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**DAY 2**

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

**PARTIES PRESENT:**

Commission

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**SESSION 1 – 26 JANUARY 2017**

JUDGE: Good Ms Pillay, I believe we have Dr Iain L'Ange today.

ADV. K. PILLAY SC: That is correct Chair and the witness will be dealt with by Mr Zulu.

5 JUDGE: Yes, yes Mr Zulu would you like to lead the witness please.

ADV. ZULU: Thank you Judge he needs to be sworn in.

JUDGE: Pardon.

ADV. ZULU: He needs to be sworn in before we lead.

JUDGE: Yes he does quite right. Dr L'Ange do you have any objection  
10 to taking the oath?

WITNESS: No.

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

DR. I. L'ANGE: So help me God.

15 **DR IAIN L'ANGE [d.s.s.]**

JUDGE: Thank you. Yes Mr Zulu.

ADV. ZULU: Thank you Mr Chair, the witness has a presentation which I have also just received now so I think he is going to take us through his presentation. Good morning sir, can you just take us through your  
20 presentation or Doctor.

JUDGE: Perhaps you could just give us some background, I know you have testified before but perhaps you could just give us some background to your position and experience.

DR. I. L'ANGE: Yes thank you Your Honour and may I start by thanking

the members of the commission for their patience, this is the third time that my presence has been scheduled before the commission to present on student housing and I am very pleased to say that I am here in person, on previous occasions we had just about been ready to set off  
5 for the hearings when we had protests on our campus. And then secondly if I might is just to thank in his absence Professor Ihron Rensburg who is the Vice Chancellor of UJ but he was also and more importantly the Chairperson of the Ministerial Committee that looked at student housing and it is in fact Ihron who asked me to do this  
10 presentation and to appear on his behalf.

So Chair I was asked by the Chair of the Ministerial Committee as well as the Ministers office to participate as the lead researcher for the Ministerial Committee for the review of student housing at South African Universities in 2010. At the time I was the Director of Residential  
15 Operations at Rhodes University and so my whole focus had been on student support services and student housing, particular focus on student housing for some 10 years and I assume that was why I was asked to head up the research section for the Ministerial Committee. Subsequent to that I have been appointed as the executive director of  
20 Infrastructure Operations and Finance at Rhodes University but I did speak with my colleagues at the DHET this morning and I am making this presentation not in the name of Rhodes University but on behalf of the Ministerial Committee and the DHET so I am doing that with their permission, so I think is that sufficient background?

25 JUDGE: Well what are you, are you an engineer or what is your

particular profession?

DR. I. L'ANGE: No, no my original academic training is theology, systematic theology.

JUDGE: Theology.

5 DR. I. L'ANGE: Theology.

JUDGE: So we must pray.

DR. I. L'ANGE: [laughing] well I am a systematic theologian and ...[intervenes]

JUDGE: We try to be systematic here yes.

10 DR. I. L'ANGE: The mantra is God helps those who help themselves.

JUDGE: [laughing] yes.

DR. I. L'ANGE: Right so that is my PHD but I also have a masters degree in business administration.

JUDGE: alright.

15 DR. I. L'ANGE: So I consider myself to be somewhat of a generalist at the executive level at the University.

JUDGE: Very well. Alright well just go ahead if you will and if there is anything which you think requires more explanation than is obvious from what you have set out here please feel free to expand.

20 DR. I. L'ANGE: Thank you.

JUDGE: Thank you.

DR. I. L'ANGE: Right in my presentation I have broken it down into an introduction and then attempted to be quite specific in answering the questions that I received from yourselves so then by way of introduction

as I have said the Ministerial Committee was appointed in mid 2010, the chair was Professor Ihron Rensburg who is the Vice Chancellor of the University of Johannesburg.

JUDGE: Just refresh our memory because although I have read it I have  
5 not read it for some time, what was the purpose of the investigation?

DR. I. L'ANGE: Around the country at Universities protests had erupted around various issues a number of which were student accommodation related so issues around the accommodation itself, access to accommodation, there were allegations of corruption and bribery, issues  
10 around food and the provision of food and obviously the expense and so I think following a summit, a higher education summit convened by Minister Nzimande, I think it was in 2009, various stakeholders came together and identified what were the key issues causing unhappiness within the higher education sector and I do want to pay tribute to him  
15 because it is a very thorny issue, the issue of statement, and had been kind of skated over by previous administrations, I think who were reluctant to grab the nettle whereas this report tackled the issues head on and it was almost like a no holds barred report as you will see.

JUDGE: Yes and this summary that you are going to give us will remind  
20 us of what the particular findings of that committee were?

DR. I. L'ANGE: Absolutely.

JUDGE: Righto.

DR. I. L'ANGE: Yes. Now it is important at the time as the principal researcher I was put under some pressure to save money and so I was  
25 asked to consider sampling in order to be able to derive data and do it by

statistical correlations etcetera. My colleague and I stood firm we felt that the sample or to go the sampling route would not give us a rich enough result and we managed to get the view accepted that we should visit each and every campus at every University at which students were housed and so between my colleague and myself we visited 49 campuses across the country during the course of 2010 and I think it is important because that gives authority and weight to the findings of the report, we actually went to every single campus and spoke, inspected and assessed every single campus in South Africa that had student housing.

COMMISSIONER ALLY: Doctor before you go ahead, in respect of that particular question of the 49, the other 11 or so is it your position that those particular Universities do not have any type of housing for students?

15 DR. I. L'ANGE: Yes.

COMMISSIONER ALLY: Be it that they arrange with the private sector to house students or not.

DR. I. L'ANGE: We visited every campus which indicated that they had University housing.

20 JUDGE: So this was not Tvet?

DR. I. L'ANGE: No it was not Tvet and that by the way I think upon reflection we all acknowledge was an oversight and so there is a call, there has been a call from the Tvet sector saying to the Minister you need to do something similar in the Tvet sector. I have no doubt that the findings will be even more horrific than the findings of this study. I also

just want to make the point that obviously we used 2010 data so I am speaking to you using 2010 data, I have made it my mission to pester the DHET to get another study going so we would need a further longitudinal study to see what progress has been made 2011 or possibly  
5 more importantly what progress has been made since 2015 when the minimum standards policy was promulgated by the Minister, obviously the findings and the recommendations I believe are still valid.

Okay our research commenced by doing obviously table top or desktop research so we did a literature review which I will run through  
10 very quickly. In terms of residence capacity we found that in Western Europe 10 percent of students who are in higher education can be accommodated in University student housing. In Australia 1 in 20 or 5 percent. In Canada 16.8 percent and in the USA 23.5 percent. When I did this presentation to the Parliamentary Portfolio Committee I then  
15 asked the members of the committee to hazard a guess what our findings were for South Africa in 2010, I will not pose the same question to the committee but in South Africa in 2010, 19.8, 20 percent of our students at un could be accommodated in University accommodation of one kind or another.

20 And so the question which arose out of that is why is there then a problem, we are looking at first world countries and finding that in fact we are pretty much on par with the United States and Canada and are way ahead of Western Europe and Australia so that was one of our first questions.

25 ADV. T. MABUDA: Sorry Doctor before you proceed, has there been a

study as to the extent that the private sector makes provision for student accommodation, as in what extent the percentage of students lives in private residences?

DR. I. L'ANGE: We did, it is a very small percentage I cannot remember  
5 the exact figures and obviously it has grown since then but I think it was probably about five percent of the total.

JUDGE: But when you went to places like the University of Venda did you actually go and examine the position of students in private residence?

10 DR. I. L'ANGE: We did indeed.

JUDGE: So it was not out of your sight it was within your view?

DR. I. L'ANGE: No it was definitely on the radar. Okay so, so much for residence capacity, we then looked to see whether there were any national student housing policies, what was the situation in other  
15 countries and what was the situation in South Africa. In France there is a very well developed structure, in fact virtually all student housing is run by this organisation the acronym is SYNUS and it seems like that body controls student accommodation across the entire country and obviously then fit in with the regulatory framework. In the USA and Canada we  
20 have what is called Nasco NAHC which are their regulatory frameworks and in United Kingdom in 2010 they had just promulgated what is called a Universities UK code of practice which interestingly resided in the office of their deputy Prime Minister and that signalled to us the importance and the weightiness given by the UK to student housing.

25 JUDGE: That rather depends on the waiting list given to the Deputy



Prime Minister.

DR. I. L'ANGE: Indeed, I think at the time his weight was fairly substantial.

JUDGE: Alright.

5 DR. I. L'ANGE: In South Africa there was absolutely no legislation to be found, no national legislation, no provincial legislation and no municipal legislation, we scoured we could not find anything so in fact from the start we could see that student housing aside from that which fell under the auspices of the Universities was in our words an unregulated wild  
10 west kind of scenario so we set out with that in mind in our site visits and you will see that that was indeed the case. Okay so then the summary of findings, of our findings of the literature review is the bulk of student housing research that is available emanates from North America, Europe and Australia, there is a massive paucity of student housing research in  
15 developing countries so very little student housing research available in South Africa in fact I think we found one peer reviewed paper for the whole of Africa and very little from other emerging economies which again waved a flag to us that this is an area needing significant attention.

JUDGE: Did you look at India?

20 DR. I. L'ANGE: Sorry.

JUDGE: Did you look at India?

DR. I. L'ANGE: We did.

JUDGE: And?

DR. I. L'ANGE: Nothing, very little, in fact not very little, nothing.

Commissioner Ally: But when looking at India, Brazil and so forth, did you look at the reason for not having housing or you were looking for housing policies and regulations, there is two different factors to be taken into account in your search?

5 DR. I. L'ANGE: Ja, we did not have the time to research why it was so, what we were looking for was any form of peer reviewed student housing research and any form, not just focused on what the brief was from the Minister in terms of what he wanted covered in the report so that sent us a strong signal that there is room for a great deal more to be done in  
10 South Africa. The desktop research obviously revealed as you saw from the numbers that around the globe most students live at home but we did pick up the demand for student accommodation outstripped the supply by far wherever we looked. Also public funding of higher education even in countries like United States, Canada and Australia, public funding is  
15 under increasing pressure and in some instances it is even on the decline and I am sure with the new President of the Untied States who seems to be somewhat of a perfectionist and a maverick we do not know what he is going to do with higher education in that country.

JUDGE: Do you find in a place like the Untied States that most  
20 residences are off campus or on campus?

DR. I. L'ANGE: On campus, ja most are on campus, we did however discover innovative kind of metropolitan type of initiatives where you had three or four Universities for example in Chicago working together and establishing a big central high rise building which would house students  
25 from all three of those institutions and that you will see is one of the

recommendations we make for consideration in our metro areas and by the way they were private, privately funded and it could be a model that could be explored, for example here in Gauteng where you could, you have got Wits you have got UJ, Pretoria University, which are the other  
5 big ones in this area, anyway could explore the establishment of these big nodes of communal type of accommodation.

JUDGE: Did you look at a place like Beijing for example?

