually going to be learning well enough. That's a combination of those two things. I think there is an interesting study which is of those....you questioned me a lot about...about the young students who are primarily full time students studying at UNISA. It would really interesting to know how well those students do and what their dropout rates are compared to other students who are part-time.

I mean there is a big issue generally which is in higher education..... at the university sector and the college sector. There's a notion that a lot of students are actually part time students and not full time students. And you'll see that portrayed that there's a difference of what they call Full Time Equivalent students and a Headcount students in the University sector. Unfortunately my understanding of the TVET sector is that they are not able yet to do that calculation as to what the full time equivalent numbers are. The headcount had gone up dramatically, but we don't believe the full time equivalents have.

JUDGE J. HEHER: Students seem to need encouragement, understandably need encouragement in all variety of forms and I'm not sure how that encouragement is applied to a distance student.

MS. GLENNIE: Well some of it. And I mean some of it is really quite simple now....so for example at the University of Pretoria, they've started just to do little reminders to students though SMS, which is incredibly cheap. In that case most of their students are teachers and they are not connected; they don't have computers but they do have cellphones. And so they use SMSes. And that was sms to say: there's a contact session on Saturday please remember to come, we are doing x, y and z; your assignment is due by next week; have you started doing it yet? All of those kind of things. Students need to know that.....

JUDGE J. HEHER: Yes somebody cares.

MS. GLENNIE: Somebody cares, somebody is encouraging, somebody believes in them. It's very important.....

MS. L KHUMALO: There's been.....I don't know if it's across the board, but I remember when we were looking for articles or what... preference would be given maybe to a distance student because of the independence that they attain, by you know....like UNISA graduate would get better preference over contact student. Would you support that, do you feel strongly about it?

MS. GLENNIE: I mean I certainly think it demonstrates a great deal of vast determination, discipline, motivation which if you were employing somebody that's a great set of attribute to have. In some of the programmes, one would worry whether there's been enough critical thinking that's been encouraged. So as with all universities one looks across the universities and say well, this is university has a really high reputation for Accounting or for Social Anthropology whatever it might be – and one would look at those things, but yes it does count.

MS. L KHUMALO: It does. Do you think maybe with a bit innovation this graph...the previous graph would speak differently with the throughputs?

MS. GLENNIE: I would hope so. UNISA has tried to be....this figures first became known to UNISA in 1995. And the throughput rates have not changed dramatically since then. So the profiles of the students have changed a bit, but those results have not actually changed dramatically. So they did make a big effort in trying to ensure...because on your way to a throughput rate you also have to have a good pass rate of the different courses.

If you don't have a good rate of the courses, you can't have a good throughput rate and they were putting quite a lot of attention on that. And it improved and then for some reason which they couldn't explain, then I left the council, it went backwards again. The department though....let me also say....we'll come there in a moment. I will just talk about that's sort of a fork tongue between access and success that's been happening over the last 10 or so, 15 or so years.

This comes from the department as well, this graph that I've got there....it's a spider diagram. I think it's a really important one, which looking at the under graduates cohorts; the distance education ones are from 2000 to 2010, allowing 10 years of study and from 2004 to 2014 – it's quite a positive document. So it's actually talking....if we take an example on the corner there; you see female contact- right hand corner at the bottom. What this graph is showing is that for the 2000 cohort,

53% of students in the contact mode graduated. And it has now gone up....that's the black one. It has now gone up to 65.4% percent of the female contact students who have graduated. And the green one is where the department would like to see us.

You can see in general for all contacts at the top there-49%. The red one 49,3% of the 2000 cohort graduated, and we are now up to 61,4% of the 2008 cohort who have graduated. So this diagram is showing in general South Africa's throughput rates for the under-graduates have improved quite dramatically in some places. And I think it's really very positive. Unfortunately the distance has improved a little bit. If you look on the.... that sort of 2 o'clock....if you think of it as a clock; 11,6% of the 2000 cohort and it's up to 15,3% now for the 2004 cohort. But it is something of major concern because you are keeping people in a system who are taking a place in the system, but actually never coming out of it...

JUDGE J. HEHER: Yes well...that rather suggests that any attempt to create the green line...the 2030 form, is going to fail.

MS. GLENNIE: Certainly for distance....and I think it's actually unfair. I mean I have told the department that I think it's unfair because so many distance education students are part time. And I think one might need to take that into account in looking what an appropriate...appropriate throughput rate would actually be. I think 80% is not possible but maybe it could be around 50 or 60. But it's still quite a long way to go from 15 to 50 to 60 which is what we would be looking for in this regard.

MS. L KHUMALO: So just on that green line; if you saying for distance it might fail for distance. Are you still relying on that percentage you spoke about earlier of the 400 000...

MS. GLENNIE: This is just what the department... they weren't talking numbers at all. They were just saying that if we have a system this is where we are aiming at; 80% of our students should be successful – and we should make sure that those 80% of the students are successful.

ADV. M. ZULU: Can I just ask a question? Ms. Glennie do you think that.... looking at the throughput rate, do you think that this distance provision is the solution to the problem that we are facing - of access?

MS. GLENNIE: [laughing] I think it's part of the solution and I think it has to be very carefully done or it's not going to be. So one really has to put in place all the quality measures that the CHE has identified. Or otherwise we are actually....UNISA...I think it's the top 3 subsidies given by the government to universities in South Africa. So we do need to make sure that the money works because every cent we have has to work.

JUDGE J. HEHER: Is that because of the numbers?

MS. GLENNIE: It's because of the numbers.... they are large numbers. So UNISA is.....ja they are very large numbers.

ADV. M. ZULU: But it appears to me that the advantages out-way the disadvantages looking at the throughput rate particularly the high dropouts and failure rates.

MS. GLENNIE: The advantages.....

ADV. M. ZULU: Out-way the...advantages of....

MS. GLENNIE: Oh the disadvantages outway the advantages.

ADV. M. ZULU: yes...sorry

MS. GLENNIE: I mean unless one can overcome that, and that's why I was just putting up here that...you know there are some area...those figures I've given you - are averages. And what is the range behind the averages and there are some examples where courses have good throughputs. And so for example there's some where there's 40% in Education at some of the institutions...there's a 40% throughput rate in some of the Diplomas, particularly 1 year Diplomas, 1 year Certificates, again a much better throughput than in a 3 year.

And you can also see why if you are a part-time student, you can do 1 year Certificate or Diploma over 2 years; that doesn't seem too bad. Now if you're doing a 3 year Degree you are taking 6 years, maybe 7 years - you and your family are getting rather tired by the time you are finished. I mean one of the most wonderful things is to go to a distance education graduation ceremony because the entire family comes along to celebrate the hardships that have actually been experienced over the past 8 or 9 years.

ADV. M. ZULU: But how do we compare internationally especially the UK....the Open University?

MS. GLENNIE: The Open University at the UK; the throughput.... there's one measure difference in that they have no entry requirements. So any student can become the member of the Open University....can apply and get accepted, but their throughput rates are still quite low - something in the region of sort of 20%; they do have open access.

JUDGE J. HEHER: What percentage of the Open University work is done online now?

MS. GLENNIE: A [indistinct] percentage.

JUDGE J. HEHER: How long has it been so?

MS. GLENNIE: Sort of in the last 7, 8, 9 years. So they used to have a very different kind of a set of arrangements. Sort of arrangements that they have now so they used to have study centres across the whole of the UK, which for example is still the case in India - where the Indira Gandhi Open University has centres across the whole of India.

JUDGE J. HEHER: Now has the move to online shown better throughput rates?

MS. GLENNIE: I would have to ask that question I'm afraid I don't know. It's an interesting question to ask.

MS. L KHUMALO: But has it assisted with the cost, the general cost attributed to higher education?

MS. GLENNIE: I also don't know that change at the Open University and I could find out both of those things. The funding of the Open University has changed dramatically over the period. I mean you may know that there's now no input funding in general given to high university education in England except for the sciences. And it's all through fees that higher.....that university education is now paying.

JUDGE J. HEHER: Has any study been done on whether online education produces better graduates?

MS. GLENNIE: I will come to that in a minute. Yes there have been

JUDGE J. HEHER: Thank you.

MS. GLENNIE: Okay, so this slide was saying that the average of the throughput obviously disguises the range...some throughput is much less, for example the science programmes are really poor, but some are much higher. And so it might that one needs to be concentrating more on those. You asked me about International Council on Distance Education or what the international view is.

This is the set of elements that comes out of a recent publication of the International Council of distance education. Key elements that support practice for students' success, and they have these six bullet points each of which demands a huge amount of planning and organisation to put it into place. But it is interesting that the council has been putting a great deal of emphasis now on students' success whereas in the past, it used to always be about access and not about success.

And that is the case in South Africa; there has been a great deal of emphasis on access and not adequately providing for success. The Department of Higher Education has often required UNISA to expand and because they have wanted to improve their access numbers-even when UNISA was not necessarily producing the results that it wanted them to.

And I think this is attention that we really have to pay attention to in our country. So the funding formula in all sorts of ways rewards access more than it does success. If you look at the balance between the input subsidy and the output subsidy, although the funding committee that I was on was pushing that they should be incrementally changed. It is possible for a university to say: 'well we'll pretty much ignore the amount of money we get from output subsidy if we have lots of people for input subsidy; we'll get quite enough money to continue to run'.

And so there hasn't been lot of emphasis actually on promoting students success. The DHET now is actually changing its emphasis quite dramatically in the last 4 or 5 years. There's been a lot of emphasis on students' success and I think that really is to be welcomed.

ADV. G. ALLY: Well probably because Treasury said I will not give you money, if you are not giving me value for my money.

MS. GLENNIE: Exactly, they did say exactly that. And I think that message was heard loud and clear by both DHET and by the Universities itself. And then the CHE has always been emphasising the quality provision. And at the top there they didn't come out beautifully....that is the guide to good practice to distance education in a digital era...that's just been produced.

Perhaps just to mention that there is another initiative in South Africa called 'Siyaphumelela' which means we shall succeed. And it's 5 universities working together to try and ensure that it focuses on students' success. And some of the components of that are that it needs very strong leadership....If your leaders are not pushing student's success nobody will follow. Structure of the institution needs to be a structure which actually assists and you need to have all the players together who have an impact on students' success. And that ranges from people thinking about bursaries; to people



thinking about first year experience; all of those things need to be coming together and then that there should purpose of piloting and then rolling out in the mainstream.

So what most often happens in South African universities is that...there've been academic development programmes at universities, but they have been on the periphery. They've been for the few students rather than thinking the University will actually change to ensure these are the students we have and these are the students who need to be succeeding. And we need to put in place those things that would assist them in succeeding. So that's an initiative that's been going for a year and it's gaining quite a momentum. And my organisation is... what they call the backbone of that. Okay, so now I want to move on to some international - - -

MS. L KHUMALO: [interjects] I know you want to move on... but can you just...may be later on in the slides you can deal with the *Funding Formula; Rewards; Access; Modern Success*. Is it the funding formula currently from DHET or is it.....?

MS. GLENNIE: [intervene] from DHET

MS. L KHUMALO: to - - -?

MS. GLENNIE: [intervene] to universities

MS. L KHUMALO: How do the chancellors deal with it? Do they follow that funding formula as well, is it not interrupted by the autonomy? You know - - -

MS. GLENNIE: So, all that does is that gives you the quantum - the amount of money that the university will get. But the way in which the amount of money that it will get in the block grant is calculated; is calculated on the basis of the input funding and then the output funding as well. And those two things are given to the university and it's given to it by way of a formula and that formula also differentiates between different areas of study. So it's.....

MS. L KHUMALO: They'll be earmarked?

MS. GLENNIE: No these are not earmarked - so the block grant is not earmarked. So then that whole amount of money gets given to the University and then the university may then decide exactly how it wishes to spend that money and it doesn't have to account for how it spends that money.

MS. L KHUMALO: So is this a line there to say: the funding formula rewards access more than success [mixed voices] if the council [mixed voices] decides to use it otherwise as against the rewarding access and success, then....

MS. GLENNIE: So the amount of money is determined by saying how many students do you have coming in; in which areas are they; therefore you get this amount of money; how many students succeeded; and you take that amount and you calculate how much money you get. And that's how you determine the amount of money that gets given to the University.

MS. L KHUMALO: Okay

MS. GLENNIE: And then they can do with it as they like.

MS. L KHUMALO: So If the discretion of the council says that: for us to get that amount of money based on access is actually changed now, is based on the throughputs, would...

MS. GLENNIE: It would have a major impact. There is concern about how you would make sure that historically advantaged institutions are not too much advantaged by that because they in general they get students who are far better prepared for the university. And so the possibility of their passing is much higher. So if you look at the range of universities, I think Rhodes sits with the highest throughput rate of around 80% of the students who go to Rhodes actually pass. And some of that is to do with the quality that they offer at Rhodes and some of it is to do with the fact that they take pretty good students to start with - whereas other universities would not have such a wide choice of the students that they take.

ADV G. ALLY: And of course Rhodes is a small university.

MS. GLENNIE: Exactly, so that's some of the quality of support that they get and the kind of atmosphere that they manage to create there. Okay... so now I just wanted to move on to lessons from fully online provision internationally because we don't really have data in South Africa. Unfortunately in education, we seem always to like to have panaceas so early, early a radio was going to be a panacea, and that's how it would revolutionise education and all the problems would be solved. And then it was going to be television and now it's going to be online learning and so none of these things have actually come through as the panaceas because education is a complex social process. But there are some advantages and I think we have to take advantage of those advantages of technology and online learning.

So there are some big studies that have been done; so there was initially the speculation of a radical reduction in cost. Why would be a radical reduction? Largely on account of transferring content at a marginal cost to students. So you have to obviously prepare the content, but then transferring it was very simple and the costs are actually for the students. Substituting online networks for face to face engagement and using peer assessment or a machine assessment to reduce costs of faculty assessment. So it's kind of everybody was really going [inaudible] about how this was going to revolutionise our higher education.....our university sector in particular.

Unfortunately to date there is little empirical literature which makes these comparisons rigorously. It's very hard to actually do a control study. It comes out, all the things you do and don't take into account. And similarly would those kinds of studies apply here because for example in the US bandwidth is incredibly cheap. Lots of students have their own devices anyway; that's what they have been brought with. And so all those costs are not for the system; those are the costs that are already in the way in which the society operates.

