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MINI PLENARY SESSION – NATIONAL ASSEMBLY

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*PROCEEDINGS OF MINI-PLENARY SESSION – NATIONAL ASSEMBLY CHAMBER*

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Members of the mini-plenary session met in the National Assembly Chamber at 14:00.

House Chairperson MS M G Boroto took the Chair and requested members to observe a moment of silence for prayer or meditation.

The HOUSE CHAIRPERSON (Ms M G Boroto)

**APPROPRIATION BILL**

Debate on Vote No 15 – Higher Education and Training:

The HOUSE CHAIRPERSON (Ms M G Boroto): Let me first welcome our guests in the gallery. We really appreciate your presence in this Parliament today, to share with us in this Extended Public Committee, EPC. I have just a few House Rules. Unfortunately, as

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the quests in the gallery, you are not allowed to participate in the proceedings of this House. When I talk about participation, I am talking about being excited, clapping hands or using your cameras or your phones. So, those are the Rules of the National Assembly. When you get excited, just smile and then we continue. [Interjections.] Yes, you can wave. Thank you.

The MINISTER OF HIGHER EDUCATION AND TRAINING (Ms G N M Pandor): Chairperson, I don't recall the Chairperson giving these directives to the public in other Budget Votes. I think the Chairperson knows this is going to be a good, exciting Budget Vote. Ministers and Deputy Ministers, colleagues, Deputy Minister of Higher Education and Training, Mr Buti Manamela, chairperson of the Portfolio Committee on Higher Education and Training and portfolio committee members, Seta CEO's, heads of our entities, student leaders and scholars, hon members, director-general and the staff of the department, heads of our post-school organisations and institutions, honoured guests, my special guests, especially Prof Van der Rolf, well done, the Meerkat is complete, ladies and gentlemen, comrades and friends, good afternoon. [Applause.] The past three years have been characterised by events that will have a fundamental impact on

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the post-school education and training sector. I wish to signal three features of society that I regard as a challenge to action for the sector.

The first is the #FeesMustFall and decolonisation of higher education protests. The second is the continuing urgent imperative for the production of skilled human resources, able to play a role in knowledge creation in different spheres of human endeavour, and to contribute to inclusive economic growth. This means also creating opportunities for enterprise development that can intensify job creation, and produce innovative products and services for domestic and international markets.

The third feature is the world's increasing focus on the Fourth Industrial Revolution and its implications for business and education and other sectors in society. We're in the age of the pervasive influence of emerging technologies and artificial intelligence and need responsive skills and development research focus areas as well as investment, in order for us all to benefit fully. I intend to create a multistakeholder task team to advise

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us on how we in our sector should take up opportunities of the Fourth Industrial Revolution.

I now turn to our Budget. The 2018 Budget marks the beginning of a new dawn for post-school education and training. It's a decisive response to calls for free education. It honours the call by the Congress of the People that the doors of learning and culture shall be opened. This is the promise President Mandela and Mama Albertina Sisulu wanted to see realised and we are pleased that this year, we honour them through allocating the most significant increases to post-school education, since the dawn of democracy.

Through this funding, we signal that universities and colleges are expected to make a radical contribution to South Africa's development. University subsidies increase by 30%. The National Student Financial Aid Scheme, NSFAS, funding increases by doubling. The TVET colleges get an increase of 45%. Community colleges and skills development levies do grow, but more modestly. Hon members, you are allowed to clap, even if the gallery is not. [Applause.]

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The Budget is R89,9 billion and its major components are university transfers of R38,6 billion; NSFAS, R20,5 billion; skills development, R16,9 billion; TVET colleges, R10,7 billion; and Community Education and Training, CET, colleges, R2,3 billion.

For the first time, we in South Africa will have fully subsidised bursary funding for first-year, poor and working class students in public universities and colleges. [Applause.]

As hon members know, first-time entry students from families with an income up to R350 000 per annum are eligible to apply for the new Department of Higher Education and Training, DHET, bursary. The scheme will be phased in over five years. The bursary conditions will include academic performance requirements as well as future community service. Very significantly, government has converted NSFAS loans of returning students to grants as well.

Hon members will be aware that we have had teething problems with the administration of this new scheme. I wish to assure hon

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members that we are working closely with NSFAS to iron out these problems.

We will also continue with the pilot of a public-private partnership initiative, known as the Ikusasa Student Financial Aid Programme, which is being offered in 12 universities and one TVET college this year and it will support over 5 000 students.

In the TVET college sector, students in all years of study will benefit from the scheme. Our intention is to ensure that colleges become institutions of choice for millions of young people. The bursary allocation for colleges is R5,2 billion this year and over 458 000 college students will benefit. [Applause.]

We have begun to attract many more young people into technical and vocational colleges and we will soon have more artisans, more technicians, and more technologists. In line with responding to new technology demands, we are modernising our colleges, to ensure they contribute to employment creation and enterprise development in South Africa.

I'm especially pleased with the recently announced centres of specialisation in TVET colleges. We will introduce the project

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in 26 colleges, offering 13 critical trades and occupations that are in short supply, and responsive to our infrastructure and Phakisa projects. This is a two-year pilot that we will use to identify more colleges and significantly expand the specialised college model. We have received committed industry support and partnerships for this project and we hope to build on it. The National Skills Fund has committed R150 million to this pilot.

I am also pleased with the completion of the new college campus at Thabazimbi in Limpopo province. Two more colleges at Bambanani and Nkandla in KwaZulu-Natal will be completed soon. There will be dedicated attention to infrastructure development and maintenance this year. Our infrastructure management system will train 250 college personnel to develop and implement maintenance projects.

I am very excited that the three-stream school model proposed by the Department of Basic Education has created an opportunity to increase technical skills. [Applause.] We are working together to try and rationalise the number of diverse qualifications in the TVET sector. I would like to acknowledge 12 young people in the gallery from three schools in Gugulethu: I D Mkhize Senior

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Secondary School, Fezeka Secondary School, and the Intshukumo Secondary School. I am really pleased that they could join us. I encourage each one of them to set their set your sights on a TVET education.

On community colleges, I am pleased to indicate that one of our significant statistics of success that I can share with you today is that we achieved a significant decrease in the percentage of people over 20 years of age with no education at all. We have made significant progress between 1996, when 19% of the population was without education, and now, when we have fewer than 5% of adults with no education. Thanks, not least, to our Kha Ri Gude Literacy Programme.

It is for this reason that we are going to prioritise piloting community colleges aimed at increasing educational access for those adults who didn't finish school or who may want to develop a new skill. Nine Community Education and Training Colleges in multiple sites around the country are in operation and are developing experience on what should be offered and how to reach people wishing to continue their education. I hope to draw on

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past experience of workers colleges in South Africa, as we develop programmes to offer.

We are putting effort into developing a national policy for lecturer development and support for the community college sector. This year, R2,5 billion has been set aside for community education and training colleges.

On skills and artisan development, I am really pleased to report that audited national artisan numbers indicate an increase during 2015, 2016 and 2017, increasing the number of artisans produced by 50% from 14 389 in 2015 to 21 188 in 2017.

[Applause.] We thus believe that the country will meet the National Development Plan's target of 30 000 newly qualified artisans per year by 2030.

We have released the National Artisan Development Strategy for public comment. Our goal is to energise and expand artisan development.

We are also continuing our consultation on the National Skills Development Plan. Once this is concluded, we will propose

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legislative changes, so that the National Skills Development Plan can come into force in April 2020.

In 2017, I was really thrilled to note that the National Skills Fund provided R886 million for 8 000 undergraduate students pursuing different qualifications in scarce skills domains such as accountancy and engineering. It also provided R254 million for 3 500 Honours, Masters, Doctoral, and Postdoctoral fellows. The NSF also hosts the annual Mandela Day Career Development initiative. This is a legacy programme that selects 67 learners annually from a different province in honour of the former President Nelson Mandela. This assists us in increasing the number of high achieving students that are funded in scarce skills disciplines.

Our universities have experienced very difficult challenges in recent years because several have massively increased enrolments. This was unavoidable, as government and universities had to contribute to overcoming the education inequities of the past.

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This, however, put the universities under strain. Institutions able to attract students from better off homes offset the decline in subsidy per student by increasing fees.

I'm pleased that the additional government subsidy that will be phased in over the next five years will enable a systemic correction of the situation and lead to relief, at least, of some of the pressures experienced by our universities in recent years. Government has planned to increase subsidies from 0,68% of GDP to at least 1% of GDP over five years. The additional allocation for university subsidies amounts to R2,5 billion in 2018 and R11,3 billion over the MTEF.

To complement these increases, our staff will work with all stakeholders within universities to develop a regulatory framework for setting fees across the university system. This should be finalised and ready for implementation next year. The new framework will build on advice from the Council on Higher Education, and will seek to ensure that annual university fee adjustments are justified, and that university fees remain affordable.

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I am extremely pleased that our historically disadvantaged institutions will also receive a support grant of R2,5 billion over a five-year period to support them with a range of development initiatives.

This year, our very important University Capacity Development Programme, worth R934 million, begins. It's a comprehensive transformative programme that is designed to support academic and management staff at universities, promote student success, and enable curriculum and programme development and transformation in national priority areas. The grant is being allocated to universities to enable them to implement approved university capacity development plans as well as intersectoral collaborative projects.

There are a number of important partnerships that already exist under the University Capacity Development Programme.

The United States-South Africa Doctoral programme is one example. This programme includes a network of 12 US universities and 18 South African universities that will work together to implement 12 doctoral programmes to enable 100 existing academic

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staff to complete their doctoral qualifications. Funding of R57,2 million has been allocated to this programme.

The Entrepreneurship Development in Higher Education Programme, which we launched in 2017, seeks to co-ordinate the development of an entrepreneurship platform within the university education sector in South Africa. We have allocated R17,9 million to strengthen the programme over the next three years. The goals of the programme are three-pronged: the development of student entrepreneurship; entrepreneurship in academia; and entrepreneurial universities.

The University Capacity Development Programme grant also supports decolonisation initiatives. Decolonisation means different things to different people, but I suppose it's possibly primarily a curriculum and an institutional culture issue. Stellenbosch University is, it is reported, decolonising 10 programmes, including medicine and law. [Applause.]