DR. I. L'ANGE: No we did not find any research coming out of china, student housing research now, but I have just come back from Beijing on  
10 a visit a week and a half ago.

JUDGE: A visit related to your business?

DR. I. L'ANGE: Yes, it was a very truncated visit so our time there was very short but we did visit one of the Universities and certainly what the Chinese are doing I cannot recommend for South Africa where they are,  
15 they have got up to five or six students in a room in bunk beds that fold down.

JUDGE: It sounds like our prisons.

DR. I. L'ANGE: It does indeed. If you wish to have access to hot water you need to pay more, it is a very hard and demanding environment that  
20 the students find themselves, it certainly was my experience so I do not think we would want to look to China for models.

COMMISSIONER ALLY: Doctor I hope you will deal with it later in your presentation but I think we must remember the reason for this research is the alignment between success at University and the need for  
25 housing.

DR. I. L'ANGE: You will find it coming through quite strongly. Just to get back to the desktop research, we found the student housing models ranged from traditional University residences to public private partnerships to the City University partnerships which I spoke about, we  
5 encountered in Chicago and then the re-use or so called Brown Fields Developments around the globe and you will see what has happening in South Africa with regard to Brown Fields Developments. And then interestingly we picked up also a strong emphasis particularly in North America and Canada, the emphasis on residences and this answers,  
10 starts answering your question that residences are more than places for heads on pillows and bums in beds, residences should be living, learning communities, they should be far more than simply places of accommodation and you will see how we teased that out in the report.

Okay possibly more of interest for yourselves is we developed  
15 this analytical and interpretive framework and it emerged out of an experience that we had at Rhodes University where when we were provided with a certain amount of funding for the construction of new residences there immediately developed a strong tension between if you like the administrators of the University who were pushing for cost  
20 control and then the actual practitioners within the student housing system wanting to push quality and so we had that tension developing and we then had to say well we need to pull these two closer to one another and find a happy medium for the two and so that is what sparked off this analytical and interpretive framework.

25 What the committee did was sit down and say right you have got

those two tensions, are there any other tensions that we have to try and keep in mind when we are undertaking this research and the outcome is this framework so you have the issue of access, equity and redress that we have to keep in mind and that ...[intervenes]

5 JUDGE: I can understand what access is or I think I can, now how do equity and redress work themselves in?

DR. I. L'ANGE: Equity, for example at a place like Rhodes where you have a hugely diverse social strata if you like of students coming in where you have got those who are wealthy and can afford to pay for  
10 extreme high level quality. You also have students coming in from very poor working class backgrounds who battle to make a payment so where do you pitch the balance of the kind of facilities that you are providing under those circumstances so equity, equity how are we going to put in place mechanisms that we can make sure that we are providing a quality  
15 student housing facility which is accessible to, not just to the rich but to all students of the University, so that is the issue of equity.

And redress is obviously in the wider context of student housing you will see later we found a clear distinction in the quality and the capacity of student housing of the historically advantaged Universities  
20 versus so there is an issue of redress there and you will see that in the student housing report in his forward the Minister actually embraced that finding and he indicated that that had already guided the DHET in the allocation of funding for student housing.

JUDGE: You see now I am afraid I must have misunderstood the access  
25 part as well, by access as I now understand you, you mean access to the

housing?

DR. I. L'ANGE: Yes.

JUDGE: Not access to the University from the housing?

DR. I. L'ANGE: No, no, no.

5 JUDGE: I understand, yes, yes.

DR. I. L'ANGE: And also not in a technical sense either.

JUDGE: Yes, yes.

DR. I. L'ANGE: Okay then obviously inclusion and integration because  
the, as you will see the residences are microcosms if you like of our  
10 wider society or should be microcosms so if it is to make sure that  
students coming from this vast array of different backgrounds and  
circumstances are provided with the space as well as the structures to  
facilitate interaction if you like so to get away from situations which we  
did find in 2010 where you would have that residence being largely black  
15 and that one being largely white or a coloured or Muslim or a whatever  
so that refers, that is what the inclusion and integration refers to  
obviously cost and financing, governance and management we  
encountered vastly different levels of governance and management  
around the country.

20 There is the issue of quality and standards that I have spoken  
about and then learning and success, to what extent are the residences  
at a particular University making a positive contribution to the learning  
and success of students on that campus so those ...[intervenes]

JUDGE: Did you find that with regard to the management that it was the

policy to appoint shall we say a matron or a supervisor or a building manager or something of the kind in these places or are they left to themselves?

DR. I. L'ANGE: I do not think we came across an instance where there  
5 was not an official student housing official but as you will see as we go  
through the report or the findings it varied just mind bogglingly  
enormously so for example at my institutions at Rhodes University we try  
to encourage academics to become what we call house wardens  
because we feel that having an academic in that role the academic is  
10 going to push the kind of academic project within a residence. We have  
the norm of one Warden to no more than 100 students okay, we then  
appoint sub wardens to assist the Warden and I think we have two or  
three sub wardens per hundred students. We encountered some  
Universities that were appointing for example a security guard as a  
15 Warden and that security guard then had responsibility for 1500  
students.

JUDGE: So this is where regulation becomes necessary.

DR. I. L'ANGE: Ja.

JUDGE: Yes I understand.

20 ADV. K. PILLAY SC: Dr L'Ange may I ask, would the cost and financing  
component, what factors would a University take into account in  
assessing how much of financing is available to cover the cost of running  
a student accommodation?

DR. I. L'ANGE: I provide you with what we felt at the time was a clear  
25 indication of this is the cost to provide what in our view is a good solid

student housing system on a campus.

ADV. K. PILLAY SC: And then the financing aspect, how do you assess what kind of financing is available to cover the cost of running the accommodation?

5 JUDGE: Well if I am understanding you correctly are you saying where does the income come from to cover the expenses?

ADV. K. PILLAY SC That is correct, whether in fact you can tap into government resources for example to cover the financing of the accommodation?

10 JUDGE: Alright I think it is important to emphasise that government subsidy does not cover residence accommodation at all so the Universities get no form of state funding for the running of the residences, it was only I think in 2009, and I am open to correction on that one, it was only in 2009 that the department started making money  
15 available in a category called infrastructure and efficiency funding, there have been, we are now in the fourth round of that, they are, that funding is granted on a three year rolling cycle.

ADV. K. PILLAY SC: And that is earmarked funding?

DR. I. L'ANGE: It is earmarked funding. In the first, ja in the first round  
20 there was no funding allowed to be spent on student housing, in the second round appeals were made to the department to allow for new build so in other words Universities could submit applications and say we would like to build X number of residences and that was more or less when the report, the findings of the report started filtering through the  
25 sector and DHET then said obviously we can see there is a huge



backlog we need to start addressing it so from that time money has been made available for new residences to be built with the bulk of the money going to historically disadvantaged Universities because the backlogs there were massive.

5 ADV. K. PILLAY SC: And in terms of maintenance of existing residences?

DR. I. L'ANGE: Absolutely no funding whatsoever, Universities have to get that out of residence fees and that was part of the problem that we encountered in the assessment was that at most Universities, no let me  
10 not say at most, at a probably a 60 to 70 percent proportion of the Universities, the resident system was being subsidised by the central budget which means that the residences are actually drawing from the core business of the University which is a very unhealthy situation.

COMMISSIONER ALLY : Just explain that Doc, if I may perhaps try  
15 tease it out, you get a situation that, take me 1982 I stayed at Stanley Kid Annex now part of my fees would be tuition and then as part of the fees you would have the Stanley Kid accommodation that you pay now when you talk about drawing from the core business perhaps in that sense explain what you mean?

20 DR. I. L'ANGE: Okay what is happening is number of Universities is that the residence fee that is being charged to students is insufficient to allow the University to run the residences effectively so either what is happening is, in order to provide the necessary funding to be able to do, pay the lights and water, to do the maintenance Universities are drawing  
25 from the central budget okay, so money is being pulled from the central

budget to subsidise the residences. Concurrently with that what Universities have been doing is lowering for example the maintenance of buildings okay and by the way that includes Rhodes University so we will get to it where you will see the size of the maintenance backlog is  
5 enormous even at a place like Rhodes University never mind places who are attracting students from the poorest of the poor okay and you will see the condition, we have photograph of the condition of those buildings.

ADV. K. PILLAY SC: And Dr L'Ange why would Universities not charge, in terms of setting their residence fees, why would they not charge what  
10 would be the equivalent of the full cost of running the residence, including maintenance?

DR. I. L'ANGE: Simple financial need in the country, students simply cannot afford it.

COMMISSIONER ALLY: But you will also deal with it in your  
15 presentation because in 2015 you have got implementation of the minimum standard of student housing now I would expect and perhaps the presentation will tease it out is that the minimum standards have been costed also whether you have the money or not they have been costed in this sense to say this is what you need, if you need an internet  
20 this is what you need and so forth, I take it the report, your presentation deals with some of those aspects also?

DR. I. L'ANGE: Ja, ja.

ADV. K. PILLAY SC: Okay just before we move on Dr L'Ange, in terms of your study of other jurisdictions, are there instances where the state  
25 does contribute to the cost of student accommodation?

DR. I. L'ANGE: Yes but it is declining was our finding so student housing in Britain is subsidised by the state, Canada, Australia, United States, I forgot to ask in Beijing, as I say it was a very quick, in fact we were only in Beijing for a day and a half but I can find that out in that economy to what extent the state is providing, I should imagine that it is a fairly hefty subsidisation but certainly around the world I did not come across any jurisdiction where student housing is entirely private, in other words it gets no money from the state.

COMMISSIONER KHUMALO: Sorry Doctor, and when we talk about student housing does it include food for the students or not?

DR. I. L'ANGE: Certainly our recommendation as the committee was it should include food and you will see in graphic detail why we say so later on in the presentation. Okay so there is a quote from the report, maybe I will read it for the committee,

*"It is important to understand University residences as being much more than bricks and mortar, they are social structures located in learning institutions that in turn are embedded in a variety of South African communities these communities bring with them into the Universities and residences the complete range of socio economic problems that exist in society. There remain limited understandings between individuals in communities from different racial groups not to mention gender, impacting on the ability of Universities to create mixed living spaces. There are huge differences between expectations as I said earlier affluent or middle class students and those of poorer students from families with little experience post school education.*

*Universities are part of our communities and share all the problems and possibilities of society and it is in this context that some very difficult choices will have to be made with regard to the provision of student housing”.*

5           Okay I then turn to the specific questions that you put to me and so number 1 is what are the advantages of placing students in University accommodation and I am going to start by answering that question in completely the opposite direction by showing you some of the findings of our site visits so another issue that we debated at some length, we spent  
10 an entire afternoon within the housing committee debating this issue, should we include photographs or not, will photographs detract from the legitimacy and the stature of the research, anyway the view prevailed that we do want the photographs in and certainly in the presentations that I have made I think that these photographs speak louder than a  
15 thousand words can.