And so there are also many barriers in place which mitigate against the options being taken seriously, against this option of online. And I just want to speak....Advocate Ally to you in that regard because it is about doing things differently. And I did like this quote that very often this comes from a fantastic academic in this field....in learning technology....Tony Bates – and he says: *'Cutting ribbons on a new building is much more photogenic for Politicians than enrolling another thousand students on line'*. So there are some barriers; there are real ones, but there's also some barriers that are not real - that one needs to be aware of. There have been some issues, the first issue was really about is it cheaper, and it's really hard to tell whether or not it's cheaper and what those costs are.

And I think your question Chair of going to the Open University and asking them to compare would be something that I will certainly follow up on. How effective is online learning - fully online learning where students don't have to come to a central place? So the [indistinct] department of education did find that on average students on online learning performed at a level that was statistically equivalent to those receiving face to face instruction. And they particularly liked the idea of students in hybrid learning conditions, they perform modestly better than even those receiving face to face. So those were students who came together; that's what the hybrid model means - it is usually some face to face.

However, when the Higher Education Quality Council of Ontario that was exploring exactly the issue that it seems to me you guys are exploring; they found, and they wrote a study in 2013, that a large number of serious challenges to the validity of these studies were analysed. So the jury is not entirely out, but one of the big studies that have been done has been the community colleges in the US and here the datasets are really very big. And they have shown that online education may add to the educational disadvantages of students who already tend to perform less well than their peers. And this is a problem for our country, and in the US it's males; and I'm sure you've picked up from the statistic; males in the South African higher education...university education are doing considerably less well than females. Younger students; black students and students with lower grade point averages.

And these are big studies, these two [indistinct] have done a number of studies over a number of years. They are worrying that students most likely to benefit from online instruction are those who are academically well prepared and highly motivated to learn independently. So yes....

JUDGE J. HEHER: and part of that is the culture capital that they've grown up in

MS. GLENNIE: And the school capital, the extent at which at school you've been requested or required to learn independently or whether you've always been monitored; or beaten when you haven't worked etc. All of those things....yes. So those are the...which is why the whole notion of learner support and motivation becomes so absolutely essential.

JUDGE J. HEHER: Let me put a different proposition to you. Supposing we don't have decolonised education. It may be in the cultural context that it would be much more difficult for those who react adversely to an education system which hasn't been decolonised to benefit from the system.

MS. GLENNIE: Absolutely, all of the above. So alienation of the student from what it is that they are studying. Learning is all about attaching meaning...the meaning that you already have and if you can't make those links to your own sets of meanings in your head, it's extremely difficult to continue to learn. So it's one of the key issues that the educators have to do - to know where the students are and to engage with them; where the students are coming from, not pretending that students are come from a different place cause they don't

JUDGE J. HEHER: Well that's very difficult when it's online.

MS. GLENNIE: Yes it is very difficult but that's why a great deal of research. The very first thing a distance educator ever does, is think about who they learners are; and art of the process of developing those course designs is to actually to test it with likely groups of students and then to pilot. So there are all sorts of processes that need to be undertaken.

Okay, similarly I'm sure you've all heard of MOOCs (Massive Open Online Courses); again what do we find? Well we find 2 things; 1 is that although some MOOCs are different largely MOOCs do not really amplify the kind of educational processes one would like to see. They are largely instructor-led; there's online distribution of material and there's automated peer sourced feedback. And what you find is that although the numbers who express interest in MOOCs are very large, there are lots of "Lackers", people who.....-

JUDGE J. HEHER: [intervene] Can I just query two things. First the heading should not be "Massively" but "Massive" I take

MS. GLENNIE: That's correct

JUDGE J. HEHER: It's not "Massively Open"?

MS. GLENNIE: No it's "Massively Open" and it's actual not open either, but yes it is open as far as open access is concerned

JUDGE J. HEHER: Alright, that's one thing. Now just explain to me if you please what a 'Lacker' is in this sense?

MS. GLENNIE: Somebody who watches from the side-line and doesn't participate. So there are various of us who might be Facebook Lockers. So you never post anything, but you do see what other people post but you don't actually involve yourself in the whole facebook environment. But if we see those people who really do benefit from MOOCs, it's predominantly the highly educated; largely employed; more men than women; more educated than the general population and that's particularly in the BRICS countries. Largely from developed countries cause most of these MOOCs are international and those from developing countries are older. So that's just....I thought you would be interested because MOOCs have been such a....also a notion..... initially they were gonna save the world, and they decided well maybe they wouldn't, but nevertheless they were of interest – and people have used them in different ways.

JUDGE J. HEHER: Do we have any experience of such things in South Africa....?-

MS. GLENNIE: I think at....UCT has offered several MOOCs.

JUDGE J. HEHER: Of what nature?

MS. GLENNIE: Just particular courses, it's usually one particular course. I've got a list of them somewhere and the faculty members have excited to offer. And it has become like a status symbol to offer MOOCs because you are up there with all the famous institutions.

Okay but there are some impossibilities, but there are more modest and I am very happy to look at this other possibility. It might be included in some of what I have got here. So some of the possibilities are about designing and developing online courses which could be offered across a number of Universities where course enrolments are low. So one of the reasons some of the universities are so expensive is that they are offering programmes where there are very few students. And one could think of way in which several universities came together say each of us have only got 10 students; let's actually collaborate; produce something; each of us can tutor on the

course; but actually the major work in researching the course will be spread amongst the different universities and not at just university.

That would require some accreditation.....changes that would need to be done. There are possibilities where there are very traditional courses, I mean why do we have 26 *Economics 1* courses in South Africa. Could we not spend a great deal more time and energy on producing one of two so that one doesn't only have one particular way, but one or two of these courses that could again be offered, but all the time assuming that there would be some face to face at the institutional campuses.

I think it's also an opportunity for thinking about decolonisation - really looking at the curriculum is no easy job; and we do not have a lot of resources in South Africa. And I do hope that the University Development Grant which allows for collaboration will be used in some respects; for thinking about: "What would a decolonised Sociology course in South Africa actually look like; let's develop the materials together; let's make them available to everybody in the country; and let's move from there.

JUDGE J. HEHER: Well you are a Mathematician, what do you think about decolonised Maths?

MS. GLENNIE: I think that some of the criticisms about.....that have been placed... that mathematics is something western; it's completely erroneous. Mathematics actually belongs to the world, lot of the work was done in Egypt; by the Arabs; by others by China and has developed into something that is more international. How it is applied is somewhat different. But I think for each discipline it's gonna be really different to think about it - and there are big questions that have to be looked at.

JUDGE J. HEHER: It hasn't really been a matter that's been much explained to us that's why I asked you for your opinion

MS. GLENNIE: Okay, and then I think one should also be thinking in combination with the second... high demand courses. Could one start to experiment with some decentralised support centres in large towns because the big expense is about people moving to a town and staying.....moving to a city and staying in a residence. Those are huge costs and obviously people have to eat wherever they are, but it is much cheaper to eat at home than it is to setup your own kitchen somewhere in another part of the world. So I think there are some possibilities there that we should be exploring.

There are some possibilities about developing materials for use across the university systems, which have already been done for some of them. So the Department of Basic Education produced a set of materials for the training of school....senior management teams at schools. And those were then available to all universities to use. The EU is currently funding something similar for Early Childhood Development which is a major need that we have in the country which is to train people in early childhood development - because there's been so much research to show how important early childhood development is.

The second bullet there is about moving towards resource-based learning and moving away from wasteful lecture models. And this is something that's happening quite a lot; it's an advantage of the technology, to what they call in the US "a Flip Classroom"; which means that you don't come to the classroom to hear content being spelt at you. You do that reading by yourself and you come to the classroom to work with your peers, on engaging with that material in different ways; analysing it;

evaluating it; working collaboratively on activities. And that means that actually you use less of the premises of the institution and possibly students don't have to come every day of the week to those campuses. So those are possibilities.

JUDGE J. HEHER: Well doesn't all this mean, is that a sensible thing, and the economic thing is to do away with a variety of universities, or a number of the universities and put all the material online and let people develop their own ideas off campuses, as it were. Because what's the point of duplicating an English course in 26 different universities - or 23 whatever it is.

MS. GLENNIE: I think that is correct. I don't think it's a matter of doing away with the Universities because in order to create....if you wanted to create two or three of those because there are differences on how people approach them; you still need to be having that Academics working in the field; who are studying; who are researching in the field because it's clear that university people who research, teach better.

JUDGE J. HEHER: Yes you were making the point that the students can have the [indistinct] but the important thing is develop [mixed voices] the ideas in relation to whatever is put to them.

MS. GLENNIE: But that also requires an educator, so that's what those academics at those universities would do. They would be spending more of their time in engagement with students than they would be in conveying information to their students.

ADV G. ALLY: More Facilitators than Teachers.....; in a sense of, you engage with the subject matter by asking what your understanding of that subject matter is. And you as the expert facilitate an initial discussion which then broadens from there.

MS. GLENNIE: And that you would also.....a lot of your time would probably be in giving feedback to the students on the activities that they are doing because that's how you show whether or not somebody has really come to terms with the new content matter that they have been opened to.

And then just finally, there's things happening in the US in this regard with quite a lot of universities moving in this direction. It is very early days and I wish they hadn't used the word Flip Classroom, but nevertheless they have. And the final one is moving towards open education resources and open textbooks. And I see in NSFAS's analysis that about 4% of the tuition costs go towards books and I am horrified when I hear some students saying....well ja no.... every year there's at least one text book I don't buy because I can't afford to buy it. And it's often more than that. So this is again an international movement around open educational resources and these describe any educational resources that are openly available for use by educators and students without an accompanying need to pay royalties or license fees.

JUDGE J. HEHER: Is that what an open textbook is.

MS. GLENNIE: That is what an open textbook is. And obviously, the digital environment has been incredibly important for open educational resources. There used to be a lot of materials that were open....that gave you permission to photocopy them, but how did you ever get them to photocopy them in the first place. Now there are open education text books; portals all over the world where you can download educational resources. You can amend them; you can adapt them; you can translate them and use them as you like or use parts of them; whatever it is you like.

There is a license called the Creative Commons License which does govern the ideas of open educational resources. This has been endorsed by UNESCO; and UNESCO has recommended that any educational resources that are produced with public money ought to be made available as open educational resources. I think there was a big conference in 2012 which did exactly that.

And so they do have this potential to advance the delivery of education by increasing the availability of relevant learning materials; reducing their cost; stimulating active engagement of learning and teaching, and students in creating learning resources especially relevant in efforts to decolonise the curriculum. So if we did talk about this, we need to be making all the resources that get developed as open educational resources.

Just as an example from the US of open textbooks -this is one that doesn't assume that people have computers, so this is printing. So there's a traditional example there where a 1 500 students purchased books for \$80 per book or the institution purchased them costing that amount of money which is a lot of money. And then the institution says well, it has to last for 7 years and you are not allowed to write in them because we are passing them to the next student. So that's one kind of expense, if you then have an open text book - there are basic open textbooks that can be used. They costed in academic time to version the open textbook each year, put about \$8 000 towards that. We are able to print on demand the same size book at \$3.73 per book and to do it for all....so the end of it costs \$39 000.... sorry plus the 87, so 46, \$47 000- instead of a \$120,000.

And every student had their own textbook and were able to take it away and keep it. It's not only in the USA. We have our very own South Africa in Schooling Sector. Not the next slide but the one after that. There's something called the Siyavula open textbooks which is based in Cape Town and they've produced a very wide range of open textbooks and open education resources that are available for matriculants at a fraction of the price of a normal textbook. Obviously publishers don't like this very much, but they are having to come to terms with that because the open education movement has really taken off in all sorts of ways.

One of my earlier ones was just there is legislation that was passed in 2013 I think the affordable college text book act, which encourages the use of academic college resources. President Obama has been a huge Proponent of this. Then just altogether, I think it's really important for us to know that at the moment we have to tread carefully; plan carefully; pilot carefully; and gather evidence, but I think there are all sorts of options for us to move forward and to see if we can have a more affordable higher education system. Thank you.

JUDGE J. HEHER: Well does anybody have any additional questions?

ADV. M. ZULU: Thank you Judge.

JUDGE J. HEHER: And if so...

ADV. M. ZULU: I'm requesting that perhaps she should have a look briefly, like few minutes to have a look at this document maybe she may want to comment on certain issues.

JUDGE J. HEHER: Yes....I was going to suggest that if there are questions, we should take the tea adjournment now, and you can discuss with the witness what you want her to talk to. And we can consider whether we have any further questions.

ADV. M. ZULU: Yes Judge I would suggest that if she wants to comment in writing as well, she....we'll be invite her to comment in writing to this presentation.

MS. GLENNIE: I would prefer to do that. This is a lot of words....a lot of words.

JUDGE J. HEHER: Well in any event, can we take the tea adjournment unless you are in such a rush that you can't stay for tea and then we will continue in a quarter of an hour or thereabout....Yes

ADV. M. ZULU: Thank you Judge

.....TEA ADJOURNMENT.....



ADV. M. ZULU: Judge I've agreed with Ms Glennie that she is going to furnish us with a written response to the proposal that is made by Mr. Mc Donald. So I don't have further questions unless my colleagues do have questions.

JUDGE J. HEHER: I'm sorry I didn't hear that....So her response is going to be furnished in relation to what?

ADV. M. ZULU: In relation to the presentation that was made by.

JUDGE J. HEHER: To the Dream-Catcher one?

ADV. M. ZULU: To the Dream-Catcher yes

JUDGE J. HEHER: Oh I see.

Ms Glennie the Dream-Catcher proposal seems to be rather a means of providing the infrastructure, on the basis that the input will be an academic input from Universities etc. In other words the proposal is to provide sites right throughout the country, in electoral districts preferably. And this will then be integrated into the University system on some sort of lease-back basis. The intention is to provide places where people can study and have access. So don't see it as a system of education, It's not a system of education, It doesn't purport to be. Also we are told that costing has been done and submitted to the Department of Higher Education, but no response was ever received. So if you can't find anything costing, Mr. Mc Donald says that's because there isn't any there. It went to the Department of Higher Education.

MS. GLENNIE: And would he be able to make it available?