Johannesburg University has a foundation course on Africa that all students are required to pass. For my part, I commend these efforts but I agree with former Minister of Higher Education and Training, Minister Blade Nzimande, when he said in 2015 that:

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Building African universities does not mean creating universities that are globally disengaged. They should be globally engaged, but not only by being consumers of global knowledge. They should be producers of knowledge as well, knowledge that is of relevance locally, continentally, in the South and globally.

This will indeed be a truly decolonised Higher Education. I also agree with young leaders in our universities who condemn the continuing vestiges of patriarchy, sexism and inadequate attention to the safety of all students, more especially female students, workers, and staff. Abuse of lesbian, gay, bisexual or transgender, LGBT, staff and students is prevalent on our university campuses and must be stopped. We will work closely with university and colleges to develop policies and programmes that will help end this scourge in our institutions.

As a department, we are concerned about the governance failures we have seen in some universities recently. I'm particularly worried about the role of some of our governance structures in creating these failures.

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The Guidelines for Good Governance Practice for Councils of South African universities were adopted. These provide a framework for effective university governance and set out the capacity needed by councils.

I'm grateful to all those who volunteer their services to serve in our councils. But I'm dismayed at those who see such service as an opportunity to secure tenders and procurement contracts, to gather endless honoraria through unnecessary meetings.

This year, we will require our universities to report for the first time on a set of governance indicators. This data will be the starting point for evaluating governance in the sector.

I am particularly thrilled about the recent appointments of Prof Phakeng at the University of Cape Town and Prof Muthwa at Nelson Mandela University as vice chancellors. [Applause.] I'm sure they will blaze a path that many other women will follow in the future. I also welcome the appointment of Prof Marwala at the University of Johannesburg.

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Part of our work includes international engagement. South Africa is chairing Brics this year, and we will oversee a number of international activities leading up to the July summit, including hosting the Brics Think Tanks Council and Academic Forum meetings. Brics Education Ministers established the Brics Network, through which 60 institutions – 12 from each of the five Brics countries – engage in a variety of educational and research initiatives across a number of thematic areas. The department will be hosting the Brics Network University Conference and the 6th Brics Education Ministers Meeting in July this year.

In closing, I wish to stress that fully subsidised bursaries for students from poor and working class backgrounds is a huge opportunity for all South African universities and colleges to be at the forefront of change and empowerment. Our universities and TVET colleges can ensure that we overcome the legacy of the past and create a much more equal, empowered, and productive society in the future. Together, we will and can move South Africa forward through the provision of quality and affordable post-school education and training.

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I'd like to thank all the staff of all our institutions and entities for their contributions. I know have not mentioned all of them here today. I'm particularly grateful to those employers who open up their workplaces for training, to those NGOs and those in the private sector who contribute to our post-school institutions across the country, whether through bursaries, donations and endowments, practical placements, or any practical assistance.

I'm also grateful for the welcome I have had and advice from Deputy Minister Buti Manamela, from the staff of the Department of Higher Education and Training, led by Director-General, Gwebinkundla Qonde. Thank you to the Ministry staff as well as my family who are up there in the gallery. To all of you, I say thank you. I commend this Budget to the National Assembly. Thank you. [Applause.]

Ms C C SEPTEMBER: Hon House Chairperson, hon members, hon Ministers and Deputy Ministers, all our guests in the gallery, our future – our students, fellow South Africans, good afternoon. Allow me to take this opportunity to extend well wishes of peace and harmony during the holy month of Ramadan to

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all. This budget that we support as the ANC must be seen in the context of our long-term development as a country, reliant on training, education and a need indeed to be innovative. We need skills in language, skills in ethics, in the arts in the form of ballet, we need lifelong learning; we need the eradication of the backlog of National Accredited Technical Education Diploma, Nated, certificates and diplomas, and we need equity in South Africa. We need to upskill workers on an ongoing basis as they too wish to further their education and or improve their skills. Working people in South Africa, as Comrade Nelson Mandela reminded us, need knowledge as a weapon in the struggle for emancipation to end poverty. Our ANC-led government can do it, and we will do it.

This determination was demonstrated in his state of the nation address of 2018, when President Ramaphosa set out the government's intentions in relation to free higher education for the poor. Critical to our understanding of the commitment made, is the link between education and the economy and the need to invest in education as part of the drive for an inclusive growth and full employment.

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The call in the NDP reminds us that we need to address funding issues. Therefore, any opposing view to this can best be described in my view as neoliberals that scorn any notion of the public or social good or even the wellbeing of the collective – worse a refusal to accept our constitutional responsibility that says we need to progressively realise our goals in education. The ANC will not shy away from asserting the aspirations of all but in particular the poor and end white privileges. We need highly educated but also an informed but critical thinking citizenry in South Africa.

This budget as we have heard has increased, and indeed it will increase over the outer two years of the Medium-Term Expenditure Framework, MTEF. For the ANC this must and will mean an improved economic performance in South Africa. The increase in the funds available for Higher Education and Training, of course has not come without cost. We welcome as the ANC the solidarity of many of our departments to accept a reduction in their Budget Votes. They have done so willingly understanding the multiplier effect of a worthwhile investment that ought to be made, and with true patriotism and camaraderie from them, they placed the youth first. We say thank you for that.

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We have accepted that there is little in the way of new money being available and that hard choices and some sacrifices will have to be made for the achievement of free higher education. The journey has begun. There is an acknowledgement to all that enable this committee to speak to an expansionist and ambitious programme. Yes we now have to see over billions. This places a big responsibility on the Portfolio Committee on Higher Education and Training and on the department to ensure that the additional funds are spent efficiently and achieve the intended outcomes.

It is important to expand access in this way, but at the same time measures must be taken to expand the availability of affordable accommodation. We must provide meals for students. We must have safe and affordable transport, and expose poorer students to the networks and other advantages of those coming from more affluent households. Minister, you have told us today and we appreciate the efforts that are being made because we do not want to see headlines any more that says that students do not have food, do not have accommodation or do not have books. We agree that your intervention in National Student Financial Aid Scheme, Nsfas, is a necessary one, but we would also call on

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everyone else to lend a hand because Nsfas also rely on everyone else to do that. I want to also ask Minister that maybe it would be good to find some other premises for Nsfas. It may be good for Nsfas to be moved out of the unstable Cape Town with no prospects of students from far-flung areas getting to it. In relation to TVet colleges, we are quite concerned this year and we are still this year about the reduction in the TVet colleges MTEF enrolment target from 1,238 million to a capped figure of 710 000 is of great concern as well as the 5 000 unfunded student accommodation, amongst others. We must reduce 3 million young people in the Not in Education, Employment, or Training, Needs. There is much to celebrate in Higher Education and Training notwithstanding a myriad of challenges, these challenges have adequately been articulated in the National Development Plan and we must address them, and we are on our way.

The ANC welcomes the fact that women now outnumber male enrolments in higher education and training. All qualifications across all levels are at 58%, the qualifications on level 8, honours degrees, professional degrees like engineering, law, medical doctors, the list goes on. We are saying "Malibongwe!"

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[Let the women be praised!]; women have arrived. In the Quality Council for Trades and Occupations reports indicates that the progress made regarding qualification achievement has been steady and in the right direction with more females also achieving qualifications than males and more black people achieving qualifications. The doors of learning and culture indeed have opened and Mama Sisulu's dreams are fulfilled by us doing what we are doing in relation to women in this country I too echo the sentiments of congratulating the trio as I call it, of women at the helm at the Nelson Mandela University and of course we welcome women back at the University of Cape Town and encourage many other institutions, especially at the colleges to do the same.

The Medium-Term Strategic Framework, MTSF, targets for graduates in human and health sciences, and many others are also met. Indeed the student demographics are reflective now and starting to become more and more reflective of the South African population. The National Student Financial Aid Scheme students are now performing better on average than the general population. We agree Minister and we are saddened that many of our female students are experiencing an increase in violence,

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abuse and even death on campuses and on their living. We agree that this must stop and we welcome the efforts already made by the launch of the South African police programme. We need to tackle discrimination based on disability that is still prevalent in many of our institutions.

We note with pleasure the expansion from 400 000 some few years ago to around 700 000 today in the TVet that is made possible by a combination of various kind of funding. This speaks directly to the ANC commitment that we need to have a multipronged approach to tackle youth unemployment. And this calls for the celebration of the efforts that the late Deputy Director-General Firoz Patel has made in this area. May his soul rest in eternal peace.

Let us continue improvement in under qualified lectures, and the different problems that have been mentioned at the TVet colleges. We welcome the Centres of Specialisation project that has been mentioned. There can be no celebration of enrolments when the numbers completing and passing exams drop. We will be watching this indicator closely and expect to see continuing improvement in the medium term.

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It is unfortunate that the plans to convert some 3 000 community-based adult education centres into around 50 community colleges is being implemented in an environment of limited funding. The committee has therefore looked closely at the envisaged plans and some of it the Minister has mentioned and raised a number of concerns here. We reiterate the important role that the emerging community colleges must and can play. They must provide young and unemployed people, locally accessible quality education and training in areas of employable skills. We must return to what the NDP directs us to do and that is to understand that to build technical capacity in education requires a political consensus, a national education pact that can ideally be mobilised by the President.

The ANC would welcome that attention be given to this as education must be the winner. Higher education and training is a critical area of investment in our country's future. Much has been achieved and significant progress has been made. This budget will take us there and as the ANC we certainly support this vote. [Applause.]

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Prof B BOZZOLI: Chairperson, I have six minutes to match the ANC's 35 minutes to tell you what is really going on. Much has changed in the Department of Higher Education and Training this year. We have a new Minister, a budget expanded by R57 billion over the medium term, and a student body which has won major concessions on fees and more. But will this mean the ANC government can deliver a better higher education system than the one we already have? The answer is no.

There are two reasons for this. The ANC is incompetent. And the ANC is conservative. This is the real story of higher education. Jacob Zuma's hasty decision to grant free higher education to all students from families earning less than R350,000 a year could not be implemented in the time given – basically one month. So, thousands of naively optimistic students were led to believe that they would be funded, but many have, nearly half way through the year, not yet received funding.