          And so I am going to show you photographs from one set of campuses and then photographs from another set of campuses so that you can just see the contrast between them and what we do is the first set of photographs is, if you like, campus environment. So here we have  
20 a photograph of one of the big campuses, one of our premier institutions and that is what it looks like. This is what the campus looks like at one of the rural campuses in South Africa, again another big University not far from here, very beautiful setting and then that kind of setup on another campus up North. And just to contextualise the picture  
25 ...[intervenens]

JUDGE: Which is this particular picture?

DR. I. L'ANGE: It is the bottom, I am waving the ...[intervenes]

JUDGE: Thank you yes.

DR. I. L'ANGE: Ja, this is courtyard one side of which is spanned by a  
5 residence, a set of residence building, on the other side is academic  
buildings. That white window there was etched because running out of  
that pipe up there was urine, that urine had been running down that  
window for six months and it had etched that window white. The reason  
for including that and emphasising that in this presentation now is to  
10 answer exactly the question asked earlier which is, this is the  
consequence of not having sufficient money and capacity to be able to  
maintain your plant so that is what happens when you cannot maintain  
your plant.

And so if you look at those two campuses I mean it does not  
15 take any kind of academic theory or expertise to be able to say which is  
the more conducive to the academic project. We then look at particular  
student rooms, that is the room of a residence at my campus, 12 square  
metres, one student per room, that is a room at a rural University not far  
from my campus and you can see there that the bed is pushed up  
20 against this wall over here, the door can barely open. At the foot end of  
the bed was a tiny table at which the student was expected to work so  
that room is more suited to be a closet than a student room. This is one  
of the residences I think at Wits University and then again at one of the  
rural Universities where students are expected not only to live in their  
25 rooms but to cook in their rooms and those are the cooking provisions

made by that University, a hot plate on a floor in a bedroom where dishes are washed in the ablution areas. Students have to go out and buy their food on a daily basis because there is no such thing as a fridge.

5 JUDGE: Generally speaking does one find canteens or refectories in the University accommodation or not?

DR. I. L'ANGE: You will find them at the kind of traditional Universities and largely the historically advantaged Universities but there was a trend as the committee is aware a number of years ago to outsource services  
10 which has now become a big issue recently where Universities are being required to bring for example catering services back inside the Universities and I will touch on that later where, why I think that that is a good thing, but a lot of Universities either outsourced with certain implications because no external service provider is going to do it for  
15 charity and so you land up with standard and quality of food declining and costs escalating which was one of the reasons for student protests around the country on campuses where food was provided but a lot of other campuses went the self catering route but again without having the necessary resources providing this kind of makeshift provision which is  
20 in the committees view was absolutely disastrous.

Okay so that is a room, here we have dining halls, what you call refectories so that in fact is one of the newer dining halls on my campus, this is one of the few Universities, historically disadvantaged Universities that still has an inhouse catering service but those, when I visited that to  
25 take that particular photograph it was around 17:30, those students had

been standing there since 16:00 waiting for food. When we went into the kitchen we found food being prepared on the floor, it was a hygiene nightmare?

JUDGE: Is this at Rhodes?

5 DR. I. L'ANGE: No.

JUDGE: No.

DR. I. L'ANGE: No.

JUDGE: I see.

DR. I. L'ANGE: This picture here, the one with soft lighting.

10 JUDGE: Yes.

DR. I. L'ANGE: That is Rhodes.

JUDGE: Oh I see.

DR. I. L'ANGE: This is another campus.

JUDGE: Oh I see I thought they were the same campus, I beg your  
15 pardon.

DR. I. L'ANGE: That is another campus, gracious old style refectory dining and then as I mentioned a number of institutions had gone self catering, at least at this particular campus they had attempted to provide kitchenettes but you can see the extent of the kitchenette was a couple  
20 of hotplates with no washing up facilities or the washing of the cutlery still had to take place in the ablution areas. In terms of ablution, that is the standard at one set of institutions, this is the state at other institutions, so for example once again that is sewerage dripping down from a leak effectively rendering that ablution area unusable. This basin

had fallen off the wall and had been like that for 18 months according to the students that we interviewed.

These are photographs of what I referred to earlier as Brown Stone Developments or Brown Field Developments, these are hotels in Durban, beachfront hotels that have not made it commercially and so were standing empty and a number of the Universities have in Durban, in the Durban area, have then taken them on as to house students and in order to maximise the use you will see in this room which if you remember going back to the original purpose of the hotel was designed for a couple or maybe a businessman to be housed in the room for maybe a week and food would be provided. What these Universities have done, have pushed three beds into that room, 1, 2, 3 [referring to photograph] you can see the student squashed to the side in terms of access to study areas.

In this particular configuration the three beds are alongside one another and that is the working surface so this poor student has to either take the risk of getting a fright at night and bashing their head or sleep with their feet and their head on this side of the bed. This is an ablution area in that particular hotel. This was supposed to be a common room provided by the private provider, the owner of the hotel, that had been like that for two years so those students never had access to a common facility.

Then we encountered the issue of squatting and whilst all of the University administrations were adamant that squatting is forbidden, there was evidence, clear evidence at a particular University of a student



who was desperate for accommodation, putting up a notice saying 'please contact me because I have no accommodation, I will pay you to squat in your room', that has resulted at this particular institution this was a double room so you have an outside perimeter with a dividing wall  
5 between the two spaces so that you would have one student in this space and another student in this space there are now 8 students and they demonstrated for me how they manage to sleep.

So in that half which was designed for one student, you can see one student on the floor there on the mattress, head this side, head that  
10 side, there is another student under that duvet and then on the bed there is one student head this way and then the other head there and the same on the other side. And then on top of it those 8 students, the photograph does not capture it, there is the hotplate and it is a two plate hotplate for 8 students and so you have there the occupants of that room  
15 and I took that photo because they can only eat one at a time so you can imagine the impact of that in their daily program, how much time is devoted for example to preparing food just to keep them going instead of focusing on their academic project.

COMMISSIONER ALLY: Ja, well did you ask them why it is that you can  
20 only do it one at a time, is it for the reason that you have different diets.

DR. I. L'ANGE: Yes.

COMMISSIONER ALLY: Or is the reason that they wanted to show up the University that this is what they have?

DR. I. L'ANGE: Look even if they, I hear your question but even if they  
25 were able to cook or find some means of cooking for 8 people on a two

plate stove, I do not think that that is physically possible, maybe they could cook two at a time is my assessment. Right so that is, and that is University housing on campus, you asked questions about visiting private providers now I have shown you where in Durban for example  
5 they have, the University has contracted with the owners of the buildings, these particular photographs are of pure private providers so within the vicinity of the University these are business men or women who have set up a facility and this was what we encountered in Limpopo for example.

10 I am not saying that all of the accommodation, private accommodation was like that but a good percentage of it was and what horrified us who visited the place was that those students were expected to pay to live in that. Okay moving on, the other issue that we encountered which surprised us because we did not expect to find it as  
15 prominent and as extensive as it was, was the issue of poverty and hunger and so I have included some quotes from some of the students that we interviewed, sometimes I just feel like crying, sometimes I sit in the toilet and I cry but I just say we are not the same and that I must stop comparing myself with others. You know as a student I cannot just show  
20 in public that I am poor, that I am struggling, I do my washing, I keep myself clean so that at least when you see me you will not know that I am poor.

You have to survive with whatever you have and wait until the next deposit that you are going to get from home, NSFAS is only tuition  
25 and books so the food money comes from home, for someone like me it

is very tough because money is a serious issue for me, I cannot ask for money even when I have run out of it, it is hard for me to pick up the phone and that is to phone home and say hey guys I have got no food I am starving so I just sit and wait and wait and wait until the day comes,  
5 even if it means starving I have a serious problem when it comes to asking for money, I do not think it is pride, for instance at home my mother is the only person working so whatever decisions I make I must first think eish this poor woman she has already got enough on her plate so the least I can do is just be patient and wait for her, when she is fine  
10 she will give me what she can.

Those were just a selection of what we encountered that our students are experiencing or a good percentage of our students who encounter. I remember going to a campus where new cohorter students had come it was a campus that hundreds cohorts coming in twice a year,  
15 because something had gone wrong with the NSFAS funding the students on NSFAS had not eaten for a week, the Warden of that particular residence out of her income was providing 2 Minute Noodles at lunch and supper for hungry students and so you will see in the report we made this comment, no student interviewed during the site visits  
20 admitted to being hungry but several encountered stories about fellow students who were starving, stories which were then confirmed by student leaders and student support staff.

Given the stigma of poverty the committee is of the view that these stories are merely the tip of the iceberg that is student hunger. It  
25 is an indictment on all who live in this country that some of the greatest

talents of the next generation and many of its future leaders are being suffered to live and learn under such appalling conditions. It is not only that the countries potential is being squandered it is literally being starved. This state of affairs cannot be permitted to continue and it should be the first and most urgent duty of every stakeholder in higher education to ensure that it does not. So this comes back to some of the committees earlier questions, a residence cannot be just a place for bums in beds, heads on pillows, the needs of our country are vastly different and so I take you back to my opening slide where I showed you the proportion of students in other countries in student housing and here is the answer why that 19 percent in South Africa is totally inadequate.

It is the reality of our country where we have these massive inequities and differences in our society of those who have and those who do not have and the overwhelming majority of our students come from the latter group and if we are unable to provide them with the circumstances, with the infrastructure, with the facilities, with the nutrition to be able to succeed academically we are doing a grave injustice by saying come and study at the University because in a sense we setting those students up for failure.

COMMISSIONER ALLY: Doc those are two different questions, the one nutrition and the other the physical structure, in your study and research of the 49 Universities was there space for any further development in terms of new structures, I know you have said one of your recommendations is going up with in terms of is that for that reason that you, because there is no space you have got to come with a different

design of the accommodation.

DR. I. L'ANGE: Ja, and I will touch on that later when I come to the challenges of the recommendations or the, it is not the recommendations now, the challenges of the requirements of the student housing policy  
5 because there are some serious challenges that have to be faced.

ADV. ZULU: Sorry Doctor the 8 students that you referred to earlier which were in one room, did you ask them what level of studies they were, were they first year students or they were beyond their first year?

DR. I. L'ANGE: It was a total mix, they were all undergraduate students  
10 but there were students there from first, second, third and fourth year.

ADV. ZULU: Of the 20 percent that you are referring to what percentage of those students are first year students or you did not do a breakdown.

DR. I. L'ANGE: You will see that, I am coming to a graph which shows that.

15 COMMISSIONER KHUMALO: Doc I want to check, how far back were those site visits?

DR. I. L'ANGE: They were during the second half of 2010.

COMMISSIONER KHUMALO: 2010.

DR. I. L'ANGE: Ja.