JUDGE J. HEHER: We were told that it would be made available. I am not quite sure whether it will be by the DHET or by him, but he will be able to make it available.

MS. GLENNIE: Thank you Chair. I will then read it with some interest, I don't want to give an immediate response because I haven't - - -

JUDGE J. HEHER: [intervene] Yes of course

ADV. K. PILLAY: Chair could I just ask Ms. Glennie just one thing. In the submission that you would prepare for us in response to the Dream-Catcher proposal. If you would mind dealing with a question of whether or not a decision to introduce online learning in the extent to which it's introduced. It's a pedagogical decision and whether and how that relates to institutional autonomy? And the extent to which that can be imposed on an institution? Okay.

MS. GLENNIE: Could I just ask why is it being imposed on an institution; would they not voluntarily participate?

ADV. K. PILLAY: Well that's the question we have to consider, if the University chooses not to voluntarily participate. Whether or not there's the power to impose such a system?

JUDGE J. HEHER: It wasn't suggested that any University would have it imposed on them.

MS. GLENNIE: Okay, I would be surprised.

JUDGE J. HEHER: Yes

MS. L KHUMALO: I was hoping that we also get a sense of demographics on the USA legislation and our one and have a comparative study on that. To compare the number of people in the US as per the legislation on the other slide and then compare to the South African context.

MS. GLENNIE: Okay the demographics of the students population or?

MS. L KHUMALO: The distance students in the US. Remember you were speaking about the US legislation of the previous slides?

MS. GLENNIE: So that was in respect of open education resources and the legislation passed in order to make open textbooks more easily available.

MS. L KHUMALO: Okay I just want to check the impact, given that US might be large in population than we would be here. If there's any, if there isn't

MS. GLENNIE: The kind issue in size whether we have big enough market here [laughing]

MS. L KHUMALO: Okay thank you. That's it on my side Judge.

JUDGE J. HEHER: Thank you. Is there anybody who still has questions for Ms Glennie?

ADV. M. ZULU: No Judge

JUDGE J. HEHER: Thank you very much. Ms. Glennie thank you very much for your co-operation and the manner in which you presented this lecture to us. From my point of view it was all a learning curve. And we would welcome any further input along the line suggested to you.

MS. GLENNIE: Thank you very much.

JUDGE J. HEHER: Thank you.

MS. GLENNIE: Thank you for the engagement that was such pleasure.

JUDGE J. HEHER: It's our pleasure.

## **Presentation-2**

JUDGE J. HEHER: Who's the leading witness?

ADV M. LEKOANE: The witnesses are Ms. Laila Vahed and Mr. Glenn Truran.

JUDGE J. HEHER: Mr. Truran, do you have any objection to taking the oath?

MR. TRURAN: No

JUDGE J. HEHER: What are your full names?

MR. TRURAN: Glen Brian Truran.

JUDGE J. HEHER: Do you swear that the evidence you will give in this case would be the truth, the whole truth and nothing, but the truth. Say so help me God if you will.

MR. TRURAN: So help me God.

JUDGE J. HEHER: Thank you. Yes Mr. Truran you are going to be led by Ms. Lekoane.

ADV M. LEKOANE: Mr. Truran before you start with your presentation, perhaps you can just tell us what SANLIC is - The South African Libraries and Information Consortium, and what's your position in the consortium

MR. TRURAN: Okay, The first few slides will answer your first question but my position is...I am the Director of SANLIC. Laila is the Chairperson of the SANLIC board as well as a Library Director at the University of Zululand.

ADV M. LEKOANE: You can proceed with your presentation when you are ready.

MR. TRURAN: Thank you. So I have prepared a brief road map. I am going to start with SANLIC and up....our role in place in the Higher Education system. I am going to argue that high quality scholarly information predominantly electronic; is the life blood of research, teaching and learning. And that the rising costs of scholarly electronic information is going out of control and that declining library budgets are not keeping pace with the [indistinct] in those costs - as a result are leading to cancellations. And the impact of currency has played a significant role especially over the last five years. And finally I would be arguing that if financial support is not urgently addressed, it will lead to decline in collections which will impact on learning and research. So if we start with SANLIC, it was started formally in 2003 as a collaboration among University and Research Libraries. And its first project was called the South African Site Licensing initiative which is essentially what we do. - - -

JUDGE J. HEHER: I am sorry it may be essentially what you do, but not essentially what I understand. So would you explain to me what a Site Licensing project is?

MR. TRURAN: Alright. I am hoping it will make more sense as the future slides come up, but it is essentially a license to use as a set of resources at a particular site. Usually sites linked to IP addresses through the internet. In 2006, the decision was made to change the name to the South African National Library and Information Consortium. And this was formally registered in 2011. We currently have 25 University members. There are two new Universities which are on the process of

joining us. There are six research Councils and the National Library of South Africa is also a member. In addition to members, we have two client Universities being The University of Namibia and The University of Botswana. Our largest member has well over 100,000 Full Time Equivalents. Do I need to explain Full Time Equivalents?

ADV M. LEKOANE: Yes, please.

JUDGE J. HEHER: Well yes, I think in this context it's not entirely clear what the significance of it is.

MR. TRURAN: Alright, it's very significant for this discussion. A Full Time Equivalent is if you had 3 students that were part time, in other words they were half time. That would make 1.5 Full Time Equivalents. So it's a method of calculating subsidies and fees for higher institutions....institutions of higher learning.

JUDGE J. HEHER: So which is your largest University?

MR. TRURAN: UNISA – The University of South Africa. I think their Full Time Equivalent if I remember correctly is roughly 180,000. The next largest comes in at about 40,000 if I remember correctly. All that data is available on the SANLIC website if you would like to look at that in more detail.

ADV M. LEKOANE: I assume your membership is voluntary.

MR. TRURAN: Yes. It's what they call an *opt-in* system. Our smallest member has under a 100 researches. We are open for membership to or public entities according to the Public Finance Management Act as well as the TVET colleges; however none of them have joined as yet. So why is there a need for a Library Consortium?

JUDGE J. HEHER: I'm sorry before you go on. What was called.....it may still be called a State Library. Is that a member?

MR. TRURAN: The National Library of South Africa.

JUDGE J. HEHER: Is that the South African National Library?

MR. TRURAN: Yes they are a member however they are not subscribing to any of the resources that our SANLIC deals. There's a chance that they will subscribe to one or two next year.

JUDGE J. HEHER: Are there any major omissions from your membership. It should be there and aren't.

MR. TRURAN: None that I'm aware of.

JUDGE J. HEHER: Are all the Universities members of SANLIC?

MR. TRURAN: All the Universities except for Sol Plaatjie and the University of Mpumalanga. Sol Plaatjie has applied and is in the process of being accepted. The University of Mpumalanga is a few steps behind. We are still waiting for their formal application.

JUDGE J. HEHER: Do you limit yourself to academic libraries?

MR. TRURAN: No, anyone can join SANLIC provided that they are a non-profit organisation and our constitution requires that they are an entity that is listed in the schedules of The Public Finance Management Act.

JUDGE J. HEHER: So say for example a Court Library could become a member?

MR. TRURAN: As far as I understand, yes.

JUDGE J. HEHER: Alright

MR. TRURAN: There are reasons why it may not be in their interest because of the nature of the packages that we have negotiated up to this point in time.

MS. L. KHUMALO: The municipal libraries, are they members?

MR. TRURAN: No they are not. They are open to become members, but none of them are.

ADV M. LEKOANE: What would stop them from doing that? What would be a disadvantage for them?

MR. TRURAN: There would be no disadvantage except that they would probably be paying for resources that their members will not use. So the University students provided that they have a necessary network infrastructure can access their library from anywhere where they have internet connectivity. So a student at the University of Cape Town could be in Centurion and still access library resources through the University library to the deals that are available. So they wouldn't have a need to - - They might want to sit in a municipal library because they like the space to sit in, but they will still need to connect to their library to access resources.

JUDGE J. HEHER: Membership of your organisation doesn't prevent the exchange of information between members and persons outside of your membership?

MR. TRURAN: No, if I understand your question correctly, not at all. We simply negotiate the deals on behalf of our members.

JUDGE J. HEHER: I ask because having been in the appeal court, we found that when things were not obtainable from the court. They were obtainable from libraries that were members of your or might have been members of you consortium. Has it ever been any difficult to change that?

MR. TRURAN: Yes what I could say is that each licence agreement has rules as to who can access. And it usually relates to walk-in members. The public can utilise those resources.

JUDGE J. HEHER: Alright thank you.

ADV M. LEKOANE: And TVET's and colleges have not opted-in?

MR. TRURAN: No we have made an attempt to contact them, but I think because of probably urgency, priority and commitment in those sides. It hasn't been taken up yet.

JUDGE J. HEHER: And you're going to tell us what library consortium are you?

MR. TRURAN: Yes

MS. L. KHUMALO: I was hoping maybe later in the presentation... we would just as a matter of background and my education. With the new Sol Plaatjie and Mpumalanga how is that resourced? Maybe since it's new varsities where do we get all those resources? The books as far back as it goes.

MR. TRURAN: I think Ms. Vahed may have to help me answer that question a little bit, but my understanding is that a new University like Sol Plaatjie would not be interested in print matter; unless their students did not have access to electronic equipment like laptops or cell phones or library computers at the institution. So there wouldn't be a need for print material because everything is electronic.

MS. L. KHUMALO: Okay

MR. TRURAN: And more easily available electronically.

ADV M. LEKOANE: I know Ms. Vahed she ran our library for years at UDW

MS. VAHED: If I may - - -

JUDGE J. HEHER: Can we put your name on record please.

MS. VAHED: Yes my name is Laila Vahed.

JUDGE J. HEHER: And do you swear that the evidence that you will give would be the truth, the whole truth and nothing, but the truth?

MS. VAHED: Yes I do

JUDGE J. HEHER: Thank you.

MS. VAHED: With the two new Universities, certainly going back historically; it will be impossible for them to catch up with historically collections in print, but going forward they will be buying print as well as electronics. The advantage of buying electronic material for them would be it will give them some sort of historical footprint, in terms of resources that they buy. But to buy print historically will cost an arm and a leg.

MS. L. KHUMALO: But is that print still out there?

MS. VAHED: There is still print is still out and there's still a big need for it; particularly in the outlying universities like the one I come from. We haven't yet reached the age of saying that all universities can go E only – and that will be a big mistake to make at this point in time. For various reasons not just about the type of students that we have at outlying institution - but also because of data costs that are associated with using E- material.

ADV M. LEKOANE: Thanks

MR. TRURAN: Perhaps I could say one further thing. With most deals if you purchase the electronic license, you usually have rights to purchase the print material at 25% of the normal cost of the print material. May I carry on?

ADV M. LEKOANE: Yes please

MR. TRURAN: So SANLIC is like a buying club or a stokvel for our members, and we assist our members to acquire better value for money digital collections than they would be able to individually. We work entirely on a non-profit cost recovery basis by charging service fees and membership fees. And what we essentially do is harness the collective buying power of the member institutions so that we can negotiate and secure electronic licence agreements primarily for digital content. So the key elements to our collaboration include collective buying power which I will explain on in a moment; open access - which is probably a concept I will need to explain as well. Is that correct?

Open access is the opposite of a subscription model. In a subscription model, you get access to reading material by paying a subscription fee. With open access, the Author or the Author's institution pays an article processing charge upfront and then that material is then made available over the internet, at no charge to the rest of the world. Another element is information sharing. And finally the economies of scale which relates to legal due diligence with contracts and being able to negotiate one agreement on behalf of many institutions at the same time.

So looking more closely at harnessing a buying power; the key elements are described as cost avoidance or increasing value for money. That is achieved either through a group discount which is simply a case if you would pay a 100 units for something through SANLIC, you might get the same for 50 units. Secondly Big Deals - a big deal is just like a green grocer.....it convinces you to take more home than you initially wanted to; so if you previously bought one unit; they say if you pay for two units I will give four units. Then another element is negotiating tiered pricing structure, where we try to make sure that small institutions pay a lower price than higher institutions based on their EFT banding. And finally, a very important element is negotiating low annual increases on the license agreements.

ADV M. LEKOANE: Sorry Mr. Truran what's the 'X small research'? Is that just a research institution?

MR. TRURAN: Where do you see.....?

ADV M. LEKOANE: It's because you got the.....

MR. TRURAN: Oh that's not for small. Sorry it's just an abbreviation for very small institutions.

ADV M. LEKOANE: Is it just a research institution?

MR. TRURAN: Well at the moment it's the six research institution plus a University of Mpumalanga and the Sol Plaatjie University because their FTEs are very small at the moment - they are below a thousand. So it's just really a banding that well - - that sometimes applies with certain publishers; other publishers insist on one price fits all. The example on the right hand side is quite useful. It comes from the first year that a SANLIC deal was negotiated. And it's from the University of Kwazulu-Natal, a collection of six databases where the consortium price is reflected on the right and the saving or discount was reflected on the left - which came out with a mean discount of 57%. Which meant that a whole lot of money became available to purchase other resources and hence the growth and the value.

I just want to touch a little bit on the big deals - the big deals are with organisations like *Elsiphere*; *Springer Nature*, Taylor and Francis; *Wiley*, these are big publishers who convince you to take more

than you otherwise would take or that you otherwise could not afford on your own. And it's a two-edged sword - the advantage is that you end up with more resources which makes it helpful for your researchers and learners. However often these big deals.....their annual cost grows faster than your library budget; and hence the proverbial cocoon that..... you know once you have a big deal, It's like a cocoon, it kicks everything else out of the nest and takes up all the space and resources.

JUDGE J. HEHER: What do you mean by big deal in this sense?

MR. TRURAN: One example is *Science Direct* and *Elsiphere* deal, where before the deal existed, most institutions may have had.....you know just for argument's sake subscriptions to say 100 to 250 particular journals that were of importance to them. So *Elsiphere* came along and negotiated with SANLIC and said: we'll give you the entire package of..... it is now well over 2000 journals, as long as you continue to pay for the journals that you previously subscribed to, plus a top up fee for the remainder journals that you may or not use. So of course it was fantastic news for small institutions that couldn't afford those journals anyway. For the larger institutions, they found that their members are using both their previously subscribed journals as well as the new journals that they now have access to. So that is an example of a big deal. The problem is you get locked into it. And I will be mentioning something more about that in a moment.