Some have had to resort to begging for food. Some have been thrown out of their accommodation. Some have never found accommodation – they are sleeping in corridors and libraries, textbooks cannot be bought. Many are walking for hours to get to

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their University or college for lack of transport money. university and colleges have closed due to protests at these facts.

National Financial Aid Scheme, NSFAS, blames the universities and colleges. They blame NSFAS. Students blame both. Our ANC dominated portfolio committee refuses to address the issue head on, and the Minister asks us to be kind and patient. This is typical of the ANC – an imperialistic attitude towards the ordinary people who are looked after in theory and on a grand scale, but neglected, even treated with disdain, when it comes to the daily details of their actual lives.

Zuma's decision has added R57 billion, to a national budget already reeling from economic stagnation, ineffective tax collection and ballooning civil service costs. The real costs and inflation rates of higher education are so high, and the planned 70% growth of the sector to 1,7 million university students over the next few years is so massive, that there is a generalised fear throughout the sector that the funding of students this generously is unsustainable.

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But the ANC avoids confronting the long term consequences of their short-term, populist decisions.

Minister, what will happen in four years' time when student funding requirements have almost trebled? As we predict. Will even more be taken from all the other departments? How will we manage the disappointment of students when maybe they find they will be required to pay towards their own funding? Who will handle the apocalypse then?

At the same time, the institutions themselves will be more neglected than ever. The department's administration is barely adequate. The Community Education and Training Colleges – designed to teach skills to half a million people remain dysfunctional. The revamp of the dated and ineffective TVET Colleges never happens. Failure and drop-out rates are astronomical. The top universities may today keep their reputations for excellence, and congratulations to them, but they struggle to cope with inadequate funding, while our best matriculants leave to study out of the country to study elsewhere. The weaker universities are can't supply proper accommodation, good teaching or a stable, corruption free

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learning environment. While our counterparts in China, India, Ghana and Kenya have all committed themselves to a "21<sup>st</sup> Century Vision for Universities, South Africa is held back by the conservative ANC, which wants to keep things going more or less as they are, while introducing slight improvements here and there and doing a bit of crisis management when necessary.

Yes, the ANC is basically conservative. The ANC also suffers from a serious case of "tall poppy syndrome" uncomfortable with achievements which stand out from the norm.

The government has very little idea of how to modernise our stagnant, underfunded system. While China invests multibillions in advanced research, teaching and infrastructure, the ANC leaves our institutions floundering, parochial and stagnant.

The much vaunted fourth industrial revolution is going to leave us standing, as we barely manage the first and second and tip toe towards the third.

South Africa's higher education may soon become a lost cause. Urgent change is needed and the ANC cannot provide it. The DA

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can. We believe in modernization, in academic excellence, in institutional differentiation and in responsible and reliable administration.

We will not leave students in the dark as to what is happening to them and we will not allow our institutions to wallow in mediocrity and crime ridden environments. We want our higher education system to move rapidly into the 21st Century and we know how to make that happen. The ANC does not. Thank you.

[Applause.]

Ms H O MKHALIPHI: Chairperson, unfortunately as the EFF we are not going to support this budget vote Minister. And I will tell the reasons. The ANC must listen carefully! The struggle for free decolonised quality socialist education in our lifetime continues, and while there have been small victories along the way, the final victory has not been realised.

I stand here to represent the "Fees Must fall" students who were brutalised by the state, and many were arrested and expelled from the Institutions of higher learning. I'm speaking on behalf of Khanya Cekeshe, who is facing an eight-year jail sentence,

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simply because he fought for "Free Education for all", something government claims to support but in reality does not. I'm standing here representing a voiceless fee must fall student Bonginkosi "Education" Khanyile a Durban University of Technology, DUT, Student who is, still attending two Court Cases at Durban High court who spent his Christmas day in prison and was denied bail and was treated like a criminal. He had not killed. Until the Constitutional Court granted him a bail R250. Thanks to the EFF intervention because we care about the future leaders.

Minister, I'm standing here representing a "Fees Must Fall", Amla Mahenes who is facing a house arrest for two years. I'm speaking here on behalf of Mangaliso Sambo and as well as the EFF Student Command treasurer, of KwaZulu-Natal, who both were expelled from the institution because they were fighting for free education. And you ANC are arresting our students.

I'm standing here speaking on behalf of female students who are raped and killed in the campuses... Why are you quiet now? What kind of a government that arrests its own children?

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What kind of a government that doesn't protect a girl child who left her home in searching of the better life by obtaining education? What kind of a government is that? It is a failed government. To you Minister, what kind of a Mother who doesn't feel pain when young and future leaders are prevented from obtaining education? I am asking you specifically. Instead are arrested and treated as criminals. How long must we absorb this pain of our children being killed in searching for education?

We strongly call up on you Minister to intervene to the "fees must fall" cases and free this young students in order for them to continue with their dreams of studying and become successful. We are making this call to you as as mother and I think you are going to heed our call as a mother.

When students made the clarion call for free education, they were calling for free education for all, and not just for first years whose parents combined income is less than R350 000 per year. What happens when your parents earn R360 000, but you have five siblings? Give us logical reasons.

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One year of university can cost up to R100 000 if you include everything. And anybody who has studied at any institution of higher learning will tell you that fees are often only half the problem when it comes to financing your studies. You have to eat, but how can you eat when your National Financial Aid Scheme, NSFAS, food allowance only arrives in May - five months later. You need study materials and text books, surely you know that but how can you afford this when your parents have no money to send and this government doesn't produce any employment in this country. You tell me, Minister! You need a place to sleep, but where must you sleep if there is no accommodation?

Institutions of higher learning in this country are facing an accommodation crisis. Every year we have students squatting five or more to a single room. You have students sleeping in study areas for an entire year. Other students sleep on the road and you know for the fact. Government and institutions ... [Time Expired.]

Mr J A EESTERHUIZEN: Chair, I am doing this debate on behalf of the hon Inkosi Buthelezi who could not be here. Higher education in South Africa has been a very topical issue in recent years gone past. Suffice to say that after the 2018 state of the

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nation address by the hon President Ramaphosa, the fees must fall narrative has died down, to say the least. However, the reality is that as a country South Africa produces too little yet we consume too much. And while our financial and societal woes are inextricably linked to a tragic political and exploitative economic history, the harsh reality is that our current political leadership is perpetuating this state of affairs.

The truth of the matter is that government has failed to provide quality education at secondary level and offers false hope by focusing public attention on disparate concepts of job creation, free tertiary education, the Fourth Industrial Revolution and the minimum wage. Every year, millions of school leavers enter the job market with almost no prospect of finding meaningful employment. The education that is provided and the pass rate are so substandard that the topic of tertiary education is almost an ancillary one.

The budget allocation increases were expected to make room for the implementation of the free higher education, which is all well and good. However, if successful, it begs the question: How

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is the working domain going to accommodate all of the new graduates? The fact remains that the majority of students graduating from institutions will be stepping into a workplace that is virtually not ready to accommodate them. The majority of them will be unemployable due to the facts relating to critical skills necessary for the development of the economy not being prioritised in education.

School-leavers are functionally innumerate and illiterate as illustrated by the absence of maths in their curricula, and where language comprehension, even in the mother tongue, is poor. Career guidance should play a significant role in the grooming of young professionals and perhaps the department ought to look at working closely with the department of Basic Education in order to facilitate this in the secondary levels of education. The IFP supports the budget. I thank you.

Mr M J WOLMARANS: Hon Chairperson, hon Minister of Higher Education and Training, Deputy Minister, Chairperson of the portfolio committee, hon members, ladies and gentlemen, just two weeks into office, the ANC-led government Minister of Higher Education, after hearing the calls from students at different

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universities, sent the HoD to the Eastern Cape and KwaZulu-Natal. That's the heart of a caring mother.

The ANC rises in support of Budget Vote 15 of Higher Education and Training.

In celebrating the centenary of our fallen icon, President Nelson Mandela, we are reminded of his staggering commitment to education when he addressed the Mindset Launch in July 2003, where he asserted that: "Education is the most powerful weapon we can use to change the world." This assertion remains true and valid today for the ANC and the ANC-led government.

The vision of accelerating access to tertiary and further education was originally articulated in the Freedom Charter and is yet to gain full traction. We will however continue to seek solutions to specific and identified challenges. The NDP identifies these challenges in the following: "Funding for higher education as a proportion of GDP has declined marginally over the last few years from 0,76% in 2000 to 0,69% in 2009."

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This is our honest assessment and it is informed by our Vision 2030 template which envisages a strong foundation "spanning early childhood development, basic education and tertiary and further education". On access to tertiary and further education, the National Development Plan enjoins the state to enroll 1,6 million students in public Higher Education Institutions by 2030, and this Budget Vote for the Department of Higher Education and Training with the current trend the target is on track and it will be met.

The ANC-led government outlined a R57 billion additional funding on higher education and training in this year's budget speech. We wish to record before this house that the first-year students with a family income below R350 000 - as alluded to by the Minister - were funded for the full cost of study without many hiccups in 2018 academic year safe for our teething problems. Returning NSFAS students at university will have their loans for 2018 onwards converted to bursaries. This is the ANC-led government.

The TVET sector enrolments have expanded from 2014 to 2019. University enrolment increased by 8,5 % during this period with

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the TVET colleges doubling. In moving towards achieving the NDP 2030, additional funding of R2,5 billion for bursaries to fund children from poor and working class families entering TVET colleges was allocated. This fund increment will result in 458 875 TVET students receiving bursaries to cover their tuition and learning materials, translating into 90% of TVET college students benefitting from this increased allocations. This will greatly assist with the implementation of free higher education especially for qualifying students.

This is in line with the 2014 National Elections Manifesto which commits to intensifying efforts to support the needs of poor students, including adequate student funding and preparation for study. The 2014 National Elections Manifesto further committed to:

Continuing to improve governance and administration of TVET colleges and adopt quality assurances measures, especially relating to curricula and training.

