

EDUCATION — GENERAL

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**COMPUTERS AND EDUCATION:** Two different perspectives on the controversy about whether

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(50)



**CAN** the failings of South Africa's education system be computed away? Or is it somewhat crass to propose the use of hi-tech teaching aids amidst a crisis of overcrowding and basic shortages?

"The problem," said educationist Nick Taylor at a recent Community Education Computer Society conference, "lies in distinguishing the most extravagant claims made by manufacturers, distributors and technology prophets on one hand, and school experiences on the other; between the effects of these media under lab conditions and their performance in real educational settings."

Educators are often very cynical of marketing claims that education software enhances achievement and performance. In the long term, says this school of thought, the brain will become lazy and the quality of learning drops.

The atomising of knowledge into computable units could be dangerous. Education, says Taylor, is not seen as a dialogue but as the one-way transmission of information.

"The conceptual dimension of education is greatly diminished at the expense of facts and technical skills. Debate, dissension, nuance and shading are marginalised at the expense of the absolute authority of the canon," he says.

If computers were introduced into schools en masse, classrooms could become redundant. "Children would sit at home absorbing information in mute obedience. The intellectual isolation promoted by the unseeing eye of the machine assumes a literal and absolute form," says Taylor.

Media educator Keyan Tomaselli was even more cynical. He said educational technology was "not initially developed to serve the needs of education; rather the manufacturers sought to develop the need of educators to purchase their product to sustain their rate of profit".

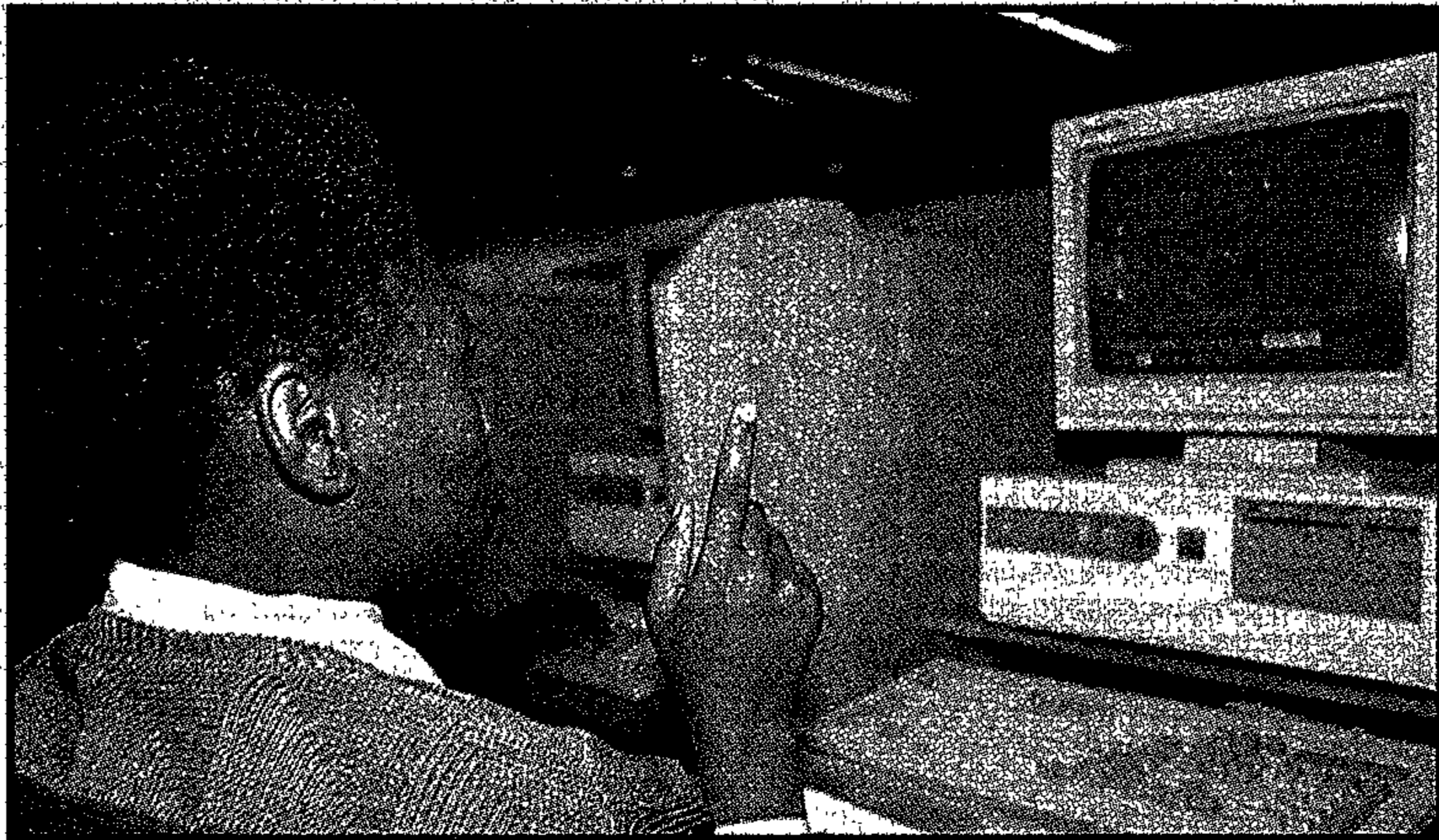
**B**ut not everyone is so hard on technology. Some, like the Cape-based Community Education Computer Society (Cecs), have set their minds to using computers as tools for empowerment rather than subjugation in education.