This particular slide is just showing you our quest to negotiate lower increases and this is based on last year. Just a sample of 30 deals we negotiated, and it excludes any new deals because there is no baseline. And the average annual increase was 2.16 percent but that's because of that huge outlier where one publisher agreed to give us a 25 percent discount on the previous year's price. So if we exclude the two main outliers, it's an average increase of 3.29 percent last year. Which doesn't sound like a lot does it? Not a bad increase, but we will come back to that in a moment. This is an example of an opt-out clause we've introduced which for the big deals in particular that usually spread over more than one year - where if an institution cannot afford to remain in the deal, this is the clause that enables them to opt-out on the basis that they have insufficient funding.

Now if we use that previous example and we compare.....I managed to find the current prices for four of those deals so that we can compare whether or not we are still enjoying the same saving or discount as we did in the past. And in two cases, we're enjoying better discount now than we did in 2003; and in the other three examples, I found we're in fact enjoying a lower discount so in fact the packages has increased faster. And we have effectively.....say the price being charged to our members has increased faster than we had hoped. So this is the most important initial take away that I want to get across. Is that if you look on this graph, you will see that in 2013 there was 793 subscriptions taken up through SANLIC by all of our members. That increased to 857 in 2014 which is an increase of 8 percent and in 2015 it dropped by 9 percent. That means that some of those members cancelled subscriptions that they already had. And it dropped again in 2016 by 11 percent which meant another 83 subscriptions were cancelled. So....

ADV M. LEKOANE: So did you find that they cancel in particular areas or just in general?

MR. TRURAN: I am afraid I haven't analysed where they did or didn't cancel and because it is an opt-in system, it's up to each library to decide what their priorities are going to be - based on their needs and constraints. So what could have caused those cancellations? Well the key issue is that the inflation on a scholarly electronic information is really high. This is due to the fact the VAT laws were



changed in 2014 which meant an extra 14 percent on the price. Now while you should be able to get your VAT back, this often does not filter down into the library budget. So it varies from institution to institution, some institution suffer the result of that.

ADV M. LEKOANE: When you say Library budget, what is the source of those funds?

MR. TRURAN: The library will get a budget from its institution and the institution will get their funds as you know government subsidies, fees, donations, fund raising and research grants. So the depreciating rand has played an impact. The big deal package creeper that I mentioned has played an impact. Tier creeper has played an impact where institutions have been forced to take on more learners and the FTE's have increased which has put them in different bands. And of course through annual increases that are growing faster than the state subsidy per FTE for institution and faster. In addition to that, there's other inflationary impacts on institutions which may force them to reduce what they can offer their libraries to spend on their collections.

So what have we managed to achieve in terms of cost avoidance. Now unfortunately we don't have excellent information from every year and we have managed to improve our information year after year. So if you look at those blue columns, they represent the saving or the cost avoidance that was achieved through the deal, which comes from subtracting the standard institutional price offered by publishers to the consortium price offered through the consortium. And you will notice that 2016 is far higher than previous years. This is for two reasons, one is because of inflation and another reason is because of improved access to information. So what this graph is showing is that our members only paid 19 percent of the institutional price by subscribing through SANLIC. That's compared to that average that I showed you earlier of 43 percent in 2003 for a sample set of databases. And it means that they avoided 81 percent of the cost - so they got 81 percent extra value in effect.

So if you combine the declining funding and the declining purchasing power, you end up with the declining subscriptions at the time when members have save more than ever before. Bur we won't be able to keep up that level of cost avoidance when the cancellations happen; which effectively means that there would be a decline in the high quality scholarly information network access; which will have a knock-on effect on research, teaching and learning. I want to focus on inflation, on currency for a little bit. Almost all of our resources that we negotiate are negotiated with overseas publishers, who sell their resources in US Dollars predominantly, then Pounds and then Euros. In 2015 alone, the rand depreciated by 33 percent against the Dollar, 21 percent against the Euro and 31 percent against the Pound. So that means that if we had negotiated *Resource X* for a zero percent increase, it effectively meant 33 percent increase if it was in US dollars for our members.

ADV M. LEKOANE: So this assumes that the majority of the publications are international publications?

MR. TRURAN: It's not an assumption it's a fact. I don't know the exact figure, but my guess is about 97 -98 percent in rand terms would be international publications. And I think I must.....I don't remember how well this point is put home, but it's essential for researchers to publish in the most recognised and those happen to be the international publications. So how do we make sense of the currency fluctuations? This graph shows.....takes you back to 1970 at the time when the rand was in fact stronger than the US dollar. In 1970, it was 63 cents to a US dollar. At the beginning of 2016 it

was R15,64 to a US dollar. So that is a sort of a gradual increase, how do we make sense of that? Well I think what is important is if we look at a shorter period. The last five years where we had a rapid decline or depreciation of the rand against the US dollar. That's where our members have found most of their difficulties. So one of the things I tried to do was.....I said well surely members are getting increases in their budgets every year. How do we.....maybe we should use inflation to look at what do these figures mean. Well the truth is, their budget increases don't match inflation strictly, but if you were to take inflation, that 63 cents to the US dollar in 1970, if you applied the inflation which are the blue bars. You can say see the worst year of inflation was 18.7 percent. That's the average for that year in 1986. The best year was 2004 where the inflation rate was 1.4 percent. If you multiply 63 cents by the inflation rate, you come out with R39.49 cents to the US dollar. So yesterday before the budget speech it was R13,75 to the dollar. You will probably argue that we are not doing too badly. We have in fact increased our wealth. However this graph here, I took from the beginning of SANLIC in 2003 and so on and so forth. But unfortunately it doesn't tell the full story, you need to know what's happening in the currency of the country that you are comparing against.

So I spoke to a Wealth Planner and he made a few suggestions, but before I go there, this graph just shows that in 2016, our currency has recovered somewhat. In fact it's been one of the most volatile traded currencies in the world. So one doesn't really know where it's going to go next. So I was advised to use the concept of an internal rate of return to try and compare apples against apples. The internal rate of return is defined here and essentially what it enables you to do is to take figures....values from different years and to put them into the same year's value. So if you look at the increase of the rand from R8.57 in 2003 to R15.24 in 2016, it's effectively.....the exchange rate has grown by 4.73 percent per year. That's the internal rate of return on that figure. However if you took 2015 alone where it went from R11.62 to R15.64, the internal rate over that period of time was 34.35 percent; which is similar to the depreciation that I mentioned earlier. Now the question is what has been happening to library budgets in higher education budgets over the same period. Unfortunately I didn't have that information available to me in time for this presentation.

So what I have decided to do is use the inflation rate as a proxy for the budgetary increases that the libraries and the Universities would have achieved per FTE. So using the proxy of the inflation rate over the period of 2003 to 2016, it would have increased by 5.53 percent. So if budgets increased by inflation there would have survived. They would have managed. However if you took last year's inflationary increase of 4.57 percent, they would have really suffered. So I think the point is there that anywhere you slice it, our institutions are in trouble in terms of this core resource. So I used that same method to price the growth and the costs of those four resources I identified. And in order to do so, you need to look at the 13 year internal rate of return on the exchange rate as well as on inflation; those were 4.73 and 5.53 percent. Each of those.....the market value.....in other words the price our members would have paid if they had to purchase outside of SANLIC; one of those had increased well above that rate. And the amount that our members are in fact paying, has also increased well above those rates of inflation. And the same applies for the averages but one can't reach too much into those averages.

So my recommendation is that if you are going to be considering how much fees or funding our institutions need; you possibly need to look at their budgets in terms of internal rate of return against the costs that have been increasing. We wanted to try and understand what was happening to our member's budgets and we needed that information for..... as we went into negotiation with

the various publishers this year. So we put out a poll to our members; we asked them a couple of questions. We said: what was your budget increase from 2015 to 2016? We also asked them: what do you expect your increase to be from 2016, 2017? And these are the answers. So this is saying that..... I forgot exactly how many replied, I think the sample was about 23 or 24 institutions replied. This is telling you that 14 percent of those who replied said they got a zero percent increase from 2015 to 2016, whereas 71 percent of them said they got more than a zero percent increase and they were split up into these bands. Almost.....well more than half got what could be considered as a quite a nice increase in their budgets when compared against inflation. However I keep pointing out that the inflation on the products that they're purchasing is much higher. We then asked them what do you expect to get in 2016, 2017 and obviously everybody was less optimistic for 2017. When I asked them another question, we said: are you expecting to cancel any subscriptions going into 2017? And most of them said yes definitely or most likely they will have to cancel further to make ends meet in 2017.

ADV M. LEKOANE: Mr. Truran when you.....for purposes of negotiating bulk deals, I presume that you.....no let me not make a presumption. Would you have to order differently for different institutions or do they have the same material? How does it work practically?

MR. TRURAN: Well each institution has the right to opt in any particular deal that we create. But what will happen is we would negotiate prices usually broken down by those tiers. And we would then once we've reached an agreement with a particular publisher, we would then announce to the members that the same material is available.....the price is 3 percent more than last year; these are the terms and conditions, this is what is being thrown in, there's a sweetener, this is what has been taken out or whatever. And they then look at that and decide whether or they would like to opt in.

So I got really bad news yesterday from the University of Kwazulu-Natal. They had a 17.5 percent increase in 2016; they've just learned that they are going to have cut their budget by 36 percent. I don't if you can conceive what that could mean in the light of the inflation on the resources that I have mentioned. And in fact they've just announced, they asked us to inform *Esliphere* that they would be cancelling *Science Direct*; which is the most expensive, largest and most problematic deal that we have to deal with. In fact we heckled like crazy to get the annual increase down to 4.5 percent per annum for that deal and the condition was that nobody pulls out of that deal. So now that the member has pulled out, if *Esliphere* carries out their threat, they would want to pass that cost of what UKZN would have paid on to the other members. So we will be watching the space rather closely.

ADV M. LEKOANE: So what does that mean for UKZN specifically, that they have to use to outdated material....?

MR. TRURAN: That means their researchers are going to be extremely unhappy and they gonna have to beg, borrow or steal material or they are gonna to need to pay as you go at hugely inflated prices - journal article by journal article that they want to read. So by cancelling the whole deal, they are hoping to retain some money to purchase individual articles.

MS. VAHED: Can I - - -

ADV G. ALLY: Ms. Vahed when you respond, just put your name on record so that the transcribers know who's talking at whichever time.

MS. VAHED: Okay it's Ms. Vahed speaking at the moment. With the research institution as UKZN is classed as one of the big six research institutions in the country. For them to cancel a deal like *Elsiphere*, it's going to have a severe impact, particularly on scientific research coming out of that institution. And if they haven't informed their researchers yet, it's probably watch the space about what the researchers are going to be saying in a gathering like their Senate about losing that type of resource. Because a lot of those same researchers publish in *Elsiphere* journals, so it's going to have a very detrimental effect. And that's just now on one package, so obviously they're going to look at cancelling.....with that kind of budget cut of 36 percent, it's not just Science Direct that they will be cancelling, they will obviously be looking at other packages as well.

ADV M. LEKOANE: Now that there's a research output grant so this will have implications on that grant particularly for somebody like UKZN.

MS. VAHED: It will have a knock-on ground throughout the institution on everything.....knock-on effect sorry

MR. TRURAN: Alright, it's Glenn Truran again. So given the shocking news of the UKZN, I suppose we can juxtapose that by the announcement of the Minister of increased funding to higher education in the midterm budget speech yesterday. But I don't pretend that I can understand what difference that's going to make to library budgets like the UKZN. So what are the future scenarios? Sorry before we go there, I just need to mention a little bit more about open access because a lot of people have said: well if this material is in open access then why are you paying money on subscriptions? It's not that simple and it does need a further elaboration. Some people have said: I can get everything in Google Scholar can't I. Most people are not aware that Google scholar is linking to your library and making available what is available to you through your library plus the open access material.

So we need to unpack open access a little bit more. And SANLIC has been involved in a partnership called SCOAP3 which stands for....the P3 is High Energy Particle Physics Publishing and it's a partnership with CERN in Geneva. And it's an open access deal that includes more than 50 percent of the high energy physics publishing in the world. The deal has been running for three years and to date they have over 10,000 articles in this open access collection. It covers eight Journals, it started with 10, but two had pulled out. The value of the deal is it.....that it is the lowest known article processing charge.....average effective article processing charge.

Now I apologise for the very complex slide but what the slide is showing is that the SCOAP journals are coming in at just over a 1000 Euros per article on average as compared to other journals. So it just basically explains the fact that they have managed to negotiate the lowest charges. And how have they done that - is through collective bargaining. So effectively they've said: you will not have anybody publishing in your resources unless you have this deal with us. So they have effectively argued for a zero percent increase for the first three years. And then at 2 percent increase which would remain capped at 2 percent for the next three year. So you end up with a very low increase of 2 percent over six years as compared to the norms of say for example 4 percent which would take you to 22 percent after six years.

In phase 1, South Africa was asked to pay 5500 Euros in total which was split across the institutions that previously subscribed- - -

ADV. G. ALLY: [intervene] Sorry Mr. Truran; What does APC stands for?

MR. TRURAN: Article Processing Charge. In open access, the publisher still makes a lot of money. Instead of making their money out of selling subscriptions to libraries, they make their money by charging the Author who wants to publish in their journal an upfront fee; which is called an Article Processing Charge.

ADV. G. ALLY: Thank you.

MR. TRURAN: So because charges per country for this deal are based on the share of authorship; Phase 2 we have a problem because our Physics Researcher have been publishing a lot. So our share has increase from 5500 Euros to 26 nearly 27 000 Euros per annum for the next three years. And the problem is that we then had to pass that cost on to our members who were obviously not happy with that extra cost. But one must bear in mind that they avoided 78 000 Euros of cost by no longer having to subscribe to those journals in 2014 per annum. And If they were to pay the article process charge directly outside of a deal like SCOAP, the same amount of publishing could have attracted article processing charges of a 186 000 Euros.

So this will give you an idea of the scope of money that's involved. This diagram just shows that it's a different system where the researcher reads and writes and publishers happily.....and connects with publishers directly without being aware that there's a reduction in subscriptions to the libraries. That the libraries or the members of the consortium are collecting money in some way and paying that money on to SCOAP; who then pays the article processing charges to the publishers. And in the process, the whole world has access to those resources. This is just summarising the particular journals in which articles have been published in this deal. And this on the right shows you the number articles that South African Authors have been involved in –in those particular journals.