Policies such TVET College Finance Management, Administration Management of Student Admissions, Monitoring and Evaluation of

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TVET Colleges, Teaching and Learning Support Plans, and TVET College Lecturer Development were developed and approved. The National Certificate Vocational, NCV aimed at addressing the economy's skills demand is currently under review to address the critique and it is not adequately preparing students to enter occupations. With such, the ANC supports the Budget Vote. [Time expired.] [Applause.]

Prof N M KHUBISA: House Chairperson, hon Minister, Deputy Minister, hon members and our guests in the gallery, thank you very much. Our Country has a responsibility to ensure that all our children get to school and eventually acquire university or TVET education in order for them to get into the job market or acquire the necessary skills and competencies that will allow them to create their own jobs and businesses, and of course, make contribution to economic growth, and also alleviate poverty. This is a massive task.

All thriving democracies invest greatly in quality education. We need well-planned, well-integrated, well-co-ordinated, effective, efficient and quality education system. In other words Minister, it doesn't begin at the higher education level.

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It begins with basic education. The foundations must be correct. We know that our country has been down in the ladder with regard to maths literacy. That should be a challenge to us because it says to us the product we are bringing to higher education is not well-prepared.

There should be that co-ordination and training and basic education. It begins there. This co-ordination must be there at universities, TVET colleges and community colleges, and our Setas must be correct. All other RPL institutions must be well-coordinated in order to service our nation.

We need to produce productive, innovative, competent and entrepreneurial citizens. The NFP supports the budget and welcomes introduction of free higher education. However, the announcement and introduction need to be not well-managed. That is why there continues to be disruptions in universities because our students still complain that there are still many issues which have not been addressed. This is coupled with challenges of NSFAS and student accommodation. That says to us, we still have a long way to go to address the challenges of the past and bring about equitable, quality, free higher education, but the

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introduction is welcomed.

The NFP wants to convey condolences to the family of Zolile Khumalo who was gunned down at the residence – the MUT student. The Department, working with Higher Education Institutions, should seriously look into the matter of student accommodation. Their safety and security is of paramount importance.

The issue of student transport is also very crucial. The NFP maintains that this matter is important because we have many of our children who sleep along the streets and squat in shacks due to the shortage of accommodation. As a result, they become victims of harassment, sexual harassment and rape. This must be attended to, hon Minister.

We also note that R10,7 billion has been given to TVET education. As the NFP, we say this is not enough considering the fact that Programme 4 is very important and a lot of student infrastructure in TVET education still needs to be maintained. The equipment needs to be modernised and only R4 billion is getting into these matters because R6,2 billion goes to the compensation of employees.

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Again, the question of qualified lecturers and relevant TVET Curricula must be mentioned when dealing with this budget. TVET colleges need additional 5 000 beds to address the issue of student accommodation so that our children do not sleep along the streets. Of course, the NFP shares the concern of the portfolio committee on saying that there is no budget for the headcount in TVET colleges. We support the budget. Thank you very much. [Time expired.]

The DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING: Hon House Chairperson, Minister of Higher Education and Training – Ms Naledi Pandor, Ministers and Deputy Ministers, chairperson of the Portfolio Committee on Higher Education and Training and Members of the portfolio committee, Director-General and staff of the Department Of Higher Education and all the Entities and institutions under our department ...

Last year, the gruesome murder of Karabo Mokoena, a student at the University of Johannesburg, enraged our nation. The grim details of her murder splashed across our television screens and social media infuriated us and shocked our consciences.

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Once again, we are shaken by the murder of Zolile Khumalo, a student at the Mangosuthu University of Technology. Her murder accused, Thabani Mzolo, must face the full wrath of the law. Justice must prevail.

Research by the Higher Education AIDS programme indicates that 10% of the total reported cases of rape across the country were from university students. This figure will likely increase if you take into account Tvet colleges. A further 62% of students surveyed felt that female students would be sexually harassed on campus. An alarming 55% of male students think that sexual violence does not include forcing sex with someone you know.

The statistics are frightening. We are not revealing these statistics to shock the nation, but because we have to confront this reality. Violence against women is a problem that must be rooted out within higher education and training. It is also a societal problem that calls all of us to act together. Our quest is to make our campuses safer. In this, we invite all political parties and student organisations on campuses to engage with us on this action.

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We will launch the Gender-Based Violence Policy and Strategy Framework for the higher education sector in August 2018. This sectoral policy will open a wide range of programmes to mitigate the problem.

Together with Higher Education and Training Hiv/Aids Programme, HEAIDS, and the Karabo Mokoena Foundation, we will be launching a campaign in June focussing on violence against women and other safety issues on campuses. We hope that through this campaign we will excite young people and students into action. I call upon student leaders to join us in this regard.

Minister Pandor has spoken extensively about the policy and implementation of fee-free higher education for the poor and working class. This policy decision must be viewed within the historical struggles waged by students and communities for free education.

As a result of the global economic crisis of 2008 and its impact on social expenditure, there was a push for caution on fee-free higher education. Government has indeed taken a correct decision to make this critical investment for the present and the future

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generations. We are seeing the effects of mobilising young people to make education fashionable. Fee-free higher education for the poor and working class will have a dramatic impact on our future. It will change individual lives, families and communities.

The investment that government is making in higher education is not an indication for the private sector to relax and take its foot off the pedal. Rather, we want the private sector to play an even bigger role. And so we call upon the private sector to match government's contribution to higher education and training. We will all benefit from this investment.

Hon Bozzoli came here with a suitcase of nightmares ...

[Interjections.]

An HON MEMBER: A suitcase of reality!

The DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING: ...

indicating things that are contrary to the truth.

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Firstly, the decision for fee-free higher education is not a decision of an individual; it is a decision of the ANC-led government. [Interjections.] It is a decision which we are committed to implement through and through. [Interjections.]

You can have your own hatred and issues with the former President, but this is a policy which we are willing to take to the end.

As part of your suitcase of nightmares, you indicate a litany of things which are contrary to what is happening on the ground. Yes, there were challenges with regard to the implementation of the fee-free higher education policy, but, in the overall, we believe that this policy and its implementation has been a success. Just one indicator is the fact that today as we speak, more than 270 000 students who ordinarily would not have had access to education can today go to school.

Yes, some of them, because of the challenges the Nsfas faced and the communication with universities and with Tvet colleges, may not have received their allowances and all of that, but in the overall, we believe that the implementation of this policy has

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been a success. I think generally the response from the opposition parties indicates a hodgepodge of uncoordinated responses. On the one hand, the DA in its dreamland and night mare believes that there is nothing happening. In reality, we believe that progress has been made. On the other hand, the EFF's intervention is also just far from the reality. In the first instance, we have ensures that those students who have not committed any particular crimes during the protest, are released and that nothing is pursued against them.

I think e need to remember that responsible student protest must be promoted. We cannot promote student leaders and student activists who want to behave like gangsters ... [Interjections.] and yet you want us to protect those students.

Today, as we speak, at UJ, a laboratory worth R2,5 billion was burnt down! Yet, you say we should ignore that.

At the University of Fort Hare, infrastructure was brought down by fire, and you say something that was burnt with public money ... we need to that. Resources which should have gone to the

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education of this children should ... as you say ... that we need to ignore those.

Those and other things that we're going to ... And we believe that in the case of all those students that you have indicated, that the law should take its course. If they are innocent ... if nobody else has been violated and all of that in the course of all these things, then there's no reason to worry. We believe that there has to be fairness, there has to be justice and if action is not taken, therefore, no responsibility will be taken by those student leaders. [Interjections.]

A critical part of our post school education and training system is our Technical and Vocation Education and Training, Tvet, Colleges.

The bursary allocation for Tvet Colleges has increased from R2.4 billion in 2017 to R5,164 billion in 2018, representing 112% allocation increase. [Interjections.]

Hon Ollis says we stole this from young children. Are there old children that you know? Do you know any old children?

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[Laughter.] I think we need to enrol you in one of our higher education institutions. This budget is going to help you so that you don't talk about old children and all of that.

[Interjections.]

The TEMPORARY CHAIRPERSON (Ms ): Order!

The DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING: We have heard your call for better quality Tvet programmes and we are strengthening both programme quality and college performance. Tvet colleges have presented their performance reports with a comparison of the 2016 and 2017 performance focusing on poor performing subjects. A strategy is being developed to address the nationally identified poor performing subjects. The clear roles of academic boards, academic managers, campus managers and lecturers will be defined in college improvement and action plans. Our Department of Higher Education and Training regional officials are supporting Tvet colleges to implement the teaching and learning improvement plan. We want to see more stable, functional, better governed Tvet colleges that offer high quality programmes. [Interjections.]

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I don't have the time, hon member from the EFF, nor the crayons to draw it for you so that you understand. [Laughter.]

Over the last 27 years, the National Student Financial Aid Scheme, Nsfas and its predecessor has assisted more than 3 million students, investing a staggering amount of over R60 billion in the process. So the next time that you ask "what has this government done", think about the many graduates out there who are products of Nsfas.

The pioneers programme will inspire our current generation to graduate and make a success of their careers.

I am delighted that three pioneers of this programme could be here today. Seated in the gallery are Ms Veronica Motloutsi from Soshaguve who is currently the CEO of SmartHome Connect Pty Ltd; Mr Aaron Moloisi from Ga-Dikgale whom you may have seen as an SABC presenter of *Shift* and *Take 5*; Mr Laduma Ngxokolo from Port Elizabeth who is an accomplished fashion designer and the owner of the Maxhosa by Laduma clothing brand. These are Nsfas-funded graduates. [Applause.] Watch this space for #IamAPioneer.

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Recently we saw young people graduate from institutions all across our country. Their elation was captured on #CelebrateGraduate and other social media platforms. They came in their finest fashion cloaked with their graduation gowns. Congratulations to Katlego Masoga, Chrysantha Palan, Zingisa Socikwa, Mamashoabathe Noko, Monene Ramadimetja, Lindelwa Mhlungula and all those who graduated in 2018. Your graduation did not come easy. It is a sign of hard work and progress.