20 COMMISSIONER KHUMALO: Oh there has not been any subsequent ones?

DR. I. L'ANGE: No and that is why I am saying I am pestering various sections of the higher education sector to say it is really time for a follow up, let us go back to those places and see whether there has been any

change and particularly since the promulgation of the minimum standards policy has there been any impact. Okay so then we come to ...[intervenes]

ADV. K. PILLAY SC: Doc before you move on may I just ask a question  
5 about the last line on, I think it is slide, the slide visit findings slide, where you deal with the committees view that every stakeholder in, there is an urgent duty on every stakeholder in higher education to ensure that the state of affairs is not permitted to continue. Now one thing that is quite glaring is that the committee does not deal with the extent of the  
10 duty on the state and whether or not that duty extends beyond for example NSFAS students to all other students in student accommodation.

DR. I. L'ANGE: It is the committees view that given the reality of our country that if you are going to provide access to higher education that  
15 access must be a package not just tuition, it must include living and when we say living it is not just, and I repeat again, bum in bed, the living must be a conducive environment and you will see what we mean by conducive environment, one in which a student does not have to battle just to survive, it must be an environment in which a student can  
20 thrive in terms of participation in everything that a University is meant to be in a society, whereas these students, a number of our students are battling simply to survive and by the way tack onto that succeed academically.

So the package must be obviously provision for tuition but also  
25 providing a safe, secure, living, learning environment and that comes at

a cost and I am saying it is the view of the committee that state has a significant role to play in that given our country, I do not think that the resources that you would find for example in the United States exist in South Africa. I mean one of the things that I encountered in the United States for example is there is a very high level of alumnae support for the Alma Mata so students who have gone through a University, once they are earning, make a significant contribution back into the instruction, we do not have that in South Africa and it is not only because we do not have that kind of ethos, I know for example at Rhodes our advancement section is working hard to try and instil that in our students that in the future as they go out and get jobs they will hopefully make a contribution.

But the numbers in South Africa at the moment, even if we did have that culture and ethos, the need is just so massive and so it is my view and I am sure I am expressing the view of the committee, the only intervention possible is the state. Okay right so let us go on to the advantages then of placing students in University accommodation and I think having taken you through those pictures the first and most obviously one is a safe, clean and hygienic environment, if you do not have a safe environment you are always living in fear and now I am speaking specifically for example of female students. We encountered female students who were petrified of living in a University residence because rapes were frequent, the security or the access, and in this instance I am talking about technical access, was of such a poor nature that could easily be bypassed and not just other students but people

from outside of the University could get into those residences, safety.

It must be clean and hygienic and you can see there I have put that that requires firstly adequate levels of funding, so whilst you can point a finger at some of the administrations our heart did bleed for some  
5 of the administrations because we know that they did not have the money to be able to do it but we obviously also encountered very inefficient and ineffective and downright bad levels of leadership management in administration in some instances. So if you do have a safe, clean and hygienic environment there is a good reason why you  
10 need to have students in residence, you have seen what the private sector can do to students and do not forget this was in an environment where it was an unregulated Wild West okay, we did not have any regulations at that stage.

Secondly nutrition, it is clear that a number of our students are  
15 hungry and so as part of the report we provided a full set of menus which we then costed to be used as kind of like a benchmark for institutions and at Rhodes for example we provide three meals a day and they are substantial meals for R40-00. At the other institution the paragraph which I showed you where students had been waiting they get two meals  
20 a day and they are charged R60-00 for those meals clearly there is something wrong. So if you can bring students onto your campus you can then also address the issue of nutrition or poor nutrition or lack of nutrition.

Very importantly proximity or access to University support  
25 services support infrastructure and amenities, many of the students who



are in accommodation any distance from the campus, for example have no access to the internet, no access to the library so they will leave the campus at 16:00 because they need to get to wherever they are living before dark, they have no access to academic resources. Very  
5 importantly access to living, learning opportunities, structured programs and initiatives which are designed and you will see later on I mention specifically focussing for example on first years who are the most vulnerable cohort of students where within the student housing setup, for example mentoring programs by peers within the residence, all kinds of  
10 other programs which within the residence situation, the living space students are provided with support and encouragement.

ADV. LEKOANE: Sorry Doctor, and did you make any recommendations regarding students with disabilities in as far as vulnerable students are concerned?

15 DR. I. L'ANGE: We did gloss over it, we did not have the time to look at it specifically, there are, we did assess the levels of provision for students with disabilities on campus, the finding was that in most instances it was non-existent okay, one of the issues that we did touch on in the committee but we did not have the time to actually address it  
20 was would it be better for example in a region to have, and I am going to use their name, for example Wits which excels at providing facilities for people who are sight impaired and maybe one of the other Universities could then focus on people with physical disabilities in terms of being paraplegics or quadriplegics or should we push the idea that every single  
25 institution must provide full facilities for all disabilities.

So we debated that but we did not come to resolution on that and you will see later we on our campus have assessed ourselves just in terms of access to buildings, the costing provided to us by the CSIR was that in order to make our buildings accessible for people in wheelchairs, the cost is 300 million so that is just for one set of disabilities, so again you had this agonising issue of having to deal with how are we going to pay for this, but you will see that comes up a bit later. Okay here it is, is the ability to provide support to first years, it is, this says a clearly established fact that the most vulnerable cohort at any University is the first year cohort and if you have got a number of first years living off campus it makes it so much more difficult to provide the necessary support for them.

Obviously having students on campus it is our view and I think I do make the statement here, at Rhodes this is not our own claim this is based on annual stats produced by the DHET, we have the highest throughput and success rate of any University in South Africa and we attribute a good portion of that to our residential system, so those are the advantages of placing students in University accommodation.

JUDGE: Yes, would this be a suitable moment to take the tea adjournment, I think a quarter of an hour, perhaps 20 minutes will be sufficient thank you.

**END OF SESSION 1**

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**SESSION 2**

JUDGE: Yes Dr L'Ange you are still under your oath, would you like to

continue, I think you have got to the stage of the minimum standards have you?

DR. I. L'ANGE: I had just finished indicating the advantages of placing students in University accommodation.

5 JUDGE: Yes.

DR. I. L'ANGE: And so arising out of that as well as the findings of the student housing committee we had made recommendations in the report around minimum standards and I am happy to say that in September 2015 the Minister promulgated the minimum standards policy so it is  
10 called the policy on the minimum norms and standards for student housing at public Universities and so that was promulgated.

JUDGE: And what is the result?

DR. I. L'ANGE: Well the Universities now have to implement.

JUDGE: Is this minimum standards architecturally as well as in other  
15 respects?

DR. I. L'ANGE: I will take you through it.

JUDGE: Right.

DR. I. L'ANGE: But before taking you through it I thought this would be a good time to address your second question to me which was relating to  
20 the costs to institutions and students and then we will get into the actual requirements of the minimum standards. This is just a graph to indicate to you who is in Universities and who is in residences compared or comparing against the economically active population profile of South Africa and so in blue you have the different categories, African,

Coloured, Indian and Asian and white and then male and female is the blue bar, then the orange bar or the brown bar is percentage in the Universities so the total University percentage and then of those who are in Universities those in residence, no, no, no sorry percentage of those  
5 in residence broken down into the categories so that is more or less for interest but you can see there that in the African category that the green bar is actually lower than the EAP blue bar whereas in the other groups or particularly the white group you will see that the green bar is much higher than the blue bar and that is indicating to us that there is  
10 somewhat of a skewing of access into University accommodation across the sector and you can also see the differences in the male and female so obviously the number of students, female students in student housing more or less reflects the economically active population statistic for South Africa whereas the males is lower so that is an indication that more  
15 females are seeking accommodation in University housing.

And then this in an important graph and answers one of the questions that was asked earlier, the blue bar reflects the new ...[intervenes]

JUDGE: I am sorry which graph are you now referring to because your,  
20 the screen in front of us is black.

DR. I. L'ANGE: Oh sorry, it is headed undergraduate academic year of study of students in residence at SA Universities.

JUDGE: Oh sorry, sorry yes, that one yes very well, thank you.

DR. I. L'ANGE: Do you want to get the technology working, go ahead  
25 okay. As I say the blue bar indicates the new first year cohort as a

percentage of total enrolment for the years 2008 to 2010 so the orange or the brown bar is the rest of the students at the University, second years, second year plus undergraduates or the additional, not the additional, the other undergraduates as a percent of total enrolment so  
5 to explain that better, the blue bar plus the brown bar will give you the total number of students at a University, obviously we have excluded the post grads in this assessment. So you can see there that first years comprise approximately 20 percent in 2008 in fact it kind of runs through into 2010.

10 But what is important is then when we break it down into what is the percentage of first years in Res which is the purple bar, you can see how small that is so only 5 percent of first year students at South African Universities are being able to be housed in student accommodation.

JUDGE: I am sorry is this not just the University of Grahamstown.

15 DR. I. L'ANGE: No, no, no.

JUDGE: What is UG?

DR. I. L'ANGE: No this is across the country.

JUDGE: What is UG?

DR. I. L'ANGE: Undergrad.

20 JUDGE: Oh undergrad I see I beg your pardon.

DR. I. L'ANGE: My apologies undergrad sorry.

COMMISSIONER ALLY: Doctor maybe you can explain or maybe you asked the question of yourselves around this picture, is it the University that determines who will get accommodation because what you will have

is a situation, you apply to a University they tell you whether it is available or not, you are at the University have the advantage that the following year you can get in before the first year and therefore you have a higher percentage of the people at the University already being the  
5 Res and not the first year so it not the system itself that lends itself to this picture that you are presenting to us?

DR. I. L'ANGE: Yes it absolutely is but it is compounded by insufficient accommodation being available because what happens is you have a cohort of students who are in Res, the bulk, once they are out of first  
10 year you know and have succeeded virtually every student wants to come back into Res so again you sit with one of these agonising dilemmas, do you cap how many returning students can come back into Res in order to create more space for first years and because the capacity, the overall bed capacity is so small Universities have to make  
15 those kind of agonising choices. Okay so the ...[intervenes]

COMMISSIONER KHUMALO: Sorry Doctor I am over here sorry, of the balance of 50 percent of enrolled first years because I am just looking from 20 percent so if 5 percent make it into residences the balance of the 15 percent do we know how many are actually applied for Res?

20 DR. I. L'ANGE: I do not think we asked for that data but I know for example at our own institution huge numbers apply so for example for approximately 1500 spaces available on our campus we have maybe between 9 and 10 000 applications.

JUDGE: But how do you sort out who gets it and who does not?

25 DR. I. L'ANGE: Academic merit, academic merit.

JUDGE: Accommodation.

DR. I. L'ANGE: Yes so at our institution if you are given a place within the University we will then try and make sure that you come not Res so every single first year at our University who is admitted to the University  
5 resides in the student housing.

JUDGE: I see.

DR. I. L'ANGE: Okay but you have the situation at other Universities, you see at Rhodes we are able to provide on campus accommodation for just under 50 percent of our student body which is by far the highest  
10 in the country, at most other institutions that is around about between 10 and possibly 30 percent so what you will have at an institution and I know because I have a foster son at UCT, their way of distinguishing or filtering who can go into residence in their first year is on the basis of matric results so those with high matric results are given first choice into  
15 the residences and in our view that is precisely the opposite you do, you actually need students who are possibly struggling academically to be in Res rather than the high fliers but that is the way that a number of Universities have chose to do it.