Cecs was formed in April 1985 when the coloured Department of Education and Culture had given sets of Commodore 64 computers to its schools. Cecs took up the challenge of transforming these from state "sugar candies" into "tools of liberation".

Today, Cecs has a number of satellite centres in western Cape townships, at which teachers and students are trained to use computers for materials development and enrichment.

The organisation recruits teachers for computer education workshops, at which they acquire basic computer literacy and learn to produce lesson

# Can a machine teach a human to think?



A rare privilege ... at Pretoria's St Albans, a child is engrossed in his computer. Photo: GUY ADAMS

## Or will it just turn humans into machines?

Education reporter PORTIA MAURICE talks to some sceptics and converts

worksheets for classroom use. They are placed in subject groups where they discuss and plan lessons and develop alternative lesson "packages" for "people's education".

**'About 90 percent of black schools have no electricity. Talk of technology, is a luxury'**

Black South African teachers — underpaid, overworked and facing rudimentary problems of health, literacy and numeracy among their pupils — are not very likely to welcome computers with open arms.

Only recently have Department of Education and Training (DET) colleges begun to use computers in a small way: seven of its 14 colleges have been issued with sets of Commodores on which students learn basic computer literacy and graphics.

Theoretically then, half the black student teachers currently in training should be computer-conversant, even if they don't know how to use them as a teaching aid. But the large majority of the experienced teaching corps is unfamiliar with the methods.

"One cannot consider computer-aided instruction unless teachers involved are adequately educated and have the time to get acquainted with the available software," say Cecs

national chariman Manie and UWC lecturer Dirk Meerkotter. "Adequate provision has to be made on the timetable, the physical facilities must exist, and sufficient support systems need to be on hand."

Of course, with about 90 percent of DET schools without electricity, talk of technology-aided education is mere luxury. Although it has developed sectors South Africa is largely a Third World country, let us not forget, and many dreams are ruled out by practical considerations.

**H**owever, computers and underdevelopment do not always produce a bad mix. In a keynote address to the Cecs conference entitled "Educate to Liberate: Education, Technology and Equality", Canadian Paul Olson cited examples in Chile which use computers instructively in popular education.

Children used them to communicate with peers in distant parts of the country, exchanging experiences and voicing concerns. They stored libraries and lists of professionals the community can call upon. Computers became technical devices to aid development.

A program developed in New York

City schools paired Puerto Rican children in New York with children of the same ethnic and social background living in Puerto Rico itself. And in Canada children learning French as a second language communicated with others in another region in another language.

"What these programmes shared is that they expanded the children's real knowledge and technical control of their own universe and used the medium to support the agenda of the community they came from," Olson says.

Subjects most commonly used for computer education in South African schools are maths, science, English and, surprisingly, Afrikaans. Geography, biology and accounting would quite clearly lend themselves to computers, but most of the available packages use Americanese — confusing children by talking, for example about a "faucet" when they really mean "tap".

In the US the industry is very developed. During the 1980s the number of computers used in elementary and secondary schools increased from under 100 000 to 2.5-million.

The typical school had one computer per 20 students. Programs are often highly interactive, giving students practice in applying logic and solving puzzles; making posters, newspapers and other classroom projects; and preparing them for careers. Micro-computer-based laboratories include materials and software so that classes can conduct scientific investigations.

St Alban's College Technology Centre in Pretoria uses the Sergio program to teach maths and director Peter Vieyra finds it adequate. The centre has 100 networked PCs and 100 interactive video work stations, as well as a

Learning Management System controlled through a mini computer. This allows the college to operate both a local area network within the centre and also with computer terminals in students' homes.

On its Outreach programme, Mamelodi and Atteridgeville matric pupils use the computers four days a week for enrichment: each does six periods a week of computer-aided instruction in maths, English, Afrikaans, science and another subject. For Afrikaans they use a program called Learning Link, devised for second-language learners.

"This is not a substitute for classroom learning; it supplements it," Vieyra says. He agrees the model is not really replicable unless schools themselves put lots of effort into it. "Something as big as this requires a lot of in-service teacher training," he says. Teachers do not become redundant, but new skills are required.

When *The Weekly Mail* visited the college, students were engrossed in the logarithms and graphs on the screen. They don't talk much and are obviously taken with the technology. The software is interactive: it asks questions, to which students provide answers. And it is graded to different levels of ability, allowing bright pupils to explore further without bewildering slower learners. Through the network, the teacher can watch each student, assessing both how much work he has done and how well he is doing.

"There's nothing here you can't do in class, but the computer makes life easier," says Brenda Maranela, a pupil at Saulridge High in Atteridgeville. She's answering questions about *Romeo and Juliet*, her network.