Special congratulations to the 72-year old Dr Delphyne Murray from the University of Fort Hare who showed us that one is never too old to learn. [Applause.] We will indeed learn from her.

Our graduates have truly inspired those who are studying and showed that there is no short cut to success. They have made the ultimate fashion statement by making education fashionable.

And as a graduate from the University of Fort Hare, Nelson Mandela, said, "education is the ultimate equaliser".

Indeed, it is good to be a graduate.

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Hon Chairperson, I join the Minister in presenting the 2018-19 Budget Vote 15 of the Department of Higher Education and Training. Thank you. [Applause.]

Ms C N MAJEKE: Hon Chairperson, hon Ministers, hon members, our guests at the gallery, the hurdle of providing free fee education at universities for the most part has been resolved and we believe it is for the better of the country. We look at it as an investment in the people and capacity of this country. We are very pleased.

Through education many of the problems that the country faces can be solved such as violence against women and equality. These two issues are very close to my heart and I find it disturbing that students, especially women are not safe on university grounds.

The attack on Promise Masoka, where she was attacked and almost raped at the Tshwane University of Technology. We will sing the same song of the murder of Zolile Khumalo at the Mongosuthu University of Technology's residence paints a picture of a dire need for security on university campuses across South Africa.

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I highlight these two most recent attacks as there is clearly a need for improved security on university campuses. These two vicious attacks on human lives where one became fatal are not isolated from the many other crimes that occur on university grounds and residences.

It is my belief that many of the security concerns that occur in university towns and properties are rooted in the ability to access the academic environment safely. Students are often required to put in a lot of after-hours work to excel and it is a reasonable expectation of them. However, government needs to ensure that the environment is safe for them to work late hours of the night. For example, a student who is unable to find reasonable accommodation provided by the university or close to the university may be forced to find accommodation in villages or townships that surround the university. This poses serious security vulnerabilities, as students will be open to attack if they walk alone with laptops in darkened streets of a township or a village.

Chairperson, this occurrence is also due to the great lack of infrastructure and the much needed high-speed trains and bus

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networks to connect all areas. South Africa cannot continue to be without this much needed infrastructure that will enable safe travel for university students as well as other people.

To address the safety concerns, the UDM suggest the following: All universities should receive an onsite SA Police Service branch to deal with student issues such as, but not limited to crimes, affidavits and onsite law and order; the department to make provisions of shuttles to take students to places in which the buses and taxis service do not reach or do not work after hours; and legislation that grants that all students of recognised tertiary education centres receive preferential rates when travelling on local networks buses, taxis and trains.

Lastly Chairperson, legislation to protect against the greed of property owners charging exorbitant rentals in areas that is being used to house students of university towns or universities. If property owners are leasing properties to gain income from students, then they must be subject to a rent cap in order to make sure that they do not place added stresses on the students to find the high rent fees that are currently being charged. We support the budget. I thank you.

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Ms S MCHUNU: Chairperson, protocol is observed. I am speaking on expanding access and success in the Post School Education and Training System. Section 29 (1) (b) of the Constitution of the Republic of South Africa states that, everyone has the right to further education, which the state, through reasonable measures, must make progressively available and accessible.

Notwithstanding the competing social needs and priorities, the ANC-led government has ensured that this constitutional right is progressively attainable, and the educational playing field is levelled for all.

The high cost of financing university education was making it difficult for the majority of young people with academic merits to access education, thus making university education a privilege than a right.

Funding allocation to support student's financial aid has increased from R21 million in 1991 during Tertiary Education Fund for South Africa, Tefsa, time to R23,7 billion in 2018-19, thus providing more access to students coming from humble families.

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The ANC has reaffirmed its 2012 Mangaung Resolution to implement fee-free higher education for the poor. Contrary to the narrative created by some in this House, harvesting where they did not plough, indeed, the ANC is implementing its own policy.

The Department of Higher Education and Training grant allocation to National Student Financial Aid Scheme, NSFAS, will grow over the Medium-Term Expenditure Framework, MTEF, period to R30,8 billion and R35,3 billion in 2019-20 and 2020-21 respectively. This will cater for more students as the policy is progressively phased in. To implement such a policy would require improved NSFAS capacity. As a result, an additional R105 million over the MTEF period has been allocated for this purpose.

We also welcome government's commitment to address the underfunding of universities through increased spending on universities as a percentage of GDP.

While we addressed the funding challenges, we are however still concerned about the inadequate numbers of postgraduate students to grow our knowledge economy. Equally, numbers of women and

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black South African students at postgraduate levels is inadequate. We acknowledge the contribution made by National Research Foundation, NRF, to fund postgraduate students; however its capacity is limited.

The National Development Plan, NDP, calls for the production of more than 100 doctoral graduates per million per year by 2030. To attain this number, we require a healthy postgraduate pipeline to enable the country to be a leading innovator. We need to look at ways for funding postgraduate students in order to attract and retain them.

The University sector has made a lot of strides towards the attainment of 2014, 2019 MTSF graduate targets, in engineering sciences; human and animal health sciences; physical and natural sciences and initial teacher education to mention but a few.

We are also cognisant of the fact that fee-free higher education alone will not address the challenges that cause underperformance and dropout of students. Through our oversight visit to universities, we found that students took longer to complete their qualifications. It is a small percentage of

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students who complete their qualifications in regulated time. Therefore, student support mechanisms at institutions for higher education should be strengthened to address some of psychosocial factors that contribute to underperformance and dropout.

Hon Chairperson, the NDP envisages that by 2030, South Africans should have access to education and training of the highest quality. We considered the Annual Performance Plan, APP, of the Council of Higher Education, CHE, and welcome its plans to continue its focus on improving and maintaining quality of programme offerings. We have seen in the recent years, some universities lost accreditation in programmes like Bachelor of Social Work and Bachelor of Laws after the CHE conducted programme evaluation. We welcome these outcomes as we cannot afford to subject our students to poor programme offerings.

We are very concern about the safety and security of our institutions. We support the intervention by SAPS, and also what has been addressed by the Deputy Minister on what they will be launching in August. We urge all communities to support these programmes.

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Hon Bozzoli, I know you were just overwhelmed by the good initiatives in the Post School Education and Training, PSET, sector. It is understandable. The ANC supports the Budget Vote. Thank you. [Time expired.] [Applause.]

Dr P J GROENEWALD: Hon Chair, I want to say that I welcome the hon Minister saying that there will be preconditions when it comes to the National Student Financial Aid Scheme. I do believe that one of those preconditions will be that students must pass the academic year before they can receive another year's financial assistance. I think that's the least the taxpayers of South Africa are expecting. The Minister is nodding her head, so we welcome that.

*Afrikaans:*

Ek wil oor Afrikaans op ons universiteite praat. Die Jakes Gerwel-verslag van 2002 het reeds baie duidelik uitgespel dat ons behoort in Suid-Afrika minstens een universiteit in die noorde en een universiteit in die suide te hê wat Afrikaans, of dan minstens oorwegend Afrikaans, is. Tans het Suid-Afrika ongeveer 26 universiteite met 38 kampusse, maar daar is 'n aanslag teen Afrikaans. Ten spyte daarvan dat artikel 29 van die

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Grondwet baie duidelik stel dat Afrikaanssprekendes die reg het op onderwys in hulle moedertaal, is daar 'n aanslag deur die regering en, wil ek eintlik ook sê, die meelopers wat hulleself vise-kanseliers noem van sommige universiteite, om Afrikaans te wurg.

Kom ek vat, byvoorbeeld, die Noordwes-Universiteit, met sy PUK-kampus.

*English:*

Ms N F HLONYANE: Chairperson, on a point of order about the interpreting: We cannot understand what the hon member is saying. [Interjections.] We don't know if he is ordering a pizza, or what. [Laughter.]

The ACTING CHAIRPERSON (Mrs N W Magadla): Hon member, someone is checking what the problem is. You may proceed.

*Afrikaans:*

Dr P J GROENEWALD: Dankie, agb Voorsitter.

*English:*

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Let me say to the hon member, I am not going to be wrangled for Afrikaans on that one. So, that is unfortunate.

*Afrikaans:*

Wat ek wil sê is dat die aanslag is teen Afrikaans. Ek wil terugkom na die Noordwes-Universiteit op sy Potchefstroom-kampus. Selfs die blote feit dat daar voorsiening gemaak word ook vir vertaaldienste is nie eers aanvaarbaar nie. Hy bestaan uit drie kampusse, en die ander kampusse is heeltemaal Engels.

'n Paar weke gelede was daar 'n opedag, waar ouers die universiteit kom besoek het. Ek wil dit vandag op rekord stel dat die rektor van die Potchefstroom-kampus, prof Fika Janse van Rensburg, wat daar is, sê vir die ouers hulle gaan veeltaaligheid bevorder. As die ouers by die regs fakulteit kom, dan sê die dekaan van die fakulteit dat van 2020, sal al die klassies net in Engels wees. Nou, dit is aan die een kant 'n misleiding vir die ouers, en aan die ander kant, is dit hoe die hoër funksie van Afrikaans stadig gewurg word.

Ek weet daar is baie wat sê die studente verkies dit. Ja, as jy weet dat studente moet verder studeer en hulle eerder in Engels

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voorberei, dan sal hulle daardie keuse doen, maar gee vir hulle die keuse van Afrikaans.

Ek doen 'n beroep op die agb Minister. Gee aandag aan daardie universiteite wat minstens 'n kampus kan hê vir oorwegend Afrikaans. Die felheid en die vyandigheid wat geopenbaar word teen Afrikaans op universiteite is ongrondwetlik, en as die Minister uitsprake maak om te sê bevorder daardie kampusse, dan glo ek sal Afrikaans bevorder word. Ek dank u.

*English:*

Mrs J D KILIAN: House Chair, I would like to greet everyone in the House, especially the guests and the Minister. The hon Groenewald has almost really derailed me, but let me just start where I wanted to.

*Afrikaans:*

Ek wil vandag my totale misnoë uitspreek oor die kwetsende aksies van AfriForum en ander regsradikale individue en instansies, kwansuis namens Afrikaanssprekendes. Kallie Kriel en Ernst Roets: Julle wat met die Ku Klux Klan-elemente in die VSA

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saamspan teen ons demokratiese bestel praat nie namens my en ander progressiewe Afrikaanssprekendes nie.