COMMISSIONER ALLY: Well it could have changed from 1982, when I  
20 applied 1982 was my first year post grad which is LLB which has changed now because you have LLB as an undergrad and therefore one of the probably requirements at that time so if you were a post grad you would get in before the first year undergrad student and perhaps those things work differently then?

25 DR. I. L'ANGE: Ja what we do now and it seems to be the practice

around the country is you now have dedicated post graduate residences so they are administered, if you like, differently from the undergraduate residences. Okay before addressing the issue of costs the committee grappled with the issue of the availability of suitable residence accommodation throughout the country at Universities and it soon became obvious to us that we could not recommend a one size fits all because of the vast differences between the Universities, just in terms of for example geographic location the one size fits all model is not going to work and so we came up with typologies if you like for student housing and so you have type 1 campuses and those are campuses that are situated in rural areas and we have given examples there, University of Limpopo, Venda, Western Cape, Fort Hare in Alice, those campuses are located in impoverished areas with a severe shortage of accommodation for the areas residents never mind students.

And so we are recommending, we recommended in the report that at those Universities the student housing should be able to accommodate a minimum of 80 percent of their student body, the surrounding area simply cannot support the numbers of students in those areas at the levels of accommodation that is required. Type 2 campuses we included Rhodes in that and Stellenbosch and those are campuses where there is a certain level of suitable off campus accommodation available, so in Grahamstown for example you have what is known as student digs and there is an extensive digs market and the same in Stellenbosch. And then the type 3 campuses are those in the metro areas and that is where we are recommending the whole issue



of public, private partnerships be explored as well as those multi campus facilities.

I should have prefaced this section by saying given the realities of what we encountered at Universities our initial recommend or our initial  
5 view was that all Universities should be able to provide accommodation for every student, we felt that that was the ideal situation for South Africa but once we started crunching numbers it just was not feasible so we then came up with this typology so we are saying type 1 those Universities that have been identified in that group they must be  
10 provided with the means to accommodate 80 percent of their student body, type 2 50 percent and then type 3 will depend on the suitability of accommodation in the metro area.

Okay so the bed backlog in 2011, you can see the table that I have taken from the report breaks down the campuses into these three  
15 classifications if you like and just based on the numbers in 2010, the 2010 data, we identified that the backlog in the number of beds was 195 815 nationally, that excludes future growth and I think at the time, I am open to correction but the total number of students in higher education in 2010 was 600 000 that has grown since 2010 and my colleague here  
20 from the CHE will probably be able to tell us, I think it has grown to a million okay so that that backlog has grown even further.

COMMISSIONER ALLY: Sorry doc I suppose these illustrations are in the documentation you provided because it seems technology has broken down somewhat that you are not able to, you see what is  
25 happening there.

DR. I. L'ANGE: I apologise.

COMMISSIONER ALLY: So you are the only one looking at it.

DR. I. L'ANGE: This is on my screen.

COMMISSIONER ALLY: Correct.

5 DR. I. L'ANGE: Let us see if I can, okay there we go I have to drag it across.

COMMISSIONER ALLY: Okay.

DR. I. L'ANGE: Okay there we go, okay so this table is an extract from the report and you can see we have identified every single University  
10 with its campuses and then according to the typology which we have recommended we then are able to identify what is the backlog on those campuses so that identifies the backlog at the time and the total backlog as I say is just under 200 000, obviously the sector has increased its number of students by close to 400 000 so that backlog is even bigger.  
15 Okay so that is the first important consideration, right then we did an exercise of trying to establish and this is based on construction costs in 2010 so we provided the DHET with an estimate of the cost of providing that backlog, that 200 000 beds and you can see the figures there, depending on the scenarios, range between 120 billion to 150 billion,  
20 sorry is it not coming up.

Okay so you can see that the cost of addressing the backlog identified in 2010 alone is in the region of R150 billion which at that time I think was probably 15 percent of the national budget, I think the national budget at that time was around R1 trillion. So you can see that  
25 the numbers are simply enormous but the committees view was this is

the cost of getting our higher education system doing what it sets out to do, this is a cost of doing that and I will speak more about that later.

COMMISSIONER KHUMALO: So does this cost is for varsity only or is it higher education?

5 DR. I. L'ANGE: No, no, no that is the cost that the sector will have to, that is the bill for providing those extra beds.

JUDGE: Yes but Universities only or Tvet colleges as well?

DR. I. L'ANGE: No only Universities.

ADV. K. PILLAY SC: And the enrolment figures that were used were the  
10 2010 enrolment figures?

DR. I. L'ANGE: Enrolment figures, that is why I am saying at the time, I am open to correction but I seem to recall it was in the region of 600 000 and since then the enrolment figures have rolled to about a million so on the enrolment of 600 000 we were short of 200 000 beds, if we were to  
15 bring the existing capacity to what the committee is recommending and in order to do that that sum of money is required.

ADV. K. PILLAY SC: And just to get an understanding of how we would do a projection Doctor going forward, if for example the NDP requires increased student numbers, how that would affect the demand for beds?

20 DR. I. L'ANGE: Well I would think you would find a direct correlation between the two but using this table that I put up earlier as a template it would be very easy to plug the additional head count in and you would then get an exact figure for the backlog but I would say what is the percentage increase from 600 000 to a million, ja so whatever that

percent increase is you would then take the 200 000 and increase it by the same percentage.

JUDGE: Just if we were considering Tvet colleges I suppose in principle you would not have thought that the nature and cost of the  
5 accommodation in Tvet colleges would be any different from that University.

DR. I. L'ANGE: No.

JUDGE: In fact that is the sort of standard you want to maintain.

DR. I. L'ANGE: Yes I think that were you to provide accommodation at  
10 Tvet colleges of a different quality and standard to that which is provided at Universities not only would that be an injustice to the students it is Tvet colleges I think it would be a recipe for conflict.

JUDGE: Yes of course.

DR. I. L'ANGE: Within the sector.

15 JUDGE: Yes.

COMMISSIONER ALLY: Doctor I am not sure if you are aware and if you are not that is fine, the Minister had a task team looking to funding and so forth now and there is a document, were you as a team relating to student housing ever asked for input into that particular ministerial  
20 task team report, the Nxasana report.

DR. I. L'ANGE: No.

COMMISSIONER ALLY: Okay.

DR. I. L'ANGE: Because I am also aware, are you referring to the Ramaphosa report?

COMMISSIONER ALLY: No there is a Nxasana, Sizwe Nxasana.

DR. I. L'ANGE: Sizwe Nxasana report, that is a very recent one.

ADV. K. PILLAY SC: It is the funding of the missing middle report.

DR. I. L'ANGE: Ja, no we were not asked to contribute to that one or to  
5 the Ramaphosa report.

COMMISSIONER ALLY: Ja I am reminded it was merely dealing mostly  
with tuition and the whole form of tuition.

DR. I. L'ANGE: But as I have said earlier I think it is a mistake to look at  
only tuition.

10 JUDGE: Yes that is the point.

DR. I. L'ANGE: Because you are providing a package, you have to  
provide a package, you can provide as much tuition as you want but if  
the student does not have the place and the resources to be able to  
succeed academically that tuition is just going down the drain.

15 JUDGE: Yes that is why it seems unrealistic to provide for a system  
which covers tuition fees without looking at the consequences of  
increasing your student numbers in the infrastructural sphere.

DR. I. L'ANGE: Ja absolutely.

COMMISSIONER KHUMALO: Doc if you are saying enrolment was 600  
20 at the time now it is around a million, is this amount not subject to that?

DR. I. L'ANGE: You will have to increase that figure by the percent  
increase in headcount.

COMMISSIONER KHUMALO: Okay on the assumption ...[intervenes]

DR. I. L'ANGE: The increase from, sorry my mental arithmetic is not, so

the increase from 600 to 900 what percentage increase is that?

JUDGE: 35.

DR. I. L'ANGE: Who are the mathematicians?

COMMISSIONER KHUMALO: This is on the assumption that the entire  
5 enrolment is going to stay on campus will have accommodation?

DR. I. L'ANGE: No, no, no it is on the assumptions that we have  
recommended so according to the three typologies.

COMMISSIONER KHUMALO: Okay.

DR. I. L'ANGE: So that gives you an indication, a headcount of 600 000,  
10 this was the backlog using our three typologies okay.

COMMISSIONER KHUMALO: Then if you are using the typologies are  
they aligned to the enrolment, are those three typologies making the  
enrolment?

DR. I. L'ANGE: What we are saying is all you need to do is you are  
15 increasing the headcount right from 600 to, in fact it is 900 000 not a  
million for a headcount of 600 000 you know that the backlog is 200 000  
beds so the factor by which you increase the headcount from 600K to  
900K you would use the same factor because that factor has been, as  
the typology has been included to establish the 200 000 backlog, so you  
20 would increase that 200 000 by the same factor to identify what the  
backlog is now and if the committee would like me to quickly do the  
maths on a calculator I am happy to do it or I can provide it afterwards?

COMMISSIONER KHUMALO: No it is fine we can have it afterwards.

ADV. K. PILLAY SC: I think it would be useful if you could provide it

afterwards Doctor.

DR. I. L'ANGE: Alright.

ADV. K. PILLAY SC: We will just add it on to your presentation.

DR. I. L'ANGE: Okay great thanks. Okay then in terms of the real cost  
5 of student housing, one of the mistakes that many institutions make is for  
example you apply for funding to DHET for a new residence building and  
DHET gives you let us say for 100 bed residence they give you 30  
million, a lot of Universities think well great we are going to take the 30  
million and we are going to put up a new building forgetting the total cost  
10 of ownership and that you are going to have additional expenses if you  
are going to maintain that building properly and so that is happening  
around the country is that a lot of new infrastructure has been put in  
place, there has not been a factoring in of the total cost of ownership and  
that then suddenly arises, those costs arise and then you either have to  
15 factor that into your budget and because the residences are not  
subsidised in any way you have to then push the fees up or you neglect  
the building so those are the, that is the bottom line if you like.

Okay I have then in the report provided two scenarios relating to  
the total cost of ownership and in essence this is, was an analysis done  
20 to actually demonstrate to the department that if a University has to put  
residences up using its own funding and when I say own funding I am  
assuming that most Universities do not have that amount of money in  
their back pockets so they are then going to have to go out and borrow  
money. The difference between the two graphs indicates the bottom line  
25 so for the first 10 to 15 years in the top graph that particular residence is

going to be running at a huge deficit in order to service the loan never mind the additional costs of maintenance and refurbishment whereas if you start with a fully funded residence with funding from for example the DHET you can see that the red line never dips below zero and so for  
5 Universities that are battling financially this was a strong signal to DHET to say without your assistance what will happen at the Universities as they seek to increase their provision of beds you are going to probably see the Universities deep into the red.