Vieyra says students were "totally at sea" at first but adapted quickly. Asked to tap the "enter" key on the first day those who were intimidated rested a finger next to it for about five minutes until the facilitator came to help.

**M**anie Eagar, of the Johannesburg-based Education and Training Advancement Centre (Etac), describes the same fear from the activists he trains. "If there's one mission we have, it's to eliminate fear," he says. "People look at the machine and think: 'this computer's strange. I'm sure you have to be really smart to do anything with it'."

As a result, computers are used only as typewriters. "They see them as insurmountable objects; not a means to an end," he says. So people stick to their metal filing cabinets, believing that whatever information they store in the database will be stolen by others.

"When technology and education have gotten together it's been a terrible marriage," says Etac's Al Karaki. "But that's only because they never understood what each other could do."

Etac trains systems, project and resource managers, librarians, secretaries and desktop publishing operators from education service organisations in computer skills from basic to advanced. It offers a comprehensive course which enables trainees to become conversant with software.

Education technology, it seems, can enhance learning. But the central issues are those of control and training: who writes the software and with what aims? How do teachers ensure independent computer-aided learning?

If ever you are confronted with the dilemmas of using computers in a learning situation, ask not what the computer can do for you — but what you can do with the computer.

● A book of papers, *Computers for Transformation in Education*, from the Cecs conference has been published. Available from the Cape Computing Society.

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At the presentation . . . (from left, back row) teacher Thabile Chawane, World Books managing director Cliff Jackson, headmistress Thabi Molete, READ national director Cynthia Hugo and (front row) pupils Wesley Ndlovu, Thabo Makenete and Ignatius Dube.

Picture: Courtesy World Books

## 1 000 encyclopaedia sets donated to READ

Abdul Milazi (50)

READ Educational Trust yesterday received 1 000 sets of encyclopaedias worth R2 million from World Books.

The 22-volume sets, presented at a function in Johannesburg, will be distributed to black schools as part of a nationwide campaign to address the deepening crisis in education.

READ national director Cynthia Hugo said encyclopaedias were expensive and difficult for most black schools to ob-

tain. READ will distribute the encyclopaedias to needy schools.

World Books managing director Cliff Jackson said his company felt the best way to channel the books into communities which were engulfed in the education crisis was through READ.

"We see a dire need to educate the youngsters of this country if South Africa is to prosper. For this reason we approached the international World Books Incorporated to assist in making this donation."

not debate this now, but it is a subject which one could discuss at great length. However, I want to assure hon members that we are by no means overlooking the historical aspects of the shop.

The hon member for Springfield raised a very interesting and important point pertaining to the Group Areas Act.

Mr P NAIDOO: Mr Speaker, is the hon the Minister prepared to take a question?

Mr SPEAKER: Order! The hon the Minister's time is very limited, but it is up to him to decide.

The MINISTER: I am prepared to take a question.

Mr P NAIDOO: Would the hon the Minister afford a similar opportunity to the thousands of householders who are much more deserving of such special treatment?

The MINISTER: I would like to, but I cannot. I had hoped to, but I could not. I might as well stipulate some of the conditions or factors that are taken into account before finally arriving at the price at which we are offering these shops. The situation of the shop is taken into account, as are the present condition of the premises and the type of business. If there are too many barber shops, for instance . . . [Time expired.]

Debate concluded.

### HOUSE OF ASSEMBLY

#### QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

**Transfer of land to Minister of Public Works**  
291. Mr P G SOAL asked the Minister of Regional and Land Affairs:

(1) Whether, in terms of paragraph 1(c) of Proclamation R28 of 31 March 1992, certain land under the control of his Department is to be transferred to the Minister of Public Works; if so, (a) what land is to be transferred and (b) what is the purpose in doing so;

(2) whether the Government intends selling the land in question; if not, why not; if so, to whom?

The MINISTER OF REGIONAL AND LAND AFFAIRS:

(1) Yes.

(a) The properties mentioned in Schedule 3 of Proclamation No R28/1992 have already been transferred to the Department of Public Works with effect from 1 April 1992.

(b) To further dispose of the properties. The Department of Public Works will dispose of the properties taking into consideration in this regard the advice of the

Advisory Commission on Land Allocation and the practical utilization of un-economic units. Further particulars in this respect should be obtained from the Department of Public Works.

Own Affairs:

**Model C schools: subsidized posts to be lost**

66. Mr A GERBER asked the Minister of Education and Culture:†

Whether his Department has already determined how many teachers in (a) ordinary public and (b) state-aided schools will lose their subsidized posts after the conversion from ordinary public schools to Model C schools has been completed; if not, why not; if so, (i) how many teachers in each case and (ii) how many of them (aa) with and (bb) without a pension?

B608E

The MINISTER OF EDUCATION AND CULTURE:

(a) (i) 155

(ii) (aa)\* 155

(bb) 0

(b) (i) 3 661

(ii) (aa)\* 3 658

(bb)\*\* 3

\* Depending on whether a person occupies a temporary or a permanent position and on his/her years of service an annuity or a gratuity or an annuity and a gratuity are paid out.