'n AGB LID: Hoor! Hoor!

Mev J D KILIAN: Die interessante ding is die daverende stilte uit die DA, wat veelseggend is.

Dr P J GROENEWALD: Agb Voorsitter, op 'n punt van orde: Ek praat nie namens AfriForum of Solidariteit nie, maar ek wil vir die agb spreker die volgende vra. Is sy seker dat hulle met die Ku Klux Klan wel 'n vergadering gehad het, want ek dink sy lieg vir die Parlement. [Tussenwerpsels.] Jy jok!

*English:*

Ms T V TOBIAS: Hon Chair, on a point of order in terms of Rule 92: The hon member Groenewald has just said the hon member is lying.

*Afrikaans:*

Hy't gesê, "Jy jok."

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*English:*

It means, "You are lying". [Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): Alright.

*Afrikaans:*

Me T V TOBIAS: Dis dieselfde. [Tussenwerpsels.]

Dr P J GROENEWALD: Agb ...

*English:*

Ms H O MKHALIPHI: Hon Chair, I think this is very unfair to those of us who are not Afrikaans-speaking people. We can't follow the debate. We can't even hear if one member is calling another member a liar. So, what are we here for? We raised a point of order to say we don't have interpretation. Please attend to it. We want to follow what is happening between these two people who are speaking Afrikaans, here. [Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): Hon member, it has been attended to.

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*Afrikaans:*

Mev J D KILIAN: Voorsitter, ek hoop ek word nie benadeel in terme van tyd nie.

*English:*

Ms T V TOBIAS: Chairperson, I have raised a point of order.

The ACTING CHAIRPERSON (Mrs N W Magadla): Hon member Groenewald, you do admit that you were saying she is lying?

*Afrikaans:*

Dr P J GROENEWALD: Agb Voorsitter, ek sal dit terugtrek om te sê sy jok, maar ek wil vir haar sê sy praat 'n onwaarheid en sy weet dit. [Tussenwerpsels.]

*English:*

The ACTING CHAIRPERSON (Mrs N W Magadla): Can you withdraw it, please?

Ms H O MKHALIPHI: Hon Chair, it can't be conditional.

[Interjections.]

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Ms T V TOBIAS: Hon Chairperson, he is qualifying his behaviour by doing that. He must withdraw, unconditionally.

[Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): Hon member Groenewald, can you withdraw, unconditionally, please? [Interjections.]

Dr P J GROENEWALD: Hon Chair, let me say it in English. I want your guidance in this matter. If an hon member stands at the podium and does not tell the truth, am I then to keep quiet and not say that the hon member is not telling the truth? Is that unparliamentary? Because if that is so ...

The ACTING CHAIRPERSON (Mrs N W Magadla): Hon member, it is not for you to say that. May you withdraw, please?

Dr P J GROENEWALD: Please repeat?

The ACTING CHAIRPERSON (Mrs N W Magadla): Withdraw!

Dr P J GROENEWALD: Withdraw what? [Laughter.] I did withdraw.

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An HON MEMBER: No, you did not!

Dr P J GROENEWALD: I withdrew. I said I withdraw that she is telling a lie. What must I then withdraw? [Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): What do you mean by "telling a lie"? [Laughter.] You must withdraw! [Interjections.] You must withdraw "telling a lie".

Dr P J GROENEWALD: I did withdraw, Chairperson, and then I said she is not telling the truth. [Interjections.] [Laughter.] It's as simple as that. [Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): Hon Groenewald, don't play with us. Withdraw your comment, please.

Dr P J GROENEWALD: I withdraw the words of "lie". Thank you.

The ACTING CHAIRPERSON (Mrs N W Magadla): Thank you. Thank you very much.

*Afrikaans:*

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Mev J D KILIAN: Dankie, Voorsitter. Die agb Groenewald het duidelik nie gehoor wat ek sê nie, maar ek sal nie weer daarnatoe gaan nie. Ek het nie gesê met die Ku Klux Klan nie. Ek het gesê met Ku Klux Klan-elemente - maar dis interessant dat die agb Groenewald so sensitief is.

*English:*

That is very interesting. What is more, the silence from the DA to my left is equally interesting. [Interjections.] Why don't they condemn it? Why are they so quiet? I will tell you what I believe is the problem. They have clandestine relationships with AfriForum ...

The CHIEF WHIP OF THE OPPOSITION: Chair, on a point of order ...

Mrs J D KILIAN: ... and they can't dare ...

The CHIEF WHIP OF THE OPPOSITION: Chair, on a point of order: If the hon member would like the DA to intervene, we are happy to do it but it is going to drown out this drivel that we are having to listen to, this afternoon. [Interjections.]

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The ACTING CHAIRPERSON (Mrs N W Magadla): That is not a point of order. [Interjections.] [Applause.] Hon member, you may proceed.

Ms H O MKHALIPHI: On a point of order, Chair: Because we cannot follow the debate now, why can't you just interpret for us? We don't know what the matter is now between these two hon members.

HON MEMBERS: Yes! [Interjections.]

Ms H O MKHALIPHI: It seems as if you do understand what is going on here. Please, get someone who understands what is going on here for those of us who do not speak Afrikaans.

[Interjections.]

*IsiZulu:*

Awubuye umhlaba madoda, sikhathele.

*English:*

The ACTING CHAIRPERSON (Mrs W M Magadla): Hon member, you may proceed.

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Mrs J D KILIAN: It is very interesting indeed. I believe I know the reason for the silence.

Ms H O MKHALIPHI: Chair, we can't proceed without your ruling on the interpreter.

Mrs J D KILIAN: I will speak English, exclusively, from now on.

Ms H O MKHALIPHI: Member, I am not talking to you, with all due respect.

The ACTING CHAIRPERSON (Mrs N W Magadla): She is speaking English now.

Ms H O MKHALIPHI: Chair, I am talking to you. Please address us in terms of the Rules of Parliament. We are supposed to have an interpreter. What is happening? She will proceed in English but it's too late. I don't know what they were fighting about, she and the hon Groenewald. [Interjections.]

*Isizulu:*

Sifuna umgosi. [Uhleko.]

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*English:*

Dr P J GROENEWALD: Hon Chair ...

The ACTING CHAIRPERSON (Mrs N W Magadla): Hon Groenewald ...

Dr P J GROENEWALD: ... on a ...

The ACTING CHAIRPERSON (Mrs N W Magadla): ... please ...

Dr P J GROENEWALD: No, no. What ...

The ACTING CHAIRPERSON (Mrs N W Magadla): ... sit down. Sit down.

Dr P J GROENEWALD: No. On a point of order, Chairperson ...

[Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): I did not acknowledge you. Please sit down.

Dr P J GROENEWALD: No. The hon member is correct. She is correct.

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The ACTING CHAIRPERSON (Mrs N W Magadla): Sit down!

Dr P J GROENEWALD: Why don't we have interpretation services?

This is Parliament ...

The ACTING CHAIRPERSON (Mrs N W Magadla): Sit down, hon member.

Dr P J GROENEWALD: We have 11 official languages and interpreters. [Interjections.] Please ensure that they work!

[Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): Sit down!

[Interjections.] It's been attended to. I still maintain it's been attended to. [Interjections.] Hon member, you may proceed.

Mrs J D KILIAN: Chairperson, I think I know why the DA is so quiet. I don't think they can dare criticise AfriForum because they're scared of the white electorate. They cannot stand up for what is right. [Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): Order, hon members!

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Mrs J D KILIAN: Alternatively, they're busy with the next scheme to get rid of Aunty Pat. Aunty Pat is giving them a run for their money. [Interjections.] [Applause.]

Government's rolling out of fully ...

The CHIEF WHIP OF THE OPPOSITION: House Chairperson, on a point of order about relevance and repetition: This is a debate on Higher Education. It's not on the DA.

The ACTING CHAIRPERSON (Mrs N W Magadla): That is not a point of order.

The CHIEF WHIP OF THE OPPOSITION: If she wants to talk about not being able to get rid of people, perhaps she wants to tell us what's happening to Supra and all his allies in the North West province, but your President had to abuse government to get out of office ... [Interjections.] ... to solve a party problem, you're abusing government position. [Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): That is not a point of order. Please proceed, hon member.

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Mrs J D KILIAN: You know, Chairperson, the hon Steenhuisen is repeatedly getting away with transgressing the Rules of this National Assembly by raising irrelevant issues in points of order. [Interjections.] Be that as it may.

Government's rolling out of fully ...

Mr W W WESSELS: On a point of order, Chairperson ...

[Interjections.] ... on a point of order ... [Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): What is your point of order? Hon members, please!

Mr W W WESSELS: Chairperson, on a point of order: In terms of Rule 68, you must rule in terms of relevance and repetition.

[Interjections.] The hon member at the podium is not relevant to this Budget Vote. [Interjections.] You must rule. You cannot ignore it. You're making a circus of this House!

[Interjections.] Get control of this House.

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The ACTING CHAIRPERSON (Mrs N W Magadla): Alright, hon members. I will check the Hansard. [Interjections.] I have to check the Hansard.

Ms T V TOBIAS: Hon Chair, on a point of order, please ...  
[Interjections.] [Laughter.]

Mrs J D KILIAN: Chairperson, the rolling out of fully subsidised free higher education for poor and working-class families must be applauded. [Interjections.]

The ACTING CHAIRPERSON (Mrs N W Magadla): Order, hon members!

Mrs J D KILIAN: This will, no doubt, create hope for thousands of academic achievers from deprived backgrounds. The hon Bozzoli's criticism of the budget shift to the Department of Higher Education and Training to support deserving students from poor, black families, is therefore, quite frankly, completely incomprehensible. It speaks of the DA's hypocrisy and double talk. They couldn't care about people from poor backgrounds, especially poor, black people. [Interjections.]

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The need for urgent intervention to upskill the nation is right now. The unemployed out of youth make up alarming statistics in South Africa. The latest Statistics SA report, released a day ago, indicated that 3,3 million young people between the ages of 15 and 24, and a further 4,6 million between 24 and 35 years of age, are classified as Neets – not in education, employment, or training, and more than 90% of them are black.