COMMISSIONER ALLY: Now Doctor I just want to take you back to your  
10 research and engagement with historically disadvantaged institutions because some of them have come here to this commission to say they were promised, and this was the infrastructure part, they were promised that backlog money which money has not been given, you know now they have changed it to infrastructure and efficiency grant, the earmark  
15 grants so you have got backlogs upon other backlogs, one backlog relating to monetary and the second one relating to the infrastructure itself. Now in your engagement and that is at 2010, what was, what were the institutions saying to you in relation to that?

DR. I. L'ANGE: Well across the country there had been no money  
20 provided at all to address backlogs so no money for backlog maintenance and also very little money to address capacity backlogs and it was only as I say particularly within the student housing sector, it was only when some of the data started coming through that I recall that student housing became a category for infrastructure and efficiency  
25 funding so I am aware that most institutions have received some money



to build new residences okay in order to address capacity and my understanding, I am open to correction because I am now speaking on behalf of the department, my understanding is that 60 percent of the allocation that was set aside for student housing within the overall  
5 infrastructure and efficiency funding budget they took out a certain amount of money for student housing, of that allocation 60 percent went to historically disadvantaged institutions because the backlogs were so big in those institutions, historically advantaged institutions got the remaining 40 percent.

10 COMMISSIONER ALLY: I think this also comes at the time where they had to steal from that particular budget in order to cater for the recent decision of subsidising more students, poorer and missing middle as it were, they had to take from somewhere and this was one of the places if the evidence, if I recall.

15 DR. I. L'ANGE: Okay I would find that interesting because I do not think that the sector is aware of that. We are under the impression that the money for the missing middle has come from the Seta's but that ...[intervenes]

COMMISSIONER ALLY: No we will not go into where.

20 DR. I. L'ANGE: I cannot say with authority at all.

COMMISSIONER ALLY: No, no that is fine.

DR. I. L'ANGE: So I would find it actually interesting that money has been taken from the funding set aside for infrastructure and efficiency funding to fund if you like tuition fees because that we have a  
25 mechanism for that and that is NSFAS and now very recently the

initiative to start identifying the missing middle and to make some form of accommodation for the missing middle but that is very recent, I mean that is within the latter portion of 2016, okay so that is the cost issue to students. Then in terms of the question that Advocate Pillay asked  
5 earlier, here is the table and I hope it is in your packs because this I think is a very important table because this actually provides what in our view was the cost of providing the kind of adequate supportive accommodation two students at Universities and you can see the total there I think is 30, let me see if I can get it bigger.

10 COMMISSIONER ALLY: Would this be in billions or millions?

DR. I. L'ANGE: No, no, no this is the cost per student.

COMMISSIONER ALLY: Per student okay.

DR. I. L'ANGE: What we worked it out for is in order to provide a student housing system on campus which meets all of those advantages that I  
15 identified earlier, in other words safe hygienic environment, a living learning environment, adequate nutrition, that is the cost in 2010 terms per student so I think that is a very important assessment.

COMMISSIONER ALLY: I am interested to know why you would include printing and stationary at the Res's, at the residences when you would  
20 have and I suppose you have got differentiation here because at certain Universities the library would close at 20:00 the evening.

DR. I. L'ANGE: This is not printing and stationary for students, this is operational printing and stationary.

COMMISSIONER ALLY: Just explain that more.

DR. I. L'ANGE: Okay that is the printing and stationary needed by the administration to run the residences.

COMMISSIONER ALLY: Okay.

DR. I. L'ANGE: So we have tried to be as inclusive as possible and  
5 transparent as possible about the costs of running an effective good and  
supportive residence system.

JUDGE: That is now over and above the infrastructure cost, you have  
got 30 800 per student.

DR. I. L'ANGE: Ja, ja, now at the time that included ordinary levels of  
10 maintenance, not included in that figure is backlog maintenance because  
one of the issues that or ja one of the principles that one would have to  
deal with is with backlog maintenance is who pays for it, should the  
current generation have to pay for backlogs which happened in the past,  
how should that be funded and I think the sector is still grappling with  
15 that issue. Okay so if you can keep in mind that figure of 30 odd  
thousand ...[intervenes]

ADV. K. PILLAY SC: Doctor before you move on may I just ask around  
the last, the second last item, the loan and financing costs, just explain  
why that item was included and how many of the Universities that you  
20 looked at, in fact had loans relating to the residences.

DR. I. L'ANGE: Ja that is making the assumption that the state has not  
given money for residences so we have included that to demonstrate the  
impact of having to go out and secure commercial levels of funding to  
build additional residences and so if you did not have that line item okay,  
25 in other words the state had given you money to build a new residences

that would removed from there, your residence fee would then drop by the mentioned amount.

ADV. K. PILLAY SC: So that is not a reflection of existing debt?

DR. I. L'ANGE: No, no, no.

5 ADV. K. PILLAY SC: Okay.

DR. I. L'ANGE: Do not forget that this is a ...[intervenes]

COMMISSIONER ALLY: This is an ideal.

DR. I. L'ANGE: Ja.

COMMISSIONER ALLY: Which you have put forward as a template.

10 DR. I. L'ANGE: Yes.

COMMISSIONER ALLY: Where the state has not provided you with.

DR. I. L'ANGE: Yes.

COMMISSIONER ALLY: If the state does provide this is the amount that is needed per student.

15 DR. I. L'ANGE: Yes ja, so this provides us with an idea of what it will cost a student if the University were to provide an adequate housing system and obviously there are factors in there like this particular issue of the loan funding, if that is removed then obviously that is the impact on the bottom line is that it is reduced. But you will see, I am not sure if I  
20 have included in here and I do not think I was able to, when you look at the actual residence fees across the country, so remember that, it might be here, okay we do get to it where I show you the actual fees charged by individual institutions across the country so we will get to that so keep in mind that figure of 30 000.

And again I want to harp on the issue of the backlog maintenance and the modernisation costs, we asked, in the report we asked institutions to do a self assessment of what they view the size of their backlog is, backlog maintenance and the cost of the modernisation of very old buildings, so for example at Rhodes you were in Stanley Kid house that was built in probably the turn of the previous century so obviously it needs modernisation and there is the total costs put forward by the Universities, our experience particularly recently at Rhodes is that that has been significantly understated because we have had to go through an assessment of the backlog maintenance on our campus and it was performed for us by the CSIR, this is the document produced by the CSIR, I regret to say that it is not worth the paper it is written on because when we audited it there are huge insignificant gaps and mistakes made in the data but the backlog maintenance figure that they came up with on the Rhodes campuses, R1.3 billion and that is one campus.

COMMISSIONER KHUMALO: Just on the figures doc, we heard that the municipal rates, the varsity's are exempt from it?

DR. I. L'ANGE: It really depends on the local authority and you will see I raised the issue of the challenges that Universities are facing in implementing the minimum standards policy and certainly a very big one, amongst them is municipal service provision and one of the issues is rates so for example we have done our own rates assessment recently and it is our view at Rhodes that we are being over billed for rates. We have just completed an exercise, a two year battle with Makana

Municipality where they have finally acknowledged that we have been over billed over a two year period for electricity supply by R3 million okay so within the finance executives forum of higher education there is a concerted move towards national support through Copta to say please  
5 can we have a standard system in the country for how Universities are to be treated by municipalities because it varies dramatically.

ADV. K. PILLAY SC: Just back to the backlog slide Doctor can I just understand what does modernisation mean because obviously it is an elastic concept, is this modernisation to bring the residence up to the  
10 standards set out in the norms and standards.

DR. I. L'ANGE: Yes ja and I make the point somewhere, it is coming up that the standard that we used for the modernisation if you like is not back to as built but it is a concept that we refer to as fit for purpose which is a lower standard so we are saying what is it going to cost to  
15 take this building to bring it back to fitness for the purpose for which it is being used okay, so it is not saying we are going to totally refurbish it back to its original glory if you like, it is just to fitness for purpose. Okay here is the slide that I spoke about which is a reflection of the average residence fees across the country for the period 2008 to 2010 and you  
20 can see at the top end of the scale is UCT with the highest residence fees and the fees I think that figure ja in 2010 the figure was R25 000 and this is without meals okay so UCT was charging a residence fee in 2010 with no food of just above R25 000.

At the other end of the scale you had Walter Sisulu charging just  
25 above R5000 now keep in mind the figure that I put up earlier of the 30

000 in order to provide a comprehensive student housing capacity to students, how can Walter Sisulu when they are charging just above R5000 per student ever hope to achieve that standard.

COMMISSIONER ALLY: Well you did, I am not sure, well they were part  
5 of your sample and on your site visit how far away were they, forget about the costs you see here that has got its own variables and determinations of their own in relation to each other. On your site visit how far away were they from the minimum standard?

DR. I. L'ANGE: Very far because you see the only way of achieving at  
10 this end of the scale is either to lower the standard or to draw money from the central budget. If you are going to charge a student fee as a residence fee of that, there is no way you can provide that standard at that cost, it is just simply impossible the numbers do not add up but there is very good reason why those institutions are charging those fees, I  
15 would estimate that probably 90 percent if not higher of students at Walter Sisulu University are students on NSFAS which means they come from family incomes of 180 000 per annum or less, so is the committee understanding the kind of dilemma that confronted the student housing committee?

20 ADV. K. PILLAY SC: Doctor can you explain how NWU for example was still able to bring the cost of their residence down from 2009 to 2010?

DR. I. L'ANGE: I cannot, I think it was, if my memory serves me correctly it was one of those decisions that the University made, I think it was a political decision but I am open to correction but again you would  
25 have found that that would have had an impact somewhere else in the

University because if you are providing a service at that level 1 year and then you are dropping your income level, the difference is going to have to be made up because just by the way you will have found that for example the electricity costs did not remain static from 2008 to 2009, 5 other costs would not have remained static so what happens is that those Universities then have to get, fill that gap by getting money from somewhere else, where is the somewhere else.

ADV. K. PILLAY SC: And was the committee able to interrogate the residence fees charged by the individual Universities to examine the 10 extent to which there is a correlation between that and the actual cost that the University experienced or incurred?

DR. I. L'ANGE: No because we, one of the recommendations of the report which is now a statutory requirement is that the, all Universities are required to separate out the residence budget from the central 15 operations budget they have to be separated. In 2010 when we did the research a lot of Universities had blurred it so you could not actually clearly distinguish this is the cost of residence, this is the cost of the University. So for example electricity costs were paid as a lump sum whereas we asked that that be separated. Okay and then here is the 20 cost, just interestingly over the tea break my colleague and I were chatting about the difficulties of getting data from Universities and we really battled to get data from the Universities in 2010 clearly distinguishing between accommodation only or accommodation plus meals and in fact this data was supplied to us by Charles Shepherd 25 giving us the costs including the meals based on his assessment of



NSFAS data and you can see the differences there and what including the meal costs does to the figures, so I think in fact UCT was dethroned and you had Pretoria University at the highest in 2011 which is the blue lines but you can see that at Pretoria University the cost has now  
5 escalated to 42 800 but that includes the meals, okay.