\*\* Part time posts.

# Khuzwayo to improve culture of learning in Soweto

Ellen Khuzwayo's campaign to eradicate illiteracy in Soweto has hit a snag. <sup>(SO)</sup>

Although the novelist and veteran activist has collected 3 000 books she hopes to use in the campaign, she still does not have a library from which to operate *New Learning in Soweto*.

The Orlando Children and Youth Library project was launched to coincide with ANC deputy president Walter Sisulu's 80th birthday celebrations, held two weeks ago. *516-1116192*

"The response of the community and the publishers to this project, which was aimed at fostering a culture of reading among the youngsters, had been tremendous," said Khuzwayo.

## Community

But unfortunately, there is no building available yet for the books to be displayed and distributed to the youth on a lending basis. It is hoped that a building may be erected through community efforts and contributions from the business sector.

"We are presently in need of both funds and a suitable site so that we could be able to build a proper library as our long term project. We will not even object should the Soweto Council provide us with a match-box house," Khuzwayo said.

"We now appeal to the community, industries and other organisations to support this noble idea which will surely benefit the community," Khuzwayo said.

She said she hoped everyone would help in the planned fund-raising project so that the objective of erecting a library was achieved.

Those willing to contribute to the building of the library, may contact Khuzwayo at (011) 982-2286.



Veteran civic leader and novelist Ellen Khuzwayo, who heads the ANC deputy president Walter Sisulu's 80th birthday gift project, a library for the youth of Orlando West in Soweto.

# Govt accused of creating imbalance in education

## Financial imbalance in education

Nes [W] [Learners] [W] 5/6-11/6/92.

Fort Hare University vice-chancellor and rector Professor S'busiso ME Bengu has accused the government of creating an imbalance in the distribution of material resources to support tertiary education.

Bengu, who was speaking at a march organised by the South African Students' Congress (Sasco) in support of a campaign for "Education for All", said the government influenced the European Community (EC) to channel its funds through the Independent Development Trust (IDT), and thereby destroyed the small bursary funds that had been operating in the country.

### Organisations

"By creating the big fish, that is the IDT and the Tertiary Education Fund for South Africa (Tefsa), the intention was to destroy the small fish, namely the small bursary organisations. Some of our political leaders were deceived and they agreed that the EC funds be channelled into the IDT. The bursary organisations which had co-operated with Kagiso Trust in the struggle to eliminate apartheid, were swallowed up by this new monster that was now poised to limit students' access to tertiary education by denying them financial aid," said Prof Bengu.

He said the IDT had defined itself as a development agency that would

intervene to distribute funds in favour of the materially disadvantaged groups. A legitimate criticism that is levelled at IDT, he said, is that white "liberal" universities were receiving bigger amounts of IDT funds, disregarding the fact that they have fewer needy black students.

Last year, said Prof Bengu, the University of Natal received an amount of R2,5-million and Fort Hare R475 000. This year, Fort Hare was given only R500 000 instead of R5m they had asked for, he said.

### Aid

According to Professor Bengu, insufficient aid which Fort Hare received, could only help about 135 students while 2 233 students were left without any financial help.

He disclosed that there had been an 80 percent decline in the funding of tertiary education institutions since 1985 and that this had led to the reduction of staff and quality of instruction. As a result of this, the option left for the disadvantaged communities was, "to change lifestyle and seek to be self-reliant".

Meanwhile, through successful marches organised at universities countrywide a fortnight ago, Sasco demanded that the government stop subsidy cuts and immediately increase the education budget "because education is a right and not a privilege".



Posters tell it all. Students picket at the Department of Education and Training's Johannesburg regional city offices at Braamfontein after a march which started at Wits University two weeks ago.



## EDUCATION

By PORTIA MAURICE

AN education policy to cushion the poor may be needed if economic growth does not exceed the predicted two to three percent during the transition to a new schooling system.

This was the prognosis of University of Cape Town economics lecturer Pundy Pillay when addressing a World Bank seminar held in Johannesburg this week.

Free and compulsory primary education is likely to be a priority of a new government, but leaving parents to foot the bill for secondary schooling will prejudice the poor, Pillay warned.

The seminar, hosted by development agency Kagiso Trust, included World Bank representatives from Brazil, Malaysia, Mexico, the United States, Nigeria and Zimbabwe.

Though its theme — The Organisation, Management and Financing of Education: Towards Decentralisation and Unity — sounded highfalutin, it really boiled down to the size of the hole schooling is likely to leave in parents' pockets in future, how much the state will pay, and how much say different groups will have in the education system.

The second in a series of four exploratory discussions with the World Bank, the seminar was attended by educationists from groups as diverse as the South African Communist Party, the Development Bank of South Africa, the (government) departments of National Education and

# How to fill the growing hole in parents' pockets

016-116192

Finance, the Workers' Organisation for Socialist Action, academics and trade unionists, who all came to learn from experiences in other countries.

"As South Africans, we open our doors to people who have expertise to share with us, but they will not impose anything on us," Kagiso spokesman Eric Molobi pointed out.