Young people born in the early 90s are often called the Born-Frees, but that is a misnomer. The majority of our young black South Africans are still trapped in intergenerational poverty and inequality. They are not free. Despite significant progress made during the past 24 years, race, class and gender inequalities continue to shape young people's lives. The playing field is far from level, but let us not forget where we come from.

Perhaps this could help the hon Maimane explain when he spoke about white privilege, he triggered the anger of young, white denialists in his caucus. [Interjections.] Here is evidence. Just look at the statistics from the 1996 census. At that stage, educational attainment figures show that the majority of white

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youth had a minimum of 12 years of education compared to only six years for black South African – and that, through the Bantu education system.

Ms P T VAN DAMME: Hon Chairperson ...

Mrs J D KILIAN: It also shows that at that time ...

Ms P T VAN DAMME: Hon Chairperson ...

Mrs J D KILIAN: ... the majority of young, white adults ...  
[Interjections.]

HON MEMBERS: Chairperson! Chairperson!

Ms P T VAN DAMME: Hon Chairperson, can the hon member take a question? Was this situation that she is talking about not created by the National Party, the party that the hon member represented? [Interjections.] Should she not take responsibility for it?

The ACTING CHAIRPERSON: (Mrs M W Magadla): Hon member ...

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Mrs J D KILIAN: The fact is the majority of white adults had matriculated or were enrolled at higher education institutions, but only 18% of blacks and 24% of Coloured youth had similar levels of education. [Interjections.] You know, hon Chairperson ...

The ACTING CHAIRPERSON: (Mrs M W Magadla): Hon member, your time has expired. [Interjections.] [Applause.]

*Setswana:*

Rre M W MADISHA: Re a go lebogisa Tona.

*English:*

Chairperson, our Constitution is clear. Education is a Constitutional right. Education is also the best means to break the chains of poverty, unemployment and inequality. It is of vital importance if we are to achieve growth and development.

However, Chair, as Professor Jansen has pointed out, and I agree, our universities are growingly vulnerable and are under threat as a consequence of the socio-economic and political crisis we face which is founded in the bad and corrupted

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governance and unethical political leadership of the ruling party.

Now some of these problems are that financially, our universities vulnerable because government grant funding to universities has been decreasing whilst the number of students has been increasing. Hence, many institutions of higher learning refuse to admit students today. Secondly, free higher education means that the fees of students are subsidised and not that universities are obtaining more much needed capital and operational funding.

Academically, our universities are vulnerable because basic education is producing, permit me to say - I am suitable. Permit me to say that Minister for university level studies; why? because they are not ready when they pass grade 12. Each and every time - every year - what government will do more and more children are passing, why? Because unlike in the past, when we had to have 50% plus now they go down and down every year. I am very happy that the Deputy Minister of Basic Education agrees with me. They talk about 33%. [Laughter.] [Interjections.]

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Now, there are growing laws of academic staff who find conditions on our campuses untenable that is a major problem. Politically, our universities are loosing out in the contestation of growing needs and dwindling financial resources. Universities are vulnerable in the face of institutionalization of violence on campuses; and in the face of the white-anting of their independence and autonomy by government - that is a major problem we are faced with. Globally, our top universities such as UCT, Wits, are losing their international standing as places of academic and research excellence. So, Minister, we ask, what assurances can you give us that our universities won't, like elsewhere in Africa post liberation, ultimately collapse?

Chair, whilst as Cope we fully support free higher education we believe that we must as a nation work to be in a position where all public education can be provided free – but in a sustainable manner.

The ACTING CHAIRPERSON (Mrs N W MAGADLA): Hon member your time has expired.

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Mr M W MADISHA: Unilaterally implementing Free Higher Education when our financial resources are strained.

The ACTING CHAIRPERSON (Mrs N W MAGADLA): Hon Madisha ...

Mr M W MADISHA: Like we had, the past ...

The ACTING CHAIRPERSON (Mrs N W MAGADLA): Hon Madisha ...

Mr M W MADISHA: President Zuma made the announcement on the 16 December that you will have this where as there are very serious problems. I am not done, there are many points.

[Interjections.] [Laughter.] I therefore shall give you this.

[Applause.]

Mr A P VAN DER WESTHUIZEN: Hon Chairperson, Minister, members, just imagine the excitement of a poor student on hearing about the R2,6 billion voted as additional financial aid to allow him or her to study at one of our public Technical and Vocational Education and Training, TVET colleges and that this will also cover accommodation and meals, study material, etc. But on enquiring, our student learns that many college residences have

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been closed. Colleges requires about twice the R21 000 which your department set as a liveable amount for the years' accommodation and meals. Due to non-payment in the past, private landlords in the vicinity of the campus are no longer willing to provide accommodation for students.

At the campus I visited last year, fellow students kindly offered to assist and allowed such students to join them in the run-down house that a SETA donated to the college. Here you are made to sleep on the floor, or share a bed with a fellow student. You share two dirty bathrooms with the more than 30 other students – and when someone is using the only shower, everyone is forced to queue at the one remaining toilet. Fellow students, male and female, need to stroll in your bedroom in order to get to the other bathroom.

Due to the delays typical of NSFAS funding, our student struggle to buy and cook food. But there is a further problem; electricity in the house is only available when one of the other students, with help from home, can afford to buy some electricity units. Last week, thousands of engineering students were told the colleges could not give them a date on when

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classes will start as the first trimester results still had to be released.

This was despite the prescribed ten weeks of tuition already; having been shortened to only eight weeks in order to allow for more marking time. Our student is starting to understand why the throughput rates are so low. Why only one out of every eight students registering for the initial intake of the National Certificate Vocational achieved the qualification in the prescribed time. Our students expected that the programme would include practical skills training. But he or she soon learns that the practical component is neglected, as the college is lacking the resources to pay for the consumables.

No wonder our workshops are covered in dust and the equipment would not be out of place in a museum. The NATED curriculums are completely outdated. The curriculum for a mechanic is silent on recent developments such as hybrid engines, or the rechargeable batteries used in all modern electric cars. There is no reference in the curriculum to engine management systems – systems introduced more than twenty years ago.

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Minister, for the first four months of this academic year, the students at the college referred to in my opening paragraphs did not see a cent of the promised financial support. Students have given up, and returned home. Their dreams shattered and our economy robbed of a well-trained future workforce. Those that do overcome these constraints and succeed will struggle to find employment, due to either the outdated curricula, or this government failing to inform prospective employers of the contents of college qualifications. As a consequence, a staggering 9,5 million of our fellow country men and women are today unemployed and, frankly, have little prospect of getting jobs.

Hon. Minister, you are the senior Member of Cabinet, you can bring about the change. I plead with you, please, leave no stone unturned until these issues have been addressed. I thank you.

[Applause.]

Mr T MAVUNDA: Hon Chair, Minister, Deputy Minister, Ministers present here, members of the portfolio committee, chairperson, in commemoration of the value placed on education by former

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President Nelson Mandela on the centenary of his birth he once articulated these profound words that, I quote:

Without education our children can never really meet the challenges they will face.

The ANC in its policies has consistently committed to an integrated education and training system that amongst other things pursues skills development as a tool to develop our people and contribute to the economic development of our country. This system is one that has assessed and recognises prior learning and the skills acquired through experience. In this regard we speak of the recognition of prior learning.

Education and skills are fundamental requirements for creating a prosperous society, and economic development requires skills and we need more artisans in our country. The identification of scarce skills is a priority for the ANC in meeting the demands of a global economy, that is why the Human Resource Development Strategy of South Africa underpinned by principles of the 1994 Reconstruction and

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Development Programme remains significant as we need to ensure that our people are trained and skilled in areas where we need them, especially in those areas where representivity of gender and race still remains a challenge. We need to continuously improve the quality of lives for our people through training and development.

The youth are the future of the country, and that is why the ANC-led government has expanded vocational training, linked skills development with industrial growth and job creation and has extended support to the youth in accessing and development skills. In this regard we have sustained high levels of investment in education and skills development. The ANC-led government believes in and has invested continuously and heavily in education and training, not only in universities, but also in technical and vocational education and training.

The historic decision to phase- in the implementation of fee-free education for the poor and working class remains a significant contribution towards ensuring that these students are able to access the kinds of education.

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At the centre of the skills development system is the importance of establishing a credible institutional mechanism for skills planning as identified in the National Skills Development Strategy.

Transformation is a journey, journey with challenges. Challenges in skills development are amongst others: perception of parents over vocational education and training, TVETs, colleges linking graduates to markets, students choosing soft courses which are more of hospitality and human resource in nature, young people in their majority sees agricultural skills as a punishment. This is the journey we have to travel as a country. The White Paper on PostSchool Education and Training notes that establishing a good artisan training system is an urgent priority.

The 54th national conference has agreed that youth employment must be prioritised, including through effective public employment programmes, internships, job placement for youth be set asides, procurement from youth-owned enterprises and youth entrepreneurship programmes work exposure programmes. The ANC supports the budget. [Applause.]

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Ms C DUDLEY: Chair and the hon Minister, The ACDP supports the objective of this budget in terms of not just expanding access and increasing student financial aid, but producing relevant mid- to high-level skills which must move us in the direction of greater readiness to meet the challenges of the 21st century. We also welcome the attention being given to the Africanisation and the decolonisation of the curriculum.

The ACDP notes that the bulk of the departments substantial increase will be spent on transfers and subsidies to universities - this includes the additional R11,3 billion that government has allocated for university subsidies to cover the 8% tuition fee increase in the 2018 academic year for undergraduate students from families with a combined annual income of between R350 000 and R600 000 and to ensure that university operating costs are adequately covered. This is important for all of us.

The ACDP also notes the National Student Financial Aid Scheme will increase from R10,1 billion to R35,3 billion for the phasing-in over the next few years of fee-free higher education and training for the poor and working class.

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We fully support the National Development Plan, NDP, requirement that expanded access to skills programmes must address the labour market's need for intermediate skills and include a practical component. We are calling on the Minister to ensure that work opportunities and work placements for artisans are priorities alongside the expanding of skills training.