ADV. M. LEKOANE: Is this limited only to Physics?

MR. TRURAN: High Energy Particles Physics...ja.

ADV. M. LEKOANE: Mostly in that field.

MR. TRURAN: So it effectively has everything to do with the National Research Foundation agreement with CERN...what they call CERN SA. The problem is they are being funded without being aware of these article processing charges. So they haven't allocated any budget to cover this cost and this cost has been passed on to the University Libraries. So that's just the same diagram with the money thrown into the picture. If there are no questions I will move on.

There's been many attempts at revolts and I think this one was a 2011 revolt against this subscription method of accessing information. But I think perhaps.....this is another example, there is a website called 'The Cost of Knowledge' where over 16 000 researches have signed up to say that they refuse to have with anything to do with *Elsiphere*. And what the revolt is about is that public funds and private funds are utilised to finance researches to produce research, who then pass them on to publishers who publish them in journals; who then charge the same institutions money to read

that material through their own libraries at obscene profits. Now attempts to revolt against this, have led to the open access movement; which has had varied levels of success in bringing down the cost. In fact this very company *Elsisphere* that everybody loves to hate, when they first announced that they were going to participate in open access – their share price plummeted until their shareholders realised that: hold on we are on to the goose, the golden egg here and that we're now going to make more money out of open access than we ever did out of subscription publishing. So just in terms of that particular deal, the stand of cost of knowledge stand, there are for example only five researches at the University of Cape Town who signed up and refused to have anything to do with *Elsisphere*. The rest were probably forced to for ..... In terms of their academic careers.

I was at the conference in Europe recently where all the Consortia in the world get together and swap notes. And a large portion of it was dedicated to the open access movement. This slide just captures some of key comments that a number of them made. The whole thing of subscription publishing, they describe as the most amazing feat of surrender that has ever occurred.

MS. L. KHUMALO: Just...sorry. I wanted to check on the previous slide when you were talking about the cost of

MR. TRURAN: The slide....further back, the cost of...?

MS. L KHUMALO: Of Knowledge. Does Knowledge Management as a concept get included under the Library Institute or is it a separate one?

MR. TRURAN: Well I would say knowledge management is one subject that you would probably find in.....you might find that there are some journals that are specifically dedicated to Knowledge Management as a field as a discipline. But it doesn't directly apply to this.....ja.

[inaudible soft comments]

JUDGE J. HEHER: This is a sort of International blackmail is it?

MR. TRURAN: yes

JUDGE J. HEHER: I mean *Elsisphere* is company that's a 100 of years old. It's a very well-known publisher it has been for hundreds of years. Why is it, does it have a hold on monopoly that it's able to behave in this fashion?

MR. TRURAN: Yes, the thing is if you want to publish in those journals, you hand over your rights of ownership.....your intellectual property. So the problem with this model is that you can only.....and this is something that the procurement officers at the various institutions just cannot grasp. They want three quotes, you can only purchase that resource from one publisher, the owner. So they can put any price they like on it that they believe you are willing to pay and researchers are willing to pay whatever price they need to get their job done. So the problem is that there's not a balance of power in the negotiation. So the reason why we couldn't walk away from *Elsisphere* is because our institutions cannot cope without it and *Elsisphere* knows this.

MS. VAHED: But why we use *Elsisphere* as an example because they are such a prime example. The other publishing models are pretty much the same, you sell your rights to publish in those journals

and in turn it's sold back to the institution that you have written the article from and been funded to study through to publish in those journals. So you buy it back from them.

JUDGE J. HEHER: The alternative I suppose is to set up [indistinct] journals where they don't hold the rights.

MR. TRURAN: The problem there is that the funding is linked to recognised academic output. So whilst members are encouraged to.....that is what is called green open access. It's not without its problems, it still costs money to do that and it costs money to collate it and organise it in a form that is easily retrievable.

ADV. G. ALLY: So that's the conundrum that the NRF speak about, that to get funding for outputs in terms of publications, but you have only got a certain group that the publication as your Elsiphere..... and you are always bound into that because there is no other avenue out of it. And until and unless somebody else comes up with the same kind of concept. Like what you have with UCT, with SAFLII, which is an open access to law reports from a certain year that you don't need the hard copy anymore from a certain year.....unless you have that kind of thing, these monopolies will continue.

MR. TRURAN: I think you have summarised my second point there of the past dependency problem. The name of the game is to cite the most respected researchers and to be cited as a respected researcher. And the only way to do that is to go after the big brand journals

JUDGE J. HEHER: How would these five academics of University of Cape Town exist without the support of the journals publishing their articles?

MR. TRURAN: I would have to ask them, but they probably have found open access alternatives that suit their field or don't affect their funding.

JUDGE J. HEHER: I see. Thank you.

MR. TRURAN: So the move open access is not very easy at all and I don't want to dwell too long on it on these quotes I received from the conference. But I think Ralph Schimmer who's also involved in SCOAP3, made a very important point; He says that: there are two tricks to getting involved in open access. The one is getting in and the other is getting out. And what I would try and do is try to explain what he means is that most countries that have tried to move to open access have found that their subscription costs haven't declined, yet their article processing charge costs have dramatically increased. And that's the direct cost; it's excluding the processing charges one at a time through the institution's financial system.

So it really is a minefield and I think I'd go on record of saying that one has to find an open access solution. But how to get there is not clear and I think one of the most important quotes here is that it's a collective action problem, there needs to be a global response. And that Politicians have to start the open access policy before you can move forward. And they also stressed that....what the Netherlands have done with Elsiphere is they have said: they would be no extra money; we will give you the same amount of money we would have given you for subscriptions but we want to migrate to open access and we refuse to give you any more money in the process. So your nett income from us will remain the same.

JUDGE J. HEHER: Elsipher is a Dutch company isn't?

MR. TRURAN: Yes

JUDGE J. HEHER: and the Dutch government is at war with them?

MR. TRURAN: That's correct, yes. What was being stressed by the open access advocates is that they are going to run into trouble if the rest of the world doesn't join them. And the rest of the world is really not sure how to join them and not sure what the impact is going to be on each country. So I tried to look at this picture and last year..... SANLIC doesn't account for the entire library budgets. So I don't know what full library spend is. We know 30 .4 million Euros was spent through SANLIC in 2016. This slide was from the conference I mentioned where they estimate the entire publishing market to be a value of 7.6 billion Euros and to involve approximately 2 million articles per annum. And when you divide 2 million by that total fee, you come up with an article processing charge of 3 800 Euros. The advocates for open access believe that what should be able to push the article processing charge down to 2000 Euros per article. Remember I mentioned SCOAP where it is 1,100 Euros and you still should have some change after that. So that's where they are trying to get everybody to go. These two slides describe.....you can see how much is being spent on open access first with subscriptions at the moment. it's a drop in the ocean. It's almost like renewable energy against none renewable energy in South Africa.

So you can have massive annual increases and you will not get very far because you are starting from such a low base. I am just going to move on. So if South Africa spent 30 million Euros in 2016 and the total market is 7.6 billion Euros; it means that South Africa accounts for less than .4 percent of the market. The key question is, if we converted to open access, will we end up paying more or less than what we are currently paying on subscriptions. And at this point in time my answer is I am not sure, I don't know. I tried to then look at what is our scholarly output and thanks to SCOAP, one of the Elsiphere products. We were able to get some figures on the world output and it just didn't fit on the same graph because of the scale. So this line with dots on it shows the world output of scholarly material per item of output. And the bars on the right scale represent what percentage of that output came from South Africa. So in 2001 it was .35 percent and in 2015 it's .69 percent.

If you take those figures and you say: what if we had an article processing charge of 2000 Euros each, how much would that cost us? The estimate is roughly 27 million Euros which is less than what we currently pay. But I must caution that this is an estimate and I can't verify all these figures; so I would not get excited. So this is the same information but with a bit more detail on South Africa and Africa.... in this case I come up with an estimate of 38 million Euros which is also less than the subscription amount.

ADV. M. LEKOANE: So are the other African countries using more of the open access platform or it's still subscription?

MR. TRURAN: No this is the total publications, open and non-open.

ADV. M. LEKOANE: Oh I see

MR. TRURAN: So what this graph is showing you is that the blue bars....the dark blue bars are South Africa and light blue are Africa. So you can see that South Africa produces a large proportion of



Africa's scholarly output. But the percentages are just showing you that the rest of Africa is catching up to South Africa. You know I think that's what.....the fact that these two lines are separating just shows you that the rest of Africa is starting to publish more. I cannot explain why there's a dip 2015, but there's was a dip in the overall publishing in 2015 for some reason.

The brief that I received from this Commission also asked me to comment on the centrally funded National Site Licensing Initiative. I do this with a little bit of discomfort because all our engagements with the committee.....they've asked us to do everything under silence or confidentiality in that we are not supposed to divulge what has been discussed and that the report has gone to the Department of Higher Education and Training and also to the Department of Science and Technology. And once they are ready, they will start a stakeholder engagement process, but they have already approved the recommendations of the report. So it's....I am in a difficult situation and I am not entirely sure to what level I can divulge what is in there.

But I can essentially explain the concept behind it. The essential idea was to address weaknesses in the current system. And the weaknesses that were identified was a lack of access to resources and to make sure that the playing field is levelled for all researches. So they wanted better access to resources, they believed that the system needed tweaking because they felt that SANLIC was not able to negotiate a good price. At that stage, no one had access to that information that indicated that we were only paying 19 percent of the market value. And they had expressed some concerns with the governance model of SANLIC although I never could quite understand what exactly the issue was. I think they were worried that our governance, our board is made up of Librarians and not Lawyers and financial people and things like that.

So the key idea was that the Department of Higher Education and Training and the Department of Science and Technology would top slice money; from the money that they would pass on to institutions, and they would use that money to buy resources centrally and to negotiate national deals. So in other words, negotiate that certain resources are purchased on behalf of the entire country and not on behalf of an opt-in system at the moment; which is what the system SANLIC is using. So those are key differences between the two.

MS. L KHUMALO: Sorry just to.....I don't know if you can be assisted by the evidence leaders on what information are we supposed to get from the expert in this regard on this slide.

ADV. M. LEKOANE: Sorry Commissioner I'm not with you. Do repeat that

MS. L KHUMALO: The expert was saying that he was asked by the Commission to provide this information but he is treading carefully because of the nature of the confidentiality attached to it. So I wanted to just check if there is any significance particularly

ADV. K. PILLAY: It's purely to explain that there is a National Initiative in place that would impact on reducing library costs possibly at institutional level, but they would just see a top slicing of the budget by the DHET. So there is the idea of the National Site Licence and there's also an idea of a National Digital Library - both of which are being done together by DST and DHET.

MS. L KHUMALO: Okay so the impact of cost particularly.

ADV. K. PILLAY: Yes we are primarily looking at institutional costs and this, so we're looking at how the costs of libraries will impact libraries.

MS. L KHUMALO: Okay, thanks Chair.

MR. TRURAN: Yes so I think perhaps the overriding comment I would make is that because our members are so financially stressed. I think that they would welcome any central funding relief and any central funding initiative. However in terms of what we have so far seen of this arrangement, we are not clear that it is going to change much. The only way I can also shed some light on this is that whilst negotiating with *Spring A Nature*; I am able to show you that currently they are proposing that if everybody opted in, who they think would opt in; which obviously is not the entire country and not the entire SANLIC membership either, but almost the entire SANLIC membership. They would want to charge just over 5 million Euros in 2017. If there was a national deal and that same set of resources were then be made to everybody in the entire country. So in other words, they opened it up to all TVETs, all house wives, all municipal libraries, everybody; they would charge 6.6 million Euros which is 29 percent more than what they would currently get.

I think the question is....it's unclear to what degree Institutions outside of those 29 institutions would make use of those resources in their deliberations. So I tried to paint some future scenarios saying that if business continues as usual without any intervention, it is likely to lead to a decline in the collections which will obviously lead to a decline in teaching and learning and research. If there was greater coordination and leadership in some format, there would be ways of reducing that decline, and slowing down that decline and there for example I am thinking of moving to some sort of open access model. If there was greater co-ordination and leadership plus appropriate funding then you would have optimised outcomes. In terms of the centrally funded National Licensing Model as it was presented to us. At this point in time it is unclear and we do have our reservations because we weren't sure that the arguments being used would necessary lead to any significant changes except if there was a huge injection of additional money to open up certain licenses to the entire country.

MS. L KHUMALO: Sorry if that is to be implemented, is there a requirement for a change in legislation or any policy shift.

MR. TRURAN: I can't answer that purely because I don't know. But what I can answer is that if you do want national licenses, you would have to pay more for them.

MS. L KHUMALO: What's the current policy framework or legislation?

MS. VAHED: I am not sure that it changes legislation, but it certainly changes the autonomy of an institution. In that the proposal for National licensing coming out the business proposal that has been made is that they would decide on a number of centrally funded licenses; and the number currently is about 20 odd licenses. So they would say that those are centrally funded and the money would be coming from somewhere, no new money. So it's definitely going to come out of the current pot that is funding higher education libraries. Meaning that all the institutions are now forced to use those 20 odd resources, so an institution like UKZN whose decided we're rationalizing, we want to get rid of Science Direct because we find those more important, would now we forced to cancel something else because DHET is saying these are the resources that are being funded.

So we are not sure that it is a very good business model going forward. Lastly because we at SANLIC offer institutions an opt-in, opt-out possibility; the institution decides what's more important for its user base.

MS. L KHUMALO: So this is tantamount to fee regulation of some sort with regards to this.....to a certain extent [laughing] Okay thanks. You can proceed.

MR. TRURAN: I think one of the reasons why it was also unclear to me is that in the discussions it was difficult to understand what the Public Finance Management Act allows in terms of funding. And this was something that the Department of Higher Education and Training did not want to manage internally. At the time there were difficulties of deciding on what mechanisms fitted into the Act, that enabled them to pass that funding on to a body to manage this for them. So I have spent some time talking about the open access flip model, where you eventually reduce your subscriptions and convert them all to open access. I think that does need to be explored further because it's the only positive way forward to break..... The current model has problems with it - It's just... it's unclear whether open access, as it currently stands is going to solve the problem is intended to solve.