Pillay's proposal, for example, runs contrary to World Bank education policy, which tends to favour primary schooling and leave the rest to market forces. And in a recent article published in the journal *Work in Progress* and pointedly titled "The Piper Calls The Tune", Institute for African Alternatives director-Ben Turok warned against allowing the World Bank to determine education priorities, as it has done in the rest of Africa.

Structural adjustment programmes on the continent have resulted in cuts in social services and increased privatisation of schooling, Turok said. "The World Bank is now insisting that parents contribute to school and university costs, result-

ing in rapid polarisation of society into those who can afford education and those who cannot. This undermines the vital principle adopted by all African governments at independence: that education should be based on merit alone."

In addition, Turok pointed out, the bank has proposed that parents be made more responsible for the costs of food, lodging and other expenses, and that students should take on tasks now performed by non-teaching staff such as maintenance and administrative support.

Turok based his views on 1988 and 1989 World Bank reports on education in sub-Saharan Africa. He described its aid policies as "immensely disturbing": of direct educational aid only 11 percent goes to operational costs like local salaries, consumable and instruction materials.

Brazilian Professor Guiomar Namo de Mello, the only female international speaker at the seminar, told the delegates her country was a "continent in itself", and a melting pot of educational problems and challenges.

After 30 years of military rule, Brazil had opted for a more participatory system in 1988 and education is now governed at federal, state and municipal levels. Although children now have greatly increased access to the country's 200 000-odd schools, there has been little improvement in quality and pupils get stuck in the "repetition trap", she said. On average, it takes 11 years to complete the first eight grades.

De Mello pointed out that there were huge inequities between spending on primary and higher education: whereas the equivalent of between \$28 and \$200 a year was spent on young children, about \$8 000 was spent on university students.

The director general of Malaysian education, Tan Sri Rahman Arshad, said his country, though much smaller, bore comparisons to South Africa. After independence in 1957, ethnicity and nation-building through education became priority areas.

"We had problems of many races, religions, cultures and languages," he said. "Our central objective was to build a nation from diversity."

Malaysia has a common content curriculum, but separate mediums of instruction, at primary level. At the end of six years, pupils have a year to switch to Malay, the national language.

**UN scholarship scheme**  
■ THE education faculty at the University of the Western Cape is facilitating a United Nations scholarship programme aimed at post-graduate students in Education Administration and Management Policy and Planning. According to lecturer Saleem Badat, the scholarship is for five students to do a masters programme at Bristol University in England for one year.

26/9/11-9/10/11  
W/m and



# 10 years' compulsory schooling ANC

By PORTIA MAURICE

*w/mail 5/6-11/6/92*  
THE African National Congress believes 10 years of free and compulsory education is the minimum necessary to prepare individuals to participate in the economy and society, and has committed itself to provide this.

In its education policy unveiled at this weekend's conference it also promises that students who cannot afford to proceed beyond this level will have access to bursaries and loans. Where possible, a year of preschool education will be included and as far as possible there will be flexibility between different levels of the education and training system.

Disabilities and special learning needs will be provided for. The organ-

isation also commits itself to redistributing resources to women, rural and adult students, and the mentally and physically disabled.

Special schooling will be provided up to matric level for youth who have dropped out of the school system or been expelled because of "apartheid practices".

To employers goes the prime responsibility for providing adult basic education, whereas the state will ensure delivery to the unemployed. There will be a national certification system for this.

If the ANC came to power, the central state and local authorities would control education. The former would be responsible for the "development

of national policies and principles, financing education, the development of a national curriculum and standards". Lower levels will take care of the day-to-day administration and management of the system.

The organisation commits itself to "removing gender-stereotyping from the curriculum" and, in a kind of affirmative action, offers "special help" to girls to extend their skills in areas previously barred to them such as woodwork.

Pupils will have access to a minimum of two languages — a regional lingua franca and English.

● See PAGE 25

World Book donation (50)  
■ ENCYCLOPAEDIAS worth  
R2-million were donated to  
black South African schools this  
week. World Books handed  
over 1 000 sets of its 22-volume  
set of encyclopedias to the  
READ Educational Trust at a  
Johannesburg function on  
Tuesday. READ co-ordinators  
are deciding on areas of most  
need countrywide, where the  
books will be distributed.

21/11/92  
B. M. M. S. / 6

# Invest for your child's education

(50)

STAR 6/6/92

**S**OUTH Africans from all sectors of life are facing up to one reality: the days of cheap education are gone forever. The cost of education, ranging from university fees to fees for technicians, colleges and even secondary schools, has risen at a much faster rate than the inflation rate in recent years.

Several reasons are given for this sorry state of affairs but the main reason is that the State is gradually withdrawing from its role as primary provider of education in South Africa.

Reduced financial subsidies to universities and technicians have left these institutions with no other choice but to pass the rapidly increasing costs on to students and their parents.

## Burden

The price of education, like most other things in South Africa, is influenced by the general rate of inflation in addition to the substantially increased cost of imported text-books, technology and skills.