COMMISSIONER KHUMALO: On that previous slide, when you say meals were talking about self catering or provided by varsity?

DR. I. L'ANGE: No at the top end of the scale it is meals that are provided by the Universities so for example in that top cohort of  
10 Universities you will find that it is Pretoria University, Wits, Rhodes, UCT, Stellenbosch that still provide students with three meals a day whether it is in-sourced or outsourced, I think KZN, no KZN has done away with it, University of Zululand still provides but it is just a handful, the rest have all gone the self catering route okay.

15 ADV. K. PILLAY SC: So in calculations we divide those varsity's.

DR. I. L'ANGE: Yes that is reflected in that table so if the University does not provide meals then it will not, that figure that is reflected is just showing the cost of the accommodation the student will then over and above that have to provide meals.

20 COMMISSIONER KHUMALO: Do we get a figure later of when there is an ideal situation?

DR. I. L'ANGE: The ideal situation I have shown you is the 30 000 because that includes providing meals so the 30 000 in 2010 includes the provisions of three meals a day.

25 COMMISSIONER ALLY: Okay and just for our purposes we need to use

that figure, well that figure is a mere illustration.

DR. I. L'ANGE: Yes.

COMMISSIONER ALLY: And in order to get the figure in 2017 we would have to obviously use ...[intervenes]

5 DR. I. L'ANGE: Escalate it by the inflation rate ja.

COMMISSIONER ALLY: Okay.

DR. I. L'ANGE: Okay so that is the costs I am not sure if there are any further questions relating to your questions relating to the costs to institutions and to students, I think I have covered that. Right then the  
10 challenges of compliance with meeting the minimum norms and standards and in other words comparing the existing or the state of existing accommodation. Okay the areas that are addressed by the minimum standard policy and honourable Chair I think this relates to your question earlier, these are the areas that are covered within the  
15 minimum standard policy, the first area is the sighting of residences, so for example the recommendation or requirements are that Universities should not build residences more than a certain distance, a kilometre distance from the mother campus so we want to move away from the situation that we encountered in Durban where you have got students  
20 living maybe 40 kilometres from the Universities, they are spending the bulk of their day travelling at huge expense because of transport costs are massive so we are now saying you may not build University accommodation more than a certain number of kilometres from the campus.

25 COMMISSIONER ALLY: Perhaps you need to clarify, there is a

difference between building and using, is your requirement that you do not use buildings so many kilometres away as well as do not build so many kilometres away?

DR. I. L'ANGE: Yes, yes so it take care of the situation that we  
5 encountered for example in Durban so those Universities may no longer use those brown fields buildings that are so far from campus but clearly they cannot transition overnight so that is why there have been compliance periods put into the policy. So number 1 area is the sighting of residences, we also spoke about please avoid sighting residences for  
10 example, again I use the example of Durban, a number of buildings in Point Road which as the committee is aware is a notorious red light district, how can you have students residing in buildings in that area, it is totally unsafe. Second areas I ...[intervenes]

JUDGE: I must say it was so when I lived there but I thought that the  
15 Point Road area had been upgraded.

DR. I. L'ANGE: Certainly when we visited, the area of Point Road that we visited several of us were propositioned by, as we were walking in the street.

JUDGE: Okay.

20 DR. I. L'ANGE: Design standards, the design standards, the report was somewhat criticised because it went into such detail, what the committee felt was important that we should not leave loopholes and so the design standards go down to the level of saying if you are going to have X number of students in your residence the number of for example  
25 showers that you have to have is X, the number of toilet cubicles is X,

the amount of common room space is X so it went down to that level. It also goes down to the level of specifying what kind of furniture must be provided by the University because again a lot of instances you have students coming from families below the 180 000 NSFAS category who  
5 are given an empty bedstead, a table and a chair in a room and then suddenly have to come up with furnishings in order for the students to live in the room

And by the way that 30 000 includes that level of furnishing, okay so that is design standards. Health and safety we encountered very few  
10 Universities, for example have arrangements with emergency services for example so should a student have some form of grave illness, again I sue the example of Durban, we arrived at a residence where a student had died because the students there, there was no emergency plan, fellow students had phoned the ambulance services, the student had  
15 bled to death before the ambulance arrived, there was simply no emergency plan in place so the student housing policy requires providers of student accommodation to adhere to and come up with a health and safety plan.

There is furnishings and fittings, construction repairs and  
20 maintenance so Universities are now required to keep their residences in an acceptable state of repair and recommendations are made about how that is to be factored in so in some institutions you find that students are simply kicked out of residences and just sort themselves out while the residence is being maintained and we are saying you cannot do that,  
25 there has to be a way of doing this which has a minimal impact on

students residence within that building.

ADV. LEKOANE: Sorry Doctor, and this will be at the Universities own cost yes?

DR. I. L'ANGE: Yes. There is a section on student well being and support and this relates to the expectation that Universities must facilitate residences being living, learning spaces. Student housing governance and management, I have already mentioned the very differing standards of student housing staff across the country, this attempts to set a minimum standards for that and then obviously the financial control and management of student housing, this is where it is now a requirements that the University needs to separate out the residence budget from the University budget. And then there is a section on compliance with minimum norms and standards, that is the section where the timeframes are spelt out.

Okay your question to me then to me was, what are the challenges to Universities in implementing the minimum standards policy, we have spoken several times on the enormous backlogs both in terms of bed capacity as well as in maintenance backlogs. Along the same vein much of the existing stock is run down and is not fit for purpose. The big challenge then relating to finance is that fees in particular, when I say subsidy I am talking about the grants that are made through the infrastructure and efficiency funding those grants whilst very welcome just kind of touch the surface. And then the fees that are coming in or are being levied are insufficient to cover the cost of life cycle maintenance at Universities.

Another factor is, and I have spoken a lot about public private partnerships but the other area that Universities have explored is to see whether we cannot tap into donor markets, currently the donor market is spectacularly uninterested in funding bricks and mortar and so trying to get donors to fund for example at Rhodes, Gold fields, de Beers and the other residences were all built by mining houses, we do not get that kind of funding any more and even less so for backlog maintenance. One thing that the committee did look at very briefly, there was not time to engage with it but we have subsequently at Rhodes engaged with this is the possibility of making use of alternative building or construction methodology such as modular construction where you can build a new residence for example at maybe 50 percent of the cost of a traditional bricks and mortar building but the technology is not, in our opinion, the technology has not reached the stage where it be suitable for full implementation.

And also then there is a, kind of like an acceptance issue amongst students who say we are not going to go into prefab buildings or they were more explicit on our campus, we are not going to live in huts but it is something that we need to keep in mind going into the future. The need for a decanting residence, so in other words to compound the issue of the backlog of bed capacity, if you are going to undertake to do maintenance of existing buildings you cannot just kick those students out so what you need to do is take those students in that particular Res that you have identified for refurbishment and move them into what we call a decanting residence, you then strip this building and repair it and then

these students move back in and you move onto the next residence so there is a need to have that kind of facility.

Many institutions whilst we have made those recommendations about distance from campus, many institutions will battle to comply with  
5 that because of their location and I would just like to read to you a comment made to me by the then Vice Chancellor of UWC Professor Brian O'Connell and he wrote or he said to me, the scale of the problem is desperate, we or UWC have thrown open the doors of learning for 19 000 students but we only have place for 3200, this is in the residence,  
10 local landlords demand high rentals but NSFAS funding is totally inadequate and this accommodation is often appalling, you have seen the pictures. We cannot have any campus programs after 16:00 in the afternoon because of the dangers our students many of whom are from the poorest of the poor communities if Khayelitsha and beyond face  
15 while travelling.

The nearest cinema is 16 kilometres from campus and so his conclusion and just reading this does not express the agony that I saw on this mans face where he said the past continues to linger with us and the sense of having to grapple with this as the Vice Chancellor of that  
20 institution was deep. Safety of students, you have heard what Brian O'Connell is saying about the safety of his students, I encountered situations as mentioned in the Durban area where students are exposed to such enormously high risk I do not know how the Vice Chancellors and the relevant administrators sleep at night knowing that their students  
25 are living in such circumstances so safety of students has to be

prioritised, in other words access to residences or groups of residences.

Cost of compliance, there was a question earlier about complying with the accessibility legislation and I indicated to you, at Rhodes just to comply with physical access was quantified at 300 million so that is  
5 another challenge. Capacity to meet management and administration standards, so again I am referring here to the capacity of your student housing staff and I think the next point is related to that is the remuneration of student housing staff, if you are going to want to employ a professional student housing staff you going to have to start paying the  
10 relevant levels of remuneration. Ongoing professionalisation of student housing staff, by and large across the country student housing staff I think are woefully under prepared and under capacitated for the enormous responsibility that they take on in student housing.

Another challenge is the reliable supply of municipal services and  
15 particularly in Grahamstown I am sure that members of the committee will remember 2 or 3 years ago the march led by our then Vice Chancellor Dr Salim Badat to the municipal offices with students who were dressed in bath towels because we had had no water on campus for 10 days. We have some 4000 students in residents, how do you  
20 cope with no water for 10 days. Municipal bureaucracy I know that the PICC has been set up to try and cut through levels of bureaucracy but in the site visits I have visited a residence in the Western Cape and it is one of the institutions that caters for students from the poorest of the poor communities in the Western Cape, lovely building but it has got  
25 three floors of underground parking and that is a city requirement, is the



underground parking ever used, there is not one singled student vehicle in the underground parking, can you imagine the cost in order to meet some bureaucratic requirement.

I have spoken about the accessibility for persons with disabilities,  
5 then there is the issue of monitoring of compliance with student housing policy and that is both at a national level but also at an institutional level so at my institution we are in the process of appointing somebody whose task it will be to make sure that we are compliant with the student housing policy requirements.

10 COMMISSIONER ALLY: Doc in respect of municipal bureaucracy your engagements with the Universities, is there somebody that can speak authoritatively from the University side on the requirements by the municipality, now we all know that each municipality has their own legislation and regulations that deal with certain aspects and they have  
15 exemptions from certain aspects or services that are provided by them which you have to pay for. In your engagement does anybody show any knowledge of those and have they used that knowledge to apply for these exemptions, for instance I know UKZN that has certain exemptions in terms of municipal services that they have to pay for but have the  
20 other Universities taken that on board?

DR. I. L'ANGE: I think I mentioned earlier that initiatives like that are starting to filter through, for example through the finance executives forum so when an institution achieves a breakthrough if you like it is shared at that forum but I must acknowledge the work that is being done  
25 by the PICC and certainly in my institutions case they have been

instrumental in breaking through levels of municipal bureaucracy so for example in the previous round of funding we had received money to build three new residences with the capacity of 300 additional beds and the municipality refused permission because the water provision they  
5 were saying that they cannot, you know they are putting a moratorium on all infrastructure development, the PICC intervened and a new reservoir was built just outside Grahamstown. So I must acknowledge that the work of the PICC or the support provided by the PICC has been fantastic.