MS. L KHUMALO: But I don't know I heard in the presentation, but it wasn't coming out clearly. In the South African context, if we are to avoid those fees that are paid to the publishers. What would be ideal, has any thought been given to that?

MR. TRURAN: Well if you refuse to pay articles processing charges. Then you are unable to publish. So you are unable to do research.

MS. L KHUMALO: I am saying what could be a possible solution to that?

MR. TRURAN: I think that the solution resides in national and international coordination of how you move away from a subscription model to an open access model.

MS. L KHUMALO: Okay, I was just trying to find out if there is any Committee that's sitting look into that and resolve it now going forward, so that we could have a time frame of some sort of how it can be resolved?

MS. VAHED: In order to benefit optimally from open access, it's going to take a global change not just a national change. I certainly think the works need to be done over the next few years, but it's not going to be a short term solution for South Africa. The solution in South Africa currently is for institutions to fund both subscriptions and open access to cover those APC's. Most institutions are covering the APC's for the Writers in those institutions. But in some cases, researchers are looking for outside funding to cover it. So I certainly think in the new funding formula, funding has to be sources for both traditional subscription based research publications as well as covering APC's.

MS. L KHUMALO: But is there any membership or some association where maybe South Africa is part of an international lobby group where they saying that's the kind of stuff.

MS. VAHED: Many institutions are signing into the Berlin open access pledge - it's an online pledge that you take. Libraries are doing it and certainly high education and the research Councils are doing this more and more. It has no association as such, it's by free will. And on a small basis, libraries themselves and the research offices at institutions are talking researchers into making the move.

Some institutions are having better footprint with it than others, certainly the smaller institutions are battling with it. But what we have to remember is there's still cost involved and the costs are still high. So it's not going to significantly impact the library budget whether its library budget or the research office budget, it really doesn't matter. It's the institutional cost for doing this and there's just no overnight solution. So our warning is that although we talking open access because we certainly think that the panel would have heard of open access and think that open access is going to save costs. But in the short term in South Africa it's not, there are costs involved. Because the way I put it is that the Writer who's writing is not being philanthropic at the moment. Writing is a business, people write because they want to make money in some sort of fashion. You write a book because you want the royalty fees.

MS. L KHUMALO: You don't push passion any more.

MS. VAHED: It's never been passion it's always about been about making money.

MS. L KHUMALO: [laughing] okay, thank you.

MR. TRURAN: May I just answer your question a little bit more. Unfortunately I do not know enough about the open access community or advocates in South Africa, save to say that I know that the National Research Foundation has a strong focus on open access. But my attempts to engage with them have not yet been successful. I am also aware that the Academy of South Africa or ASAF, is engaged to some extent in open access promotion. I am also aware that there is large five day open access conference for South Africa being held at the University Cape Town in the beginning of December. But I am not aware of any central coordination and I suspect there won't be much happening until it gets to a political level.

MS. L KHUMALO: Yes I know, I heard people trying to get a lot of space on broadcasting setups; saying it's a better way to market your book than to go through the normal publishers because you pay a lot and end up with minimal.

MR. TRURAN: There are also people who think they're going the open access route and pay some body an article processing charge only to find that it's a scam; and that their material is not published where they think it's published.

MS. VAHED: In our world we talking about what we call 'Predatory Publishers'. So what's happening is that publishers who aren't funded by means of payback through your resourced publications.....researched peer reviewed publications, are taking publications off the net. Someone will see that you've done a PHD and it's on an institution's repository; convince you into publishing that in a book and in the mean-time they are not a recognised publisher. They're still charging you for it, but there's no footprint from it for you as a researcher. And again you sell your rights to them. And often a lot of plagiarism is involved; we've recently seen a case at our institution where one of our researcher's found word for word, title, resources everything, nothing has changed. A Predatory Publisher has taken something he has published in open access and published it in Turkey for a researcher there. It's very dangerous still

MS. L KHUMALO: No thanks for that. You can proceed

MR. TRURAN: Another problem with open access is....as it was described at this conference is that the information is out there in the open but it's not organised in a searchable format that is usable for researchers. It therefore requires other resources to convert into a workable, researchable, minable resource. And I think the other thing that perhaps we didn't emphasize strongly enough is even in the open access model and in the subscription model, when you submit a paper for review, there is a review committee that does work, there are peer reviewers that are recognised, and hence that's why brand names are important because it speaks to the rigour to which your research is being exposed before being published. So I have tried to cover some scenarios there. I was also asked to speak on the online library but I am afraid I am not qualified to speak on that because I don't know much about it at all. This is my concluding slide

ADV M. LEKOANE: Just before you conclude. I see on the second slide if I may take you back. You say you've got two Universities in neighbouring countries.

MR. TRURAN: Yes

ADV M. LEKOANE: Are you finding that they're experiencing the same pressures that our institutions are experiencing?

MR. TRURAN: We have surprisingly little contact with them and feedback from them. So I just don't know I'm afraid, I can't answer that. I have not been aware of a change in their subscriptions....I haven't been aware of any cancellations that they have done in the last two years.

ADV M. LEKOANE: Ok that's fine you can move on to your conclusion.

MR. TRURAN: In conclusion, I hope I've explained the scope, and the value, and the quality that our library collections have and how this has improved dramatically though an opt-in consortium model.. I would like to.....I tried to write down while I was listening to the Minister Pravin Gordhan give his speech yesterday. And He said: "at the heart of the matter is the fact that access to Higher Education has increased faster than funding", and I think that's the bottom line. Funding access to high quality scholarly electronic information is a core competency for higher education, without it.....it doesn't function. And the current funding levels are not keeping pace with electronic resource information inflation. Failure to address this funding gap will result in a decline in research and teaching quality output. And in terms of looking at alternative models, my view is that more evidence and more money is needed before decisions are made about either the centrally funded licensing model and about open access policies and strategies. And with that I thank you for listening.

JUDGE J. HEHER: Thank you.

ADV. M. LEKOANE: Okay Chair, no questions from me.

JUDGE J. HEHER: Well thank you. You have disabused my mind at the thought that a Librarian is a person who puts books back on shelves. Thank you for the trouble you have taken and the detail that you've given us.

MR. TRURAN: Thank you very much.

JUDGE J. HEHER: We will take the lunch adjournment.

### **Presentation -3**

JUDGE J. HEHER: Who's the Evidence Leader responsible for this?

ADV T. MABUDA: Thank you, Chair

JUDGE J. HEHER: Thank you very much Mr. Mabuda

ADV T. MABUDA: Chair the next presenters is the Committee of Higher Education Libraries of South Africa.

JUDGE J. HEHER: Okay

ADV T. MABUDA: I will ask the presenters to place their names on record.

MS. WEBSTER: Good Afternoon. My name is Lucille Webster. I'm the current Chair of CHELSA- the Committee of Higher Education Libraries of South Africa. My colleague next to me is Dr. Matthew Moyo and he is also a member of the Executive of this Committee.

JUDGE J. HEHER: Thank you to both of you. Ms. Webster do you have any objection to taking the oath?

MS. WEBSTER: No

JUDGE J. HEHER: Do you swear that the evidence that you are about give is the truth, the whole truth and nothing but the truth. If you, do raise your right hand and say so help me God.

MS. WEBSTER: So help me God.

JUDGE J. HEHER: Mr. Moyo.....Dr. Moyo are you also going to give evidence?

DR. MOYO: Yes

JUDGE J. HEHER: Do you swear that the evidence you will give will be the truth, the whole truth and nothing but the truth. Do raise your and say so help me God.

DR. MOYO: So help me God.

JUDGE J. HEHER: Thank you very much.

ADV T. MABUDA: Chair the Committee of Higher Education Libraries of South Africa has prepared a presentation.

JUDGE J. HEHER: Yes thank you.

ADV T. MABUDA: You can proceed with your presentation and you will get questions from the Evidence Leaders and the Commissioners as and when they arise.

MS. WEBSTER: Thank you.

ADV T. MABUDA: You can proceed, thank you.

MS. WEBSTER: Thank you for the opportunity. This is just a short outline of my presentation. I would like to just announce from the get go that you've seen us here in the earlier presentation. We are also SANLIC members. I am a Director of library services at the Durban University of Technology and Dr. Moyo is from the University of North West. He is the Library Director there. So we are members of SANLIC as well members of CHELSA.

JUDGE J. HEHER: Did you hear the whole of the previous presentation?

MS. WEBSTER: Yes. I thought a little background information will suffice - just to tell you when we were established in 2004. Prior to that, there were two bodies representing Directors of Higher Education Libraries. The one was for University Librarians called Committee of University Librarians and the other one was for Technikon Librarians and then in 2004 it merged, and CHELSA emerged as a result of that. The establishment of CHELSA was driven by the restructuring of the HE sector as you know it.....prior to that; afterwards the Technikons became Universities of Technology. So we represent all the public universities. We have recently had the new universities join us from Mpumalanga and University of.....the Medical School?

ADV T. MABUDA: Sefako Makgatho?

MS. WEBSTER: Ya...And just to note that we are a voluntary membership and we are a community of practice under [indistinct]. That's our vision and mission....this is available on our website. Really it's just background information and just to show what we've been doing since 2004. We have looked at quality assurance, announcing research, visibility, shared statistical database, memorandum of understanding. When Your Honour was speaking earlier about how do you..... if an institution doesn't have access to particular resource, how do get hold of it - at that time I wanted to say yes we make of inter library loans.

And of course these service providers are very much aware that this is what we do; so they really try and tie us up with licensing agreements etc; which my colleagues alluded to a little bit earlier. So the academic library.....historically we are called the heart of the university as you would know. It has to a welcoming space, it has to be a repository of scholarship. We preserve knowledge and we make sure that we even digitise information besides providing access to online forms of information. I would say the last decade has seen a complete change in terms of academic libraries. We are now more than just a repository of books. It is a.....we now need to provide different kinds of spaces.

I must say I have plus minus 30 years of Library experience and with the advent of online resources, and when Google came on every one said: well Libraries, that's the end of you - we never have to set foot within the library; we can get anything from anywhere. And we were aware of that opinion ourselves, but you know to our consternation, things actually changed. There were more feet through the door, more students coming but also the millennial students more demanding. So we have different kinds of areas in our libraries. And as we call it the social spaces, these days besides we don't have just quiet spaces in our libraries. We have designated quiet zones in the library but the rest of the library can be noisy cause apparently that's how people like to work especially the younger generation. We have areas where they are allowed to talk on their phones and do all of these; and then we have very designated quiet zones where you can hear a pen drop.

Of course also opening hours, many of our libraries now have to have opening hours that's 24 /7, as in the library is open the whole night. Not everybody is able to do that cause there is a cost implication but certainly our collections can be accessed 24/7 from wherever, anywhere. This is just a broad structure to just show you what it is that goes into the library. I don't know if you can see the writing there, but basically it's about our mandate, it's about our repositories, it's about how we interact within the system. The library is not a standalone system within the university - everything runs through the academic library. And I think you heard this morning just one aspect of the financial burdens that's carried by the libraries.

So I thought I would put some pictures from some of my colleagues of the universities how we have transformed our spaces; what our students now demand. As I said group areas to just sit and talk, to relax, to have coffee within the library. There's not a single library in South Africa that doesn't have this kind of a scenario, where students sit up to 200, 300 at a time with computers in our libraries...our computer labs. We have research corners which are only for the Masters and PHD students against its a totally discreet place and is access controlled so if you are not an M-student, you will not be able to go into that space.

JUDGE J. HEHER: Why don't research students like noise?

MS. WEBSTER: Exactly. These are just...just to show you the setups we have. This is for the collaborative study group talks, and these kind of tables here really is about.....I mean every student looks at you strangely if you are not able to provide them with plug point. So these days, we have to have desks that come equipped with plug points for just about everything. And so these are very much in demand, and at most universities what we do is we actually set a time limit and say: you sit there for a hour and then you must move so the next person can come and charge their device whatever it is.

JUDGE J. HEHER: Do you have stacks anymore?

MS. WEBSTER: We do have....we do have. I must say we had a visiting professor at our University and he was quite shocked when he walked into my library and he said he's so used to some of the libraries in America that have no stacks. Their stacks are kept off campus rather than in the library, the library is just predominantly.....it's a space where you can study, and where you work, and when you want to have access to anything in the collection, it's off campus, it's mechanised and they will get it to you and tell you it's now available. I can see us going that route already because we just running out of space.

ADV T. MABUDA: Ms. Webster.

MS. WEBSTER: Yes

ADV T. MABUDA: Sorry If you don't mind, would you please just explain what a 'stack' is?

MS. WEBSTER: Okay. It's shelves. It's the shelves of books that we have. They call it stack areas.

JUDGE J HEHER: Sorry Mr. Mabuda

MS L. KHUMALO: It's the digital era [laughing]



[mixed voices] [laughing]

JUDGE J. HEHER: When the library [indistinct] does away with its stacks, then we can all go up.

[laughing]

MS. WEBSTER: Well and especially in the light of.....I think you know that we at the University of Kwazulu-Natal our law library.....a lot section of it was burnt down. I can tell you that we've all been living on tenterhooks and really just staff are.....we can't wait for this crisis to get over because some of those things are totally irreplaceable, totally. And of course you still have people like myself.....anyone that's 50 and over, we prefer the physical version than the online version.

JUDGE J. HEHER: We must have tea.

[laughing]

MS L. KHUMALO: You remove dust first [laughing]

MS. WEBSTER: So as I said earlier the library is integral into the academic endeavour, and for us it is about meeting the students where they are – and this is in terms of us bridging that digital divide. Not every student that comes to our University is digitally savvy, and even if they are, they don't necessarily understand how to use a printed book. In my past life, I was an engineering librarian and that was about 15 years ago. I can tell you that even then, students did not understand what is an Index and how it can help them to find information. And so when you stand there with a physical book and say: go to the back, you see that this is alphabetised, can you see the number, you can go there and it's like a light goes on. Remember a lot of our students come from environments where there are no school libraries.

It's now 2016 and the Minister of Basic Education recently released her minimum norms and standards for schools infrastructure. And it still speaks about a box of books in a classroom where there's no libraries available. In this day in age, we are still saying so if the school doesn't have a library, we will give you a box of books up to 25 books per classroom and that is your library. And It just boggles the mind how that student who then matriculates at that school comes to University and we have to start from scratch and explain to them what a library is all about. Any case, I am getting a little bit passionate about that there.