Even at primary and secondary levels parents are faced with massive increases in costs as the

**AS THE State gradually withdraws from its role as primary provider of education, the increasing cost of education is being passed on to students and their parents. If education costs are not planned for, they will become a tremendous burden writes MAGNUS HEYSTEK.**

country's State sponsored educational system undergoes a period of restructuring and adjustment.

What this means is that the financial burden of providing for an education, even a limited one, has ended up on the shoulders of parents.

Today's generation of parents or would-be-parents is slowly realising that the days of free or heavily subsidised education are over for good. It has added a new dimension to the ever-increasing range of goods and services that have to be provided for.

It is possible that free compulsory primary education will be available to all. This, however, implies that parents will increasingly be called upon to carry the cost of secondary and

tertiary education as public education facilities come under strain in the attempt to make up the backlog created through separate development.

Financial institutions have not been slow off the mark and have entered this market in a very big way, selling as insurance-linked investment products that will, hopefully, take care of future educational costs.

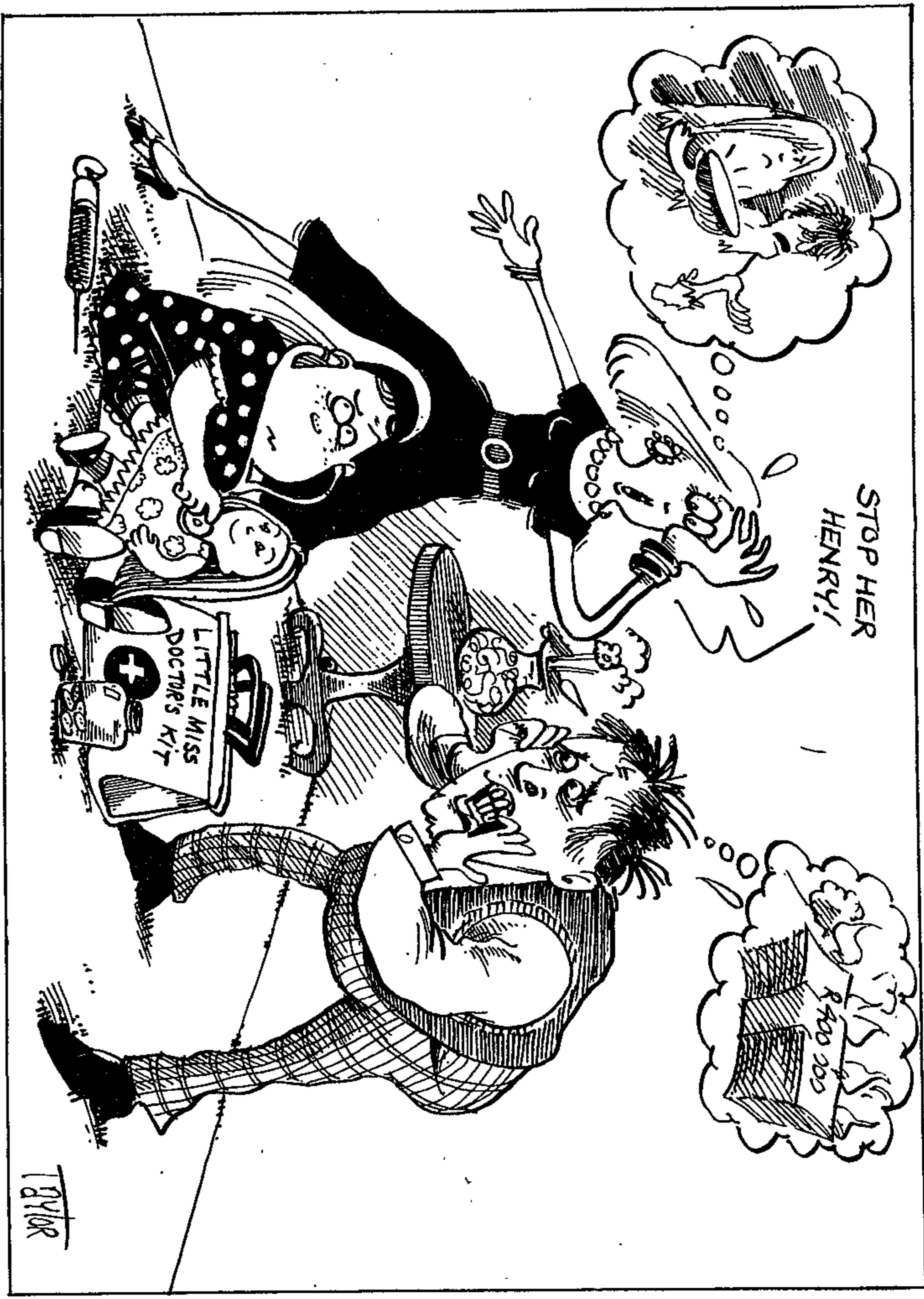
If the current rate of increases in university fees continues for the next 10 years, the total costs of a three-year commerce degree, including residence fees, will escalate from its current level of about R27 000 to more than R142 000!

For the more specialised courses, like medicine, the total costs for a six-year degree can already be as high as R100 000 and are set to escalate to more than R400 000 in 10 years time.

A cut-back in bursaries and educational grants by the private sector as a result of the recession has also had a negative effect on the funds available to universities and technicians for student loans and bursaries.