Transfers and subsidies to TVET colleges, show an a substantial increase and R4,4 billion of this will go to refurbishing campus buildings, purchasing workshop equipment and maintaining facilities. We also note that an estimated 4 200 learners and 4 200 workers are expected to benefit from the National Skills Fund over this period. It is a small but welcome extra source of help in equipping a skilled workforce.

The ACDP welcomes all efforts to improve the skills of the lecturers and the performance of students, aimed at increasing the number of artisan learners qualifying. We are calling on the department to prioritise the development and implementation of a teaching and learning support plan for TVET colleges. We are also calling for public TVET college examination centres to be monitored and assessed without delay.

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Last, but not least, community education and training colleges which primarily target youths and adults who did not complete or attend school will also see an increased budget. The ACDP calls on the department to ensure previously developed regulations and policies for community education and training colleges are implemented without delay and for oversight reports to be produced in order to monitor and evaluate their performance. The ACDP will support this ambitious but responsive budget. If anyone can do it I think, you can hon Minister.

Mr N T GODI: Hon Chair, comrades and hon members, congratulations to you Comrade Minister on your new portfolio. You have always demonstrated capable and exemplary leadership and the APC, therefore, supports this Budget Vote.

The promise of free tertiary education was a commitment of the liberation movement. In 1994, both the PAC and the ANC campaigned on that platform. That it took our youth's uprising, the destruction of properties for us to formalise it, reflects how with time we might have strayed from some of our strategic goals.

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As Pan Africanist we make a strong call for the decolonisation of education to project the African personality as Kwame Nkrumah called. If we don't change the template of knowledge production, we would be perpetuating neocolonialism, the colonisation of the mind as Franz Fannon so aptly wrote.

I cannot agree more with you Comrade Minister about the importance of strengthening governance at our institutions, but more than that accountability. As we pour more billions of rands into our institutions, there must be accountability to do away with corruption, maladministration and waste. Comrade Minister and Comrade September, the chairperson of the portfolio committee, there must be rigorous oversight on the rands and the cents. The National Student Financial Aid Scheme, NSfas, must sort out its mess so that poor students do not suffer needlessly. This is a problem that requires sustained focus.

Lastly, on this Africa Month, we remember the fighters for the course of Africa. Comrade Boniswa Nqukane was the only female combatant in a detachment of the Azanian People's Liberation Army that was ambushed by the Lesotho Defence Force near Qacha's Nek in 1987. Leabua Jonathan's government was hostile to the

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Africanists. She did not die in vain we are still holding high the banner of Pan Africanism. I thank you.

Ms H BUCWA: Chairperson, hon Minister, hon members, indeed, education is the cornerstone of the liberation movement; while access must be granted equally success must be ensured.

Once the prime challenge of gaining access has been removed, accommodation and financial support must be addressed. The higher education sector, particularly, Technical Vocational Education and Training, TVET, colleges does not have enough residences. Accommodation is more than merely providing a bed; it is also about the establishment of a living and learning environment. The policy of minimum norms and standards for student housing on public universities are very specific and it's has become apparent Minister, on our oversight visits that many of these standards are not met, for example, at Walter Sisulu University, students are subjected to inhumane living conditions with no adequate safety measures. That's why you will note almost every year in this institution; a student dies in their residence. A sad example that we recently heard is that of Zolile Khumalo, who was killed in her room. While I echo the

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sentiments of the Deputy Minister, I think it is also important for leaders to set an example and deal with the Manana issue.

Student residences are not well maintained, at Walter Sisulu University alone, we witnessed doors that were broken, more than four students living in a room.

At the University of Fort Hare, students live in prefabs with no cooking facilities and ablutions facilities. They risk their lives every day when have to walk at night to go utilise a bathroom or a computer lab.

These residences are collapsing, at Fort Hare, last year, when I went into a building, I found that it had collapsed and many students were injured. Students saw the cracks but because they had no alternative options, they endured the pain.

Minister, it's appalling how these minimum standards don't apply to the TVET sector. You'll note how some college residences remain vacant due to the fact that funding from NSFAS accommodation allowance does not meet the minimum cost of proving accommodation per student.

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One of the key standards which were previously alluded to is that of safety. At Rhodes University more than three students, this year alone have been abduction. Students at Port Elizabeth College have to walk constantly to go to their campuses and are constantly robbed and many young females have been raped.

I want to bring and make a point clear that it is very disingenuous for hon Kilian to even suggest that the DA does not care about its students. It is us who constantly make submissions in our portfolio committee. It is us whenever there is a panel sitting that submit proposals. It is us where we govern; we ensure that students are taken care of.

Hon Mayor, Athol Trollip has ensured that students get buildings so that they can have accommodation. He has ensured that there is a shuttle service that would take care of students.

[Applause.] Then again, she has a political identity crisis. So, we don't have a problem with her. [Laughter.]

As the DA, we believe that young people deserve better. They deserve a government who does not simply pass laws and policies but one who ensures they are implemented. This budget does not

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adequately address the injustices that our students are subjected to nor does it acknowledge them. More funds need to be made available not simply to ensure students gain access into institutions of higher learning but they also succeed. Some of us stands here today as examples of that. [Time expired.] [Applause.]

Mr C D KEKANA: Hon Chair, Minister of Higher Education, Deputy Minister, Members of Parliament and ladies and gentlemen, I rise to support this historic budget today. Before I go into my speech, I want to quickly just respond to a few outrageous things that were said here. I will start with Prof Belinda Bozzoli, who said that the ANC is incompetent. I want to start and quote what Juliana Kilian said, when she said the DA could not care about the poor children that education has to address. This is because DA wouldn't care about poor children because they created conditions of poverty in this country. [Applause.]

I don't like going back to history all the time when I speak here. If we must be told that the ANC is incompetent while the ANC is trying to address the competency of the days of segregation and colour bar before apartheid. Apartheid took over

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from there and consolidated. The two parties – The National Party and DA – colour bar days and apartheid day are here. Who created the incompetency conditions? I mean, if they said during colour bar and apartheid that blacks are not allowed being engineers, what kind of nonsense law is that? [Laughter.]

After you denied people to be engineers, you turn around and say people are incompetent. The ANC is trying to address that history. It is trying to make blacks competent today. And because those denials have taken so long, it is also not an easy thing to address overnight.

Now, for my speech, I think we must all celebrate the fact that irrespective of all the denials and the discriminations, today, for the first time in the history of mankind in this country, everybody is allowed to go to school freely. [Applause.] The ANC has made resources available through its budget for the poor to also afford education. It is one thing to say people can go to school but those that are holding resources, if they don't free resources, and then people can't go to school.

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I want to say that the budget for the last eight years has released about R16 billion to higher education with R4,4 billion for technical colleges. This is because in our manifesto in 2014, our people said we must expand technical colleges so that we acquire the necessary skills that were denied in the past and develop this country.

I must emphasise that development is about people. That is why all the system of apartheid and segregation tried to deny people because they knew development is about people. Human resource development is number one. When we tackle that and try to liberate our people so that they can create whatever they need in this country, like jobs, there is so much noise that goes with it. I think all of us must appreciate the fact that the ANC government is serious about liberating our people because real liberation is skilling and educating people that were denied by forefathers of this wholly and ... [Applause.] [Time expired.]

Just lastly, Chair, in the past, protests has always been allowed but protests that burn science building cannot be allowed. The ANC supports. I nearly forgot. [Applause.]

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The MINISTER OF HIGHER EDUCATION: Chairperson, I would like to begin by thanking all hon members who participated in the debate without referring in any manner to the quality of their contributions. I think several members forgot that this is the Vote of Higher Education and Training, and seemed to strain into other areas.

I must say that I have been called many names in my life but I have never been called incompetent by anyone and I am not an incompetent person by any means.

I also wish to draw to the hon Bozzoli's attention that this incompetent ANC she refers to, this conservative ANC has given rise to increased student headcount enrolments of 975 837 in 2016, up from 495 348 in 1994; that the university participation rate in South Africa has increased to just under 20%, up from 15,4% in 2003; that this incompetent ANC government, so unconcerned about change has progressively led to a student population of 72% African students, 17% White, 6% Coloured and 5% Indian in 2016, up from the statistics we inherited from apartheid.

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This progressive ANC government has led to more women students than men in higher education above 58% since 1994. This progressive ANC government has ensured an increase in TVET enrolments up to 800 000 in 2016, more than doubling from the numbers we had in 2010.

Over R50 billion has gone to support poor students, who would never have had the opportunity to enter higher education had these funds not been made available. So, I think I prefer the progressive ANC government than any government that the hon Bozzoli would support.

I also agree with those members, who have pointed to the dismal situation of threat, danger and even murder that confronts young women on university campuses. Hon Mkhalihi, I agree with you. As a mother, this is something that makes me cry. However, it is not security which will address this on its own; it is changing young men and the power relations between girls and young men on our campuses.

We have to change the attitude of men in our country not to believe that women that women are their property and that they

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can treat us in any way that they want. There is no government that can do this; it is a society that will inculcate such a change. I absolutely agree with you that we must address these terrible problems.

Now, as part of my contribution, I indicated the investments we are beginning to make in providing infrastructure on our campuses for accommodation, as well as learning infrastructure, hon van der Westhuisen for workshops, for appropriate equipment in our TVET colleges. So, given that we have announced the actions we are taking and the funding available, I am not sure why there is a suspicion that we will not provide such infrastructure. It will be done.

I am fully aware of the dismal conditions of many accommodation facilities on our campuses both the historically disadvantaged institutions, as well as the historically advantaged institutions. This is why the government is making billions of rands available to build more beds both on campuses as well as off campuses.

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The men and women up here, who are the leadership in Higher Education and Training, in our colleges and in our universities, know that those billions have begun to be allocated. New facilities will be available for our young people within the next few years. So, the ANC government is responding, the ANC government is acting, the ANC government is progressive.

Hon members, I certainly, as the competent Minister of Higher Education and Training support this Budget Vote. Thank you.

[Applause.]

Debate concluded

The House adjourned at 16:23