We still teach them the correct use of information.....knowledge of information resources and the ethical use of information, that Yes some of us may come, the old educational system really was about memorisation skills. You could memorise and regurgitate this back to your teacher. Now suddenly this....this turnaround, they come to University and they are told you can't because there's plagiarism and that's....and terrain is being managed by the Librarians rather than Academics. Yes they do....the hand holding comes from the librarians. So we teach them how to reference and these days as you know everything is automated, so even your references are using online systems like end-note. We explain to them when is plagiarism and what you should do.

So all of this, is embedded within the academic curriculum. So it's main-streamed with twin curriculum in that there are set time tables when they have a lecture by the librarian and in most cases it is the team teaching of information they receive by the lecturer as well the librarian. So the

constrains and challenges are everywhere else.....yes we do have constrains especially in the present climate that we are living in. A survey was done by the National Council of Library and Information Services in 2010 and it predicted that we will have insufficient graduates to fill posts in the library sector and that is so true. It's beginning to pan out right now, coupled with that the impact of baby boomers retiring, it started five, six years ago and it's gonna continue for another 10 years. We can see the exit of skills within the system and then organisations like SANLIC and CHELSA are working on mentoring, workshops, staff development, continuing professional development etc.

JUDGE J. HEHER: Can I just ask you about the insufficiency of graduates. Is it not a fashion to take Library Science?

MS. WEBSTER: That's exactly that [laughing]. Unfortunately we don't, we're not a sexy profession as in now. It's very difficult to get graduates to come into library science. I think they think it's a very boring subject. I must say though, the last five years or more and I would like to ask that Dr. Moyo also come on board and speak a little bit more to this, that the fact we have become so mechanised, in terms of our structures being digital and having to develop institutional repositories and the whole open access movements and all this. This is driven by the libraries at higher education institutions. So what we've had is people coming in from IT liking what they see and then getting another qualification. So invariably you will find when someone manages research data management within the library or the digital repository, that person will have a double qualification. So they would have started off with IT and then moved on to Library Science. I will ask Dr. Moyo to also.....

DR. MOYO: Thank you, Matthew Moyo again. I think you have summed it right, there's a shift in terms of the trend. We see more and more graduates from other fields getting into the library sector to occupy especially new positions; which are as a result of developments especially in IT. You have already mentioned Repository Managers, Scholar Communication Managers working on open access and quite a number of them are coming on board. In the past like she said earlier, the profession was not a first choice for anybody. It would be maybe third on somebody's application, if they don't qualify in the first two then they would find themselves doing Library Science.

MS. WEBSTER: Thank you, just to say that we also find that.....because of this, the whole advent] of big data and I think you know big data is the big thing, how else should I explain that. But because of big data within commercial companies, and mining that information, and making sense of that information. People that have been in the library field who are more skilled in terms of cataloguing, classification with the information and have gained IT skills and managing that information. They are now been sort of stolen away from the academic sector and they go to the Nedbanks, or huge, bigger commercial companies where they are paid better. So this is partnered with the exodus of the baby-boomers from the system and then you have the poaching of the staff going to commercially available.....I mean better paying opportunities.

So this really touches with what the presentation was about this morning. As you know, they spoke about the online databases – that is what SANLIC manages, but that's one aspect of it. We also have physical books within the library which is still core; which is still needed because and I think further another slide will talk to it that there is no ways that publishers - we all refer to them as predatory, greedy, hungry people that they would ever let go of their cash cow, and the textbook is their cash cow. So that is never.....not never but it's unlikely to become E-book or an open access book because

this is where they really hold us on, and so we have to provide students with these books because it's prescribed that they have to get.....so that continues. We don't just as Librarians decide what to buy. It's liaison on between the academics and the librarians on what should be bought, how many copies in what formats etc.

JUDGE J. HEHER: Each University has a Library Committee, does it?

MS. WEBSTER: Yes and library Committee is the Sub Committee of Senate - so we are answerable to Senate then. So the cost of journals and databases have crowded out the purchasing of traditional prescribed and recommended books. Myself from my library alone, I've have - - I came back in ...well left in December 2015 knowing that I had R15 million that was set aside for journals and databases. I came back in January 2016 and that's when the rand did that, and suddenly I was R2 million out of budget. I had to cancel; I had no choice you know, so that's the reality. I put a cost of E-books there in red because.....yes it started out as almost a cheaper version for us and it was easier to provide access.....so as librarians we jumped onto the bandwagon because imagine if you have five titles, five books the same title and you have 500 students. Obviously they will have to take time everyone to be able use that particular book, but if it's an E-book it's available via this license to all 26000 students simultaneously at the University - that's the beauty about technology

So once they have us hooked then the price went up. All kinds of copy writing restrictions have come in and I think I'm going ask Dr. Moyo to talk more about the fact that the use of E-books and online resources actually differ from institution to institutions. The urban, the inner city universities have amazing bandwidth and they are able to flood the campuses with WI-FI, but the more rural universities struggle. And then even in that, the student will prefer the physical book than to an online version....but let me let him continue.

DR. MOYO: Okay, I think Lucille has already mentioned that in most schools particularly those in the rural areas, they do not have physical libraries or running libraries. And as such their books are still found in boxes. So students graduating or learners graduating from such schools normally because of their low points, are accepted in mostly outlying rural Universities - your University of Zululand, Fort Hare, Mafikeng Campus of the North West. So for such students to shift to online resources, that would be a very big challenge. So in most cases, they would prefer to have print copies and as such we have actually taken a stance that we would for quite some time maintain our print collections. I understand most Universities in major urban centres have taken a stance to say we are 60 percent E and 40 percent Stacks or print books. But in our case from rural based Universities, I think it would be the opposite 60 print and possibly 40 percent E.

MS. WEBSTER: And to add to that, I am from a University that's spread on two major centres. So four our campuses are in Durban and two of our campuses are in Pietermaritzburg. And I can tell you it's only about four years now that we've been able to have equitable band with opportunities in the Pietermaritzburg campus. Even though it is about a 100 kilometres away from urban Durban and even somehow the setup for connectivity and bandwidth was not as good in Pietermaritzburg. So it compromised the downloading of the books and the downloading of whatever. And the University really had to invest itself to make sure that infrastructure was in place there because the city of Pietermaritzburg didn't have the funds to do that. So that is the reality that we still face even in 2016.

ADV T. MABUDA: Ms. Webster, before you proceed in terms of library infrastructure is this not provided for in the Infrastructure Development grant?

MS. WEBSTER: We have to compete, but yes it is in there. But how do you weigh up.....again I am gonna use my University as an example for years I think we became quite notorious DUT for the strikes. We always had strikes thank God we are quiet compared to the Wits and other people now. But because the bulk of our students come from outlying areas, I mean the top students will go to the top six Universities and then the rest will come to us. And when they come from the outlying areas then they don't have places to stay. So we have to provide additional hostels, so in 2016 at my University we are just about to complete the 800 bed hostel on the one campus and 500 bed hostel on a Maritzburg campus. That's just my University if you talk to all other library Directors they will tell you. In a big scheme of things we have to compete and the University has to decide where's the greater need. Most of the time, the greater need is outside of the library because the first bit is have a lecture hall, have a lecture theatre. Ok everybody can sit and attend lecture theatre. Okay the library is fine, you have some WI-FI, you have this, but I think we are not high on the agenda as the libraries, and further in my slide I will tell you that there is not even a formula about how much should be given to library at this stage. But yes, does that answer your question?

ADV T. MABUDA: Yes it does, thank you.

MS. WEBSTER: So as I said ICT has become ubiquitous within our....especially in the urban inner city or in what we call the big six. Should I tell who the big six are? You know, so it's Wits, Rhodes, UP, UCT, Stellenbosch. Did I cover?

MS. L KHUMALO: You are missing one.

MS. WEBSTER: UKZN how can I forget [laughing]

JUDGE J. HEHER: And UJ I imagine?

MS. WEBSTER: No not yet, but in size wise they are massive. I spoke to the Director the other day and I don't think she would mind if I tell you this. Her budget for 2016 for information resources was a R100 million because they have massive campuses. They have.....is it 50,000 students? Yes something like that. I know UJ is not .....I think it's in terms of research capacity and all of that.

MS. L KHUMALO: That amount is it including the infrastructure.

MS. WEBSTER: No R100 million is just to pay for databases, channels - - -

MS. L KHUMALO: [intervene] Is it not because of the burning down?

MS. WEBSTER: No, not at all. I am a DUT and my budget is R15 million and we only have 27000 students. I used to work at UKZN, I can tell you. I know UKZN budget was 50,000 about three years ago. So that R100 million is just for the databases etc. And I think Mr. Truran spoke to you about the SCOAP3 costs.....that's carried by the library you see

MS. L. KHUMALO: [intervene] SCOAP3.

MS. WEBSTER: I don't like to repeat myself in terms of that. So let's talk about the cost. So over and above paying for the information resources, we also have to have library systems and discovery tools. We have to make sure that we have connectivity. Every library must have WI-FI capability to enable students to use and access databases. We all know about the "Data must Fall" story. I mean we really pay a lot and our students cannot be compromised if they if they have to use private data - and that is why we make sure that all our libraries and that's a cost in terms of the library. We have to.....we provide laptops especially at the more rural libraries and including my University; Durban University of Technology. We buy laptops and we issue it to a student like a book so that they can do the assignment because they don't have access to a private computer at home or whatever. So we have to keep on replacing these laptops. We have things like IPADs and Tablets available for people to do researches.

MS. L KHUMALO: Sorry Ms. Webster; allocation of funds like the example you just made is on the environment, is it based on the numbers?

MS. WEBSTER: Not to the library. What happen is the University gets funding from DHET and then they provide it up but there is no set formula about okay you are now getting this because you have X amount of students. It's a.....in most cases it's really.....it's almost dependent on how library savvy your DVC is. If you got a DVC we report to the DVC. If you get a DVC who understands information resources - - -

ADV. G. ALLY [intervene]: Deputy Vice Chancellor I understand

MS. WEBSTER: The Deputy Vice Chancellor. If they understand that, then they would be more supportive and.....unfortunately it's a big statement to make. Not all of them do understand that - I think Mr. Truran did say that earlier as well. There's not a general understanding of the cost and what the library burden is. And the library is often just seen as cost centre because we don't produce a profit, you know. Dr. Moyo wants to come on....You want to...?

DR. MOYO: No, no.

MS. WEBSTER: Okay and so we are.....and because of that, it's almost as if we are a liability. It's a hard thing to say, but that's just a reality.

MS. L KHUMALO: If I just conceptualise this. Is it that....maybe it has not been defined in rands and cents what an output of a working library or a well-serviced is?

MS. WEBSTER: It has, if you look at the.....I think my slide will come to that. Let me see if I have the next one I will come back to that. The green paper on post-school, that one spoke about the 6 percent. I am trying to see which slide did I have it on. No I'm going to have to go back. It speaks about six percent of the University total income should come to the library. We didn't grab that figure out of thin air - that is the benchmark internationally, in South Africa it's not a benchmark. People speak about it, but it doesn't happen. Libraries can get anything from 1 percent of the total to 6 most probably of the total income, but there's no set formula. That is something the CHELSA has asked for already as I said. Even when we commented on the National Development Plan when we spoke about on the green paper - those were our recommendations. I just want to go.....I think it's there. So we're saying about our fund, there is no prescribed formula. At your percentage budget allocation will differ from University to University as I have already said. You will be able to see it - - -

ADV. K. PILLAY: Ms. Webster I am sorry to interrupt you, but if I can just take you two steps back to the benchmark that you have given us of six percent. You have mentioned that it's six percent, is that of the total of the University which is including the allocation of the subsidy and the tuition fee and third stream?

MS. WEBSTER: I believe so. This presentation was.....we asked for input from all our Library Directors from the system and the item in red was put by one my colleague. She felt strongly that we wouldn't be even happy with three percent because if you do your calculation then you see that there's just not enough money coming in terms of the libraries.

ADV T. MABUDA: So in terms of donations, does it make any significant impact in terms of the resources of the libraries?

MS. WEBSTER: Ya we do. For instance UCT I know had an ABSA funded research comments. At DUT we also have a section in the library that was funded....that means it was built by them everything, by the ML Sultan Fund Foundation. And so they equipped us with that so at the academic libraries we try and source private funding. We apply for grants like the Bill Gates and the Bill and Miranda Gates grant was won by the National library, the previous State Library. They got it two or three years ago couple of million and it was.....you know. And then it's all.....most of the grants that are..... that can really capacitate us unfortunately is....it's about the greater good, it's about the bigger community and not just the small University community. So that sort of prevents us from applying even if we apply we necessarily get it.

Because unfortunately our Universities are setup such that we have to almost be selfish and just look out for our own students because if we just open up the doors we would be flooded by the UNISAs, the Damelins and all long distance education students come to our libraries. Therefore.....It's not a good thing to do, but we have to restrict access then. That's part of the problem. My colleague already spoke to you about the exorbitant costs in Science, Technical and Medical journals, I don't need to repeat that point. Well he also spoke about the VAT; and it really hit libraries hard, and again in taking things personally from my library alone, I had to pay, of the 15 million, 1 million went out just to pay the VAT, just to pay the VAT and give it SARS nothing else. And we felt we should have been exempted from that.

The exchange rate, I think Mr. Truran did an excellent presentation to you, to explain to you how hard that can hit us. We really are totally at the mercy of the weak rand even if there is no annual cost increase by the service provider; the fact that the rand performs so poorly, compromises us and we are forced to then cancel cutting edge journals that our students should be able to access. The library traditionally drives a new chance within the Universities. So when open Thesis and Dissertations came into being, it was being driven by the library. Yes we were partly funded by the NRF, but the staffing making sure that the system run fluently; making sure that everyone can see what the output is - is done being done by the library and nobody else. So we have reflected the scholarly communication of the institution.

We are also joined at the hip in terms of running explorations because again, it is the subject librarian who meets the first year student who comes to the University and explains to them: You want to find out a book - this is what you do; You want to see what notes your Lecturer put for you - this is where you go. So that hand holding happens in the library. *Orgmetrics* - as we said, that is our

system in terms of every academic aspires to a rated researcher and have their research published in world class journals and they want to see what their ratings are. So again it falls on the library staff to teach them how to do this and how it works in terms of using.....is it Web of Science?