At primary and secondary level fears of deteriorating educational standards will make privately schooling increasingly attractive — but at a cost.

This means that in



their personal financial planning parents will have to consider providing for both school and university fees.

After all, they face a lengthy period of paying fees, in some cases for as long as 18 to 20 years.

If not properly planned for, it can place

a tremendous financial burden on a family or breadwinner.

In many cases, a higher education is simply not going to be affordable.

The problem in most cases is that most parents leave the accumulation of capital for edu-

cation until it is too late, while others provide inadequately for this need.

Even today, at a time when education costs are still relatively low, many parents have to borrow money to meet education costs, placing a heavy strain on household finances.

There are a number of ways to provide for a future education. The most common ones are regular investments into unit trusts, endowment policies, interest-bearing deposits or a combination of these.

In the case of interest-bearing savings

schemes, the effects of inflation and taxation and the need to achieve a real rate of return make this avenue undesirable.

On the other hand, endowment policies for education provide the opportunity to achieve real rates of returns but

do not offer the flexibility always required by investors.

For example, in order for an endowment policy to be taxfree, it must run for a minimum of 10 years. Quite often the investing parent will not have that much time.

Furthermore, premiums can only be increased by a maximum of 15 percent, which might not be enough when the sharp increase in the expected costs of education are taken into consideration.

## Tax-free

Here again your mortgage bond as a source of future capital needs to be considered very carefully. In fact, considering the very attractive returns guaranteed by early repayments of a loan, together with the high degree of liquidity, the mortgage-based route to financial planning is to be highly recommended.

The returns are tax-free and much higher than the inflation rate.

In addition, there are no financial penalties should the home-owner wish to discontinue making extra payments for a certain length of time.

But the key to any successful investment plan is to start as soon as possible.

The earlier parents start investing for the education of their children, the better.

# Producing students that industry can use



John Maree is the chairman of Eskom and Denel. This is an extract from a recent speech he gave to the Secretariat of the Economic Community of Southern Africa in Durban

Many observers have pointed out that, though no single policy or formula can guarantee economic development, there is one fundamental requirement for success: education leading to general competence.

And that is where we fall short in SA.

We need institutions that turn out educated people employers can use. There is an alarming mismatch between what our schools and colleges produce and what commerce and industry need. This gap must be bridged if we are to achieve the economic growth on which to base any political dispensation.

More than 300 000 students are studying at SA universities. Only about 12% are studying sciences or engineering compared with between 40% and 50% of university students in nations such as Germany, Japan and South Korea.

The remainder of our university students — 264 000 — are studying "soft" subjects and will be competing for a limited number of jobs.

On the other hand, our technikons — where the emphasis should be — have a combined total of more than 100 000 students. Even at these institutions, only 40% of the students are studying engineering or the sciences.

It is estimated that 100 000 students could be removed from our universities today without in any way decreasing the economic skills potential of our country — a sobering thought if one considers the resources invested in the students.

We should not be calling for more expenditure on education. We should rather be

asking harder questions about the objectives of our education system and what we are getting for our investment. Are the objectives synchronised with our economic development needs? I don't think so.

The responsibility for addressing this mismatch has to be twofold. The education establishment and the private sector need to work together. FM 516192

One example of how this works in practice is the experiment at Fort Worth, Texas. There the local Chamber of Commerce and the school district have devised a programme to help match what the companies need and what the schools produce. A forum has been established to identify specific and general skills that will be in most demand and how best the schools can equip the students with them.

We can also gain by being more innovative in using the resources we have, for instance by:

□ Setting up formal channels for involving commerce and industry in setting educational objectives, providing a business perspective for pupils in the classroom, helping with preparation of syllabi for technikons and universities. This is already happening overseas and a healthy interaction that can only benefit all involved is being developed between the business sector and the classroom. It is good to see that this is beginning to happen in SA;

□ Encouraging a much greater involvement by the private sector in adult education by building further on the existing education of employees and helping them to acquire numeracy and workplace language skills; and

□ Using our sophisticated electronic media for accelerated long-distance education that could make the world of difference to children in far-flung areas where teaching skills may be lacking. But, for this, we need a massive drive to electrify urban and rural low-income areas.

At the end of the day, we must get education on track in SA. And, if we are going to succeed, we have to overcome structural

weaknesses such as the lack of properly trained teachers, especially in the hard subjects of mathematics and science.

Companies have long been concerned at the small number of blacks emerging in management. We have done well in involving black people on the shopfloor but we have generally failed to carry this through to management.

One reason, unfortunately, is that we have tended to bring blacks into our organisations in low-level jobs, with no intention that they should ever rise above a certain level.

We have not had any real expectations for black employees. They have simply been there. We have not selected for talent or intelligence because we have not selected for advancement.

That is one reason for blacks not having advanced and for there being no significant black management corps today.

This will change as companies are put under increasing pressure to promote equal opportunity right to the top of our organisations. Either we can drive this ourselves or legislation will force us to drive it in the future.