10 Another challenge is that of in-sourcing, I mentioned that a lot of the Universities about 10 to 15 years ago had outsourced what was termed at that stage non core business, fortunately Rhodes did not follow that trend, I think based largely on our geographic location and it has stood us in very good stead over the years, we have now seen that  
15 that has become a political issue and Universities are now having to contend with now in-sourcing those services. And then I mentioned the issue of the legacy of apartheid, I have mentioned the difference that we encountered between historically advantaged and disadvantaged institutions at various levels.

20 And then I think I will skip over that I have already said a lot about private student accommodation providers. I have provided a summary of the findings of the committee but all of those findings have been incorporated into the minimum standards policy so I will skip over that straight to the conclusion and I end with two quotes, the one is from  
25 Ihron Rensburg and in his foreword to the report he says, if the

University systems is to achieve one of its fundamental goals i.e. in respect of undergraduate education to create, very important word there, create the conditions that will enable dependent adolescents to become wise adults men and women have dignity and honour who will be the countries future leaders, whose discoveries and innovations will be the source of national prosperity in the coming decades and whose personal ethics will be the standards both of government and corporate South Africa we know that clear and deliberate action is urgently required so that we can provide the very best circumstances under which especially undergraduate students can flourish. And he is talking about student housing in that statement.

And then I close with the quote by the honourable Minister in his forward to the report and he says, the report does indeed confirm that there are major backlogs in the provision of student accommodation and that in some instances students are living in appalling conditions, many of our institutions have not been able to make sufficient investments in maintaining their infrastructure and far too students are accommodated, it is clear that massive investments are required to address the backlog that currently exists and by backlog he is referring to both the capacity backlog as well as the maintenance backlogs. In his concluding sentence, this is primarily the responsibility of the state and where feasible the Universities themselves.

JUDGE: Now was this what he said in 2010?

DR. I. L'ANGE: 2011.

25 JUDGE: I see and was anybody listening to the song?

DR. I. L'ANGE: There were signs that people were listening to the song at a student housing indaba that he held at Unisa in the third quarter of last year, he reported back to us that he had been signing this song very hard both within the cabinet and parliament and the standing committee  
5 and his plea had fallen on deaf ears and that he had gone to the private sector and had also not received particular support from the private sector and so strategically I identified that quote last night, I only included it last night when I was going over the presentation in preparation for this morning because I think the key to this is that  
10 statement that this is primarily the responsibility of the state and I know that it is an easy option to sing that song but I think there have, if the significance of higher education for the future of this country is to be acknowledged this is the cost of it. Do not subject the sector to half measures and have expectations there but they are only being funded at  
15 that level, you have seen the consequences of that in student housing.

JUDGE: It is rather a pity that the ministerial task team did not come and ask you to say that.

DR. I. L'ANGE: Sorry.

JUDGE: It is rather a pity that the ministerial task team did not come  
20 and ask you to say that.

COMMISSIONER KHUMALO: Doc can I, on the challenges in implementing minimum standards policy, so are these challenges current or are they changes in 2010 and 2011?

DR. I. L'ANGE: No they are current.

25 COMMISSIONER KHUMALO: In-sourcing.

DR. I. L'ANGE: All current.

COMMISSIONER KHUMALO: Emanating from that time.

DR. I. L'ANGE: Ja so these are all the challenges that I could think of in response to your question that institutions, by the way I should have said  
5 that that list is not exhaustive, I sat down with a team at my institution as well as the professional consulting team and that is what we came up with but I have no doubt that were we to pole the institutions we would be able to add to that list.

COMMISSIONER KHUMALO: And are we able to see if there has been  
10 any intervening factors maybe some challenges being dealt with?

DR. I. L'ANGE: Well as I say immediately upon receiving the report the Minister and his team have made the decision to fund historically disadvantaged Universities at a greater proportion than the other Universities and I think that was a step in the right direction because that  
15 addresses the issues of the redress around past inequities but there is still a great deal of work that needs to be done before we come anywhere close to national levels of compliance, you might find individual institutions being able to start approaching meeting the standards espoused in the minimum standards policy but without a great  
20 deal of state intervention it is going to be simply impossible for many of the institutions to comply.

ADV. K. PILLAY SC: And Doctor to date the additional government funding has only been in respect of new infrastructure?

DR. I. L'ANGE:

25 DR. I. L'ANGE: Yes, well this last round of funding we were, we could

submit applications for maintenance backlogs but it was a very small component of the overall sum of money set aside so for example at Rhodes we applied for 900 million to address the critical areas that we identified, we got 24 million

5 ADV. K. PILLAY SC: And has the exercise been done to cost the implementation of the norms and standards per institution?

DR. I. L'ANGE: They have been asked to do that and that is still work that is ongoing and that is work that has been if you like overseen by the relevant department or subsection within the department of higher  
10 education and training.

JUDGE: Dr L'Ange do you know of anybody who disagrees with you about the necessity of supplying sufficient proper and adequate accommodation and the things that go with it in order to allow the system to succeed?

15 DR. I. L'ANGE: I have not encountered a single descending voice at that level, obviously in terms of some of the recommendations there has been descent or requirements, so for example one University feels that our requirements surround room size is unreasonable or the number of, if you are going to go self catering we require you to provide a certain  
20 minimum number of stoves for example and there must be a minimum number of wash basins or sinks where stuff can be washed so quibbles like, quibbles of that nature but I have not encountered a single voice saying we do not need to get our student housing up to this standard.

JUDGE: Well as a matter of realism if one is to increase the number of  
25 students or to provide fee free education and accompany it with proper

accommodation etcetera does that not necessarily mean that in order to achieve a balance one is going to have to limit the number of students and limit the amount of accommodation that has to be provided?

DR. I. L'ANGE: I think I would agree with you that you have to limit the  
5 number of students coming into the sector but I am saying if you are going to continue to take students in without providing them with a conducive living environment in which they can, in which they stand a good chance of achieving academic success you are creating an inefficient system.

10 JUDGE: Yes.

DR. I. L'ANGE: I mean as it is higher education if you look at the throughput rate is an inefficient system. You look at the number of students entering and the number of students exiting and it is dismal.

JUDGE: Well all I am asking is this, because of the cost consequences  
15 one will probably not be able to provide all the accommodation for all the students, all the accommodation that you envisage for all the students.

DR. I. L'ANGE: Yes.

JUDGE: Now you could provide all the accommodation for some of the students or some of the accommodation for some of the students.

20 DR. I. L'ANGE: Mm ja.

JUDGE: It is a balance is it not?

DR. I. L'ANGE: It is absolutely a balance and I think the committee is of the view that there is not going to be a silver bullet so that is why there are timeframes. Okay so we presented if you like we presented

Treasury with a forecast on how much would need to be set aside over a period if these goals and targets are to be achieved. If that is not possible then obviously the policy makers then have a decision.

JUDGE: Well are you not in effect telling us that because of the realities  
5 of the economy, if fee free education is to be provided then one is not able to provide adequate accommodation to supplement that fee free education, to buttress it?

DR. I. L'ANGE: I am saying that that ...[intervenes]

JUDGE: At the moment.

10 DR. I. L'ANGE: Even at the moment I am saying that that would be unfortunate.

JUDGE: No well that may be but we are not thinking in those terms we are thinking of it in terms of whether it can be done, whether we can provide fee free education to people or not.

15 COMMISSIONER ALLY: In the terms that the Chairperson is indicating that all things being fair, if we had all the money you would be able to provide student housing and your particular minimum requirement in respect of Professor Scott's evidence in terms of the support provided to each student and so forth and so forth, if we had all the money fine and  
20 well, where you do not have all the money that is the picture as I read it the Chairperson is putting to you.

JUDGE: Yes so you cannot achieve universal fee free education in those circumstances can you?

DR. I. L'ANGE: No and just by the way I do not agree with universal fee



free education.

JUDGE: I did not ask you that.

DR. I. L'ANGE: I think that those that can afford to pay should pay but I think that given what the purpose is of higher education if you are going  
5 to increase access to higher education through funding tuition without providing adequate student housing you creating a mess.

JUDGE: No that has come across very clearly.

DR. I. L'ANGE: Ja and I am saying that any decision must keep the balance, I am not saying that you are going to be able to achieve it  
10 overnight but unless there are visible signs of the sector moving towards that that in itself will become an issue that is going to cause significant unrest and protest across the country.

JUDGE: Yes. Now if you have to project yourself into an environment which contains both Universities and Tvet's what do you tell us then?

15 DR. I. L'ANGE: I would have to say on a principle basis exactly the same applies.

JUDGE: Well no that is true the balance just becomes different.

DR. I. L'ANGE: Yes.

JUDGE: Now are Tvet's more important than Universities in your view do  
20 they have a more important role to play, should people be directed there rather than going to Universities if there is not sufficient money to build University residences?

DR. I. L'ANGE: I do not think the one is more important than the other, I think both have a significant role to play and the fact that we have

undervalued and underdeveloped the Tvet's and I forget what they used to be called, has turned around now and bitten us very hard and so the country is now having to resuscitate that, I think that the Tvet colleges play a significant role because not everybody coming through the  
5 schooling system should go to University.

JUDGE: Well ...[intervenes]

DR. I. L'ANGE: But you cannot do away with a higher education sector, it plays a critical role.

JUDGE: As at the beginning you seemed to concede that there is a  
10 major shortcoming in your research to the extent that you have been unable to cope or to sorry, to consider adequately the Tvet position.

DR. I. L'ANGE: Ja and in fact our brief, you see the brief or the title is student housing at South African Universities.

JUDGE: Ja.

15 DR. I. L'ANGE: We were not asked to consider the Tvet's but as soon as the report became available the principles that the Tvet colleges on mass approached us and said hey what about us and we acknowledged that was a serious flaw, they should have been included.

JUDGE: That must have been a comfort to them. Yes Mr Zulu.

20 ADV ZULU: Chair I do not have any questions.

JUDGE: Okay would the evidence leaders like time over lunch to give out this.

ADV. K. PILLAY SC: I think not Chair, I think we have asked the questions we were meant to ask so we are happy to release the Doctor.

JUDGE: Thank you, well thank you very much Doctor for a very comprehensive overview of these things.

DR. I. L'ANGE: Thank you.

JUDGE: What we can do about it I am not sure.

5 DR. I. L'ANGE: I will be waiting with bated breath to see.

JUDGE: I am sure you will.

DR. I. L'ANGE: And strength to your collective arms.

JUDGE: That page is too hard.

DR. I. L'ANGE: I really mean it when I say strength to your arms  
10 because I think you have, you will need the wisdom of Solomon ja.

JUDGE: Yes thank you, thank you.

**NO FURTHER QUESTIONS**

JUDGE: Well there will be lunch, I assume there is lunch for the witness  
as well.

15 ADV. K. PILLAY SC: There is lunch Chair.

JUDGE: Thank you. Thank you we adjourn.

Chairperson, I did raise with the Chair this morning

**MEETING ADJOURNS**

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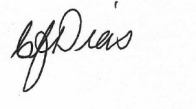
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DAY 2

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