DR. MOYO: Yes

MS. WEBSTER: SCOAPs, those are....I think Web of Science is from Thomson and Reuters so we pay in dollars for that. The SCOAPs, using those tools, so yes there's Google Scholar that can work something out for you, but at the end of the day those are the definitive tools that institutions need and that is why we subscribe to those expensive databases.

MS. L KHUMALO: If you go back to maybe three slides back, 1, 2 no go back again. There was "funding should be regulated and allocated and annual". You see that last recommendation?

MS. WEBSTER: Yes, yes.

MS. L KHUMALO: Regulated, I even asked the previous presenters about this. What kind of regulation do you require from this? Is it from Varsity or from the Department itself?

MS. WEBSTER: Yes, Dr. Moyo and I say it's from the Department - we think.

MS. L KHUMALO: So the money for libraries should come earmarked for libraries with an allocation.

MS. WEBSTER: Yes, that's what we think.

MS. L KHUMALO: That's what you are hoping for.

MS. WEBSTER: Yes

MS. L KHUMALO: Okay have guys started maybe lobbying for this?

MS. WEBSTER: We are working on it as CHELSA our body. We speak about it at our individual Universities. Unfortunately this is a situation in South Africa, not everybody is okay with it. When I'm saying everybody, all the Library Directors because some feel that if we call for the 6 percent, they enjoy more than 6 percent. And I will tell you, the likes of Stellenbosch and UCT, they say: no, no we don't want to join you in calling for a minimum of six percent. It will disadvantage us. They will not tell us.....we are not in total an agreement with it but we are just say that, to bring all yes you must have a your [indistinct] Universities in every country, but we also want to bring the others on par. And if that's not going to happen, I think ultimately the South African community suffers, we need to do that so it is something that we as the CHELSA body is lobbying for and I'm hoping that it will.....

MS. L KHUMALO: How possible that you exhaust all local remedies before you....you know like a child crying to a parent. Has that not worked especially because there's a new management there, maybe that could work you know.

MS. WEBSTER: Yes definitely now that I have new management and I am definitely taking it back there. Yes, we.....I can tell you that the letters that we write, the presentations at Senate. But at the end of the day it's similar to.....I also used to serve on the National Council for Library Information Services, so I understand the dilemma public libraries have, in terms of appealing to the municipality to have a library in the community. For instance, after I left UKZN I went to work at Mangosuthu

Technikon in 1992. There was not a single public library in that community for more than a million people. So Mangosuthu Technikon at that time opened its doors for the community. Of course with restrictions to say if you are studying a post school qualification anywhere, then you bring proof that you doing this and then you could access the collection at Mangosuthu Technikon at that time. That's why I am saying to you so that what happens is - - -

MS. L KHUMALO: Because I grew up there so

MS. WEBSTER: So you understand that when community asked the municipality for a library. The municipality has to weigh it up, so do I get a clinic, you know. Do I get an ambulance service? Do I get this and invariably those are important things that happen and that's why it's so difficult..... I am not saying....

[mixed voices]

MS. WEBSTER: But ya, so it is very difficult. I also gonna mention when I come to the long distance education libraries. I strongly feel that our community libraries are being held.....I know this is off the topic. Are being held to ransom by distance education students. You go to a little community library and you see the UNISA and other students sitting there. But the people on the ground, the housewife or the people who want to use the library, they can't use it. Dr. Moyo, you got anything to say? Yes, that was just off the topic quickly.

ADV. K. PILLAY: Ms. Webster may I ask you a question around the recommendation that CHELSA is making in this slide. You saying that funding should be regulated and allocated from the annual teaching input ground based on FTE for Science and Humanities. Are you suggesting here that the block grant, be reduced and the commensurate earmark grant be created? And that the formula through which earmark grant be created, be the one set out there on FTEs for Science and Humanities.

MS. WEBSTER: That is the recommendation. Yes.

ADV. K. PILLAY: Wouldn't the impact of this recommendation be to deprive Universities of block grant funding in circumstances where they are already chronically underfunded?

MS. WEBSTER: Ya it's debatable. Look we know that the current DEG grant has changed.

ADV. K. PILLAY: Has it?

MS. WEBSTER: It's changed, it's now just a general grant...something like that. So we've been told that we will not be getting grants indefinitely, but I get the point that you are making.

ADV. K. PILLAY: Thanks.

MS. WEBSTER: Okay we have gone past that. In 2015 you know, the NRF released a statement to say that any research that is funded by NRF, the raw datasets must be accessible on the institutional repository of the University. And we did that, come to roost, it became the responsibility of the library. So when I am talking about we go back, the impact of E- research in academia that is one fact that has really given us headaches and it's something we working on at the moment as the whole sector. So to come to equal opportunity and access, I've already explained the point that not all our



systems are equal. That's just a picture of Stellenbosch versus University of Limpopo and that is the reality. I think I have already said, we do have inequalities in our institutions. And even our students who are coming into the system are coming from an unequal schooling systems. And the majority of graduation rates are poor, dropout rates are high, throughput rates are very low and those are the things that impacts. I think ultimately, we as the library are also responsible in terms of making sure that they have the required information to make them pass, but you can only lead people so far.

So distance education, that was my bugby about this, so the education white paper 3 spoke about open distance learning models that we should be having. I just don't think that we are doing enough. We know that UNISA has over 300,000 students, we know, but we know that they are not able to provide the infrastructure especially in the rural areas, for these students to access.... even though they have gone online.....to access things from the open learning systems that they are using, to access resources that they pay for. These people either come to.....other Universities that are not distance education or as I said they compromise access for the local communities in the local public libraries and I think this is something that has to be tackled. I don't think we can keep on sitting .....especially if consider what the National Development Plan says. I mean the reality on the ground totally contradicts what that it, it's not gonna come to fruition if something is not done.

We are also very, very poor when it comes to equitable access for the differently abled on our campuses. Again it's about the institution that has the funding that can make the institution disability friendly for the students that have the money to buy the necessary software for blind or deaf students to access internet etc. It's a cost implication, it's who can afford it and those are the people who can have. But what about the average student that goes to the average University that doesn't have that kind of funding.

MS. L KHUMALO: Just on that.... I think it was Univen, we had SRC presenting.....they were saying they're receiving funding from NSFAS for the Aid, you know for help of this and this. So are you guys not enjoying any of this?

MS. WEBSTER: We do, I am talking about the physical infrastructure of the University.

MS. L KHUMALO: Does it extend to or just lecture rooms or residents?

MS. WEBSTER: It's in terms of where's the priorities....so when you have. Gosh I may get harmed but in terms of my university, there's a one exam class that is close to the library where year after year; I see students carrying students who are in wheelchairs to get to the first floor to write exams. Year after year; there are just other priorities than to have a lift installed say for...is it two million....minimum two million to have a lift installed for three of four students. It shouldn't be about the number, it should be about the basic infrastructure. And I think our 26 Universities fall short in terms of that.

MS. L KHUMALO: Okay just take you back, two slides back. When you were talking about, is it NRF? Where you say.....with the recommendation that you made of the funding being regulated. In your statement did you include the grants from NRF? Or they are allocated to libraries?

MS. WEBSTER: At the moment it's allocated.....at most Universities it's allocated to the research department and not to the library.

MS. L KHUMALO: And how do they contribute to the library now seeing as most research happens there? Once it's been allocated to say 6 percent is from this grant and other is from NRF.

MS. WEBSTER: That's why I am saying to you it really does depend on who the Deputy Vice Chancellor is. So in some Universities, the Library Director reports to the Deputy Vice Chancellor-Operations or to the Deputy Vice Chancellor-Academics or to the Deputy Vice Chancellor-Research. And we have seen when we report to Vice Chancellor-Research that there's a more generous hand out - in my case I don't. Most probably that Vice Chancellor Research has a better handle on it and a better understanding of it. As I said that there is no consistency in how it plays out at every University.

MS. L KHUMALO: Okay

MS. WEBSTER: Mr. Truran spoke about the National Digital Library. What I have put there is envisage what the National Digital Library will be about. That I got directly from the Rep from ASAF who sat on that particular task group. But as Mr. Truran said, even though CHELSA and SANLIC were asked to provide representatives to sit on this body, our representatives who went there, were then cautioned and told you are not allowed to talk about what's going to happen. So as the sector we feel we don't know enough to even comment on it. We don't know exactly what's happening. So in preparation for this, I contacted the Rep from ASAF and she sent me an email which I cut and paste and put in there. That's what my understanding of what the Digital Library will be.

Definitely there is a need for a digital library especially because of the South African....and it's not just the South African, I think it's a situation in most developing countries. There's a [indistinct] of books that are appropriate for our students. Taking a book published by an American Publisher, Author and bringing it and just giving it to a first year student doesn't work. There has to be mediation and so when we talk about OER, open education resources. That is something that we think can go into the digital library. It will also assist with one of the big things, I think it came out in the 'Fees must Fall'. Students talk about the exorbitant cost of the prescribed books. And right now, it's just not feasible if the book is prescribed for students and it's R1500 for 500 students in the class. It's not feasible for the library to buy 500 copies and keep it in the library for the students and in two years time a new edition comes out and we have to get another one. That is their demand, that's what the students want.

MS. L KHUMALO: And the photocopying cost, if a student wants - - -

MS. WEBSTER: Photocopying costs.....and we know. Mr. Truran actually showed me an article about the survey that was conducted about the.....what do you call it? The abuse of copyrights restrictions in developed countries. I'm talking Europe, USA, 60 percent of students violate copyrights, we know that - I mean that's what the survey revealed. In developing countries like South Africa, 80 percent even though as I am the Director of the library, I have to ensure that I have copyright rules stuck up and everything for the students so that they understand, but when it's gonna cost a student a R100 to copy that book viz a viz R1500.

MS. L KHUMALO: And the tearing of pages?

MS. WEBSTER: Tearing of pages yes.

MS. L KHUMALO: Same old, same old. Okay

MS. WEBSTER: The same with the National Site License, my colleague spoke about the need for it. I understand what they are saying in terms of that they may not necessarily support the model that may be chosen. So I really think that we should all have input and it really is dependent on the courses that is offered by that University and the level of research that is offered at that University that would see to the appropriateness of resources that they have there. Before I conclude my, Your Honour asked about.....or I think it was Ms. Khumalo. You asked about initiatives in terms of open access and my colleague Dr. Moyo was burning to raise his hand and tell you about it. I am gonna give him the opportunity now, Doctor.

DR. MOYO: Thank you Lucille. I just wanted to come in as you asked that question whether there are organisations that are driving open access. Of course in addition to what Ms Laila said, the Berlin Convention, the NRF also has released that statement in 2015 which said: all publically funded research output should be publically available in the Knowledge Domain. We also have SPARC – which is Scholarly Publishing Academic and Research Coalition, but its membership it's mostly in the West, in America. Of course we have some local members like UCT, we have also joined that initiative. In December there's a very big conference on open access and we are all going to rally behind that conference so that we must also support Open Access.

MS. L KHUMALO: Open Access must fall.

DR. MOYO: No, no it must actually go up.

MS. WEBSTER: Ya it mustn't fall.

DR. MOYO: Ya it mustn't fall. There are quite a number of initiatives.

MS. WEBSTER: It depends on who you speak to.....you will get different variations. I in principle support Open Access. Yes I know that there's a lot of issues that have to be resolved, but at my University we have a Professor of Economics School. He's been teaching this for so many years and he's produced a book in Open Source. Done in America, but written by him in South Africa, really in South African language, with appropriate for South African examples and bankrolled by a similar institution like the Bill and Melinda Gates. I can't remember but it's also a big foundation that bankrolled him in terms of this.

There is no cost to the student so from next year onwards, every student who does Economics 1 will be able to access that book free of charge on all our networks at our University; whereas in the past, they would pay R560 to R600 for an individual copy. And the thing with open access is that, it grows, it has what they call.....what's that licence agreement for open access on D-space? I can't remember. But it allows one to take that information; so Professor Van der Merwe wrote that book but I can expand and add more to it - and then there's another book to it. It's not like Wikipedia, please don't confuse it. It's not like Wikipedia. It is peer reviewed; it is authorised. So I think there is a place for that, but obviously we have to put systems in place to make sure that the predators, the predatory publishers don't come on board and hijack things from there and we end up still paying for it. I think we just need to have a political will and I think that's what Mr. Truran also said. Politicians need to come on board, it's beyond just an academic thing.

MS. L KHUMALO: Just on the slide you in now. Do you share the sentiments of SANLIC on this National Site Licence Initiative?

MS. WEBSTER: I am worried at the kind of model that they would bring in if we've not even been consulted enough. The fact that it's been so harsh, harsh is a concern for me.

ADV. G. ALLY: Well you have been consulted, you just been told don't tell what you've been dealing with.

MS. WEBSTER: That's - - Okay.

ADV G. ALLY: And I suppose people....each one is trying to protect their own space.

MS. WEBSTER: Yah

ADV G. ALLY: At the end of the day if it's for the good of the country, then I suppose the proof of the pudding will be in the eating.

MS. WEBSTER: In the eating, yes.

ADV G. ALLY: At the end of the day you are able to evaluate whether it's good or bad.

MS. WEBSTER: I take your point, but yes I guess....so we have two representatives that were consulted....that were part of the thing. They were not able to tell the rest of us what was said. And I think that is the point of concern for people, but I agree with what you are saying.

MS. L KHUMALO: Okay you can conclude then.

MS. WEBSTER: Conclusions and Recommendation. We have virtually said all of this that we need to develop uniform standards for infrastructure and equipment to support learning and pre-mould equity. We need active engagement with national research imperatives at our Universities. We need to create environments that are welcoming to all and we are back to the six percent. The OERs - that's the open education research that I was talking about viz a viz commercially available text books. We feel that's something that we should definitely engage with. Thank you, thank for giving us the opportunity to state our case.

ADV T. MABUDA: No further questions from me Chair. No further questions from the Evidence Leaders as well.

JUDGE J. HEHER: Thank very much indeed. We will take you presentation into consideration.

MS. WEBSTER: Thank you very much.