There is no doubt that we are going to have to put a significant percentage of our payrolls into retraining and education initiatives in the new SA in order to make up for the often appallingly poor results in our schools.

We will have to help people of talent and application to acquire the knowledge and skills that our school system failed to provide.

All this shows me that we need plenty of rethinking, a willingness to try new approaches, much greater involvement by the private sector and real openness from the education authorities.

The Japanese have a word for the sort of approach we need. It's called *keiretsu*, or co-operation. For SA, co-operation is a matter of survival. Our resources are too limited and our needs too great for us to stick with our past, often-exclusive and rigid mindsets.

# Southbusiness 15

The path to a fairer business climate and more prosperous economy was charted at a recent accountants' congress, reports

**Quentin Wilson:**

**E**DUCATION and training could not be left to the free market. If it were, a few elite groups would continue to monopolise taught skills, Professor Jakes Gerwel told a recent congress of chartered accountants.

The University of the Western Cape rector said state intervention was necessary to avoid the perpetuation of an unequal system.

"But a highly centralised, bureaucratic state operating in a comman-

## State should 'spread the skills', Gerwel

South 6/6 - 10/6/92



dist fashion is not the answer," he told the congress held at a Cape Town hotel.

Rather, a large degree of "decentralisation" was needed. Schools should be given more power and "popular participation" in the run-

we adopt the ANC-Cosatu starting point of 'growth through redistribution' or the corporate sector's 'redistribution through growth', the priority is the provision of enough

highly-trained professional and technological human resources."

He said the training of blacks in these categories would start a process which could result in a de-racialisation of these occupations.

But he warned though that "this privileging of the skilled" would still leave Africans at the lower levels of the system. Women would remain in inferior positions compared to men "at all levels of the hierarchy".

"It would be utopian and unrealistic to assume that the eradication of social inequalities will be possible in a post-apartheid South Africa. This is because the mixed economy which will continue to exist, however modified, will be dominated by the private corporate sector."

The vice-president and secretary of the World Bank, Mr Timothy Thahane, said privatisation would be a key to economic growth.

"Few governments have embarked on privatisation for purely ideological reasons."

"Experience shows that most governments, including those in Sub-Saharan Africa, have undertaken privatisation to raise efficiency and stop the financial drain from loss-making public enterprises."

**A**ccording to Thahane, state enterprises have been inefficient, overstuffed and poorly controlled financially.

"Their costs are a weighty burden on governments and taxpayers — the very group expected to benefit."

"In Sub-Saharan Africa, cumulative losses by state-owned enterprises reached five percent of Gross Domestic Product from 1989 to 1991."

He said growth was likely to accelerate when governments and markets complemented each other with their respective strengths.

The private sector had proved to be the most efficient generator of incomes, employment, managerial expertise and technological innovation, he said.

The state should supply public services that the private sector generally could not perform well, such as security, the judiciary and education, Thahane said.

Pepcor group chairman Mr Christo Wiese said South Africa should become less dependent on capital and more so on labour.

It was essential to recognise the dual nature of South Africa's economy and to adopt both First World and Third World strategies to achieve sustained economic recovery and growth, Wiese said.

# The trends and myths of education's future

STAR 10/6/92

**T**HE LEGITIMATE demands for parity in education mean that the high standard of white education will be difficult to sustain, according to Professor Graham Hall, rector of JCE.

In a keynote speech at a private-schools science conference at St Martin's Preparatory School this week, Professor Hall identified education trends for the future and set out to dispel what he said were myths. Society at large would have to lower its unrealistic educational expectations, he said.

What had to be realised was that white standards of education could not be sustained because resources and funds would be redistributed. There would have to be a reallocation of priorities.

Another myth was that education would continue to be largely segregated. The future education system would be based on parity.

Between the present and 1994/95, there would be major deliberations on education, he said, but already broad trends were emerging. These were:

- A single Ministry of Education.
- To prevent a bureaucratic organisation emerging, education would be devolved to nine or 10 smaller regions.
- Free, compulsory education in primary schools up to Grade 7 (the present Standard 5).

Professor Hall said it was debatable how long education would be free, but whites and blacks alike would have to accept that educating their children was going to cost between R1 000 and R2 000 a year per child after the compulsory, but

In a recent speech Johannesburg College of Education rector Graham Hall outlined future trends in South African education. ANITA ALLEN reports.

free, period.

● There would be a move towards more vocationally based education in a system which was formative and attempted to prepare children for life.

In this connection, pupils would demand a say in what was relevant. Their revolt against apartheid education had given them a sense of power and they would not give this up.

● Future education needs would be driven by financial considerations. The reality was that there would be considerably fewer funds to do considerably more. The biggest myth was that South Africa was a wealthy country, and the expectation that any future government could spend more on education was false, he said.

South Africa currently spent 5,8 percent of its gross national product on education, which made it one of the big spenders in world terms. This could rise to a maximum of 6 percent.

It was this reality which was the basis for present rationalisation programmes and the retrenchment of teachers in particular. This was a reflection of what the country could afford and not of what it needed.

Salaries formed about 80 percent of the bill of any educational institution and was a logical place to start cutting expenditure. Private schools, he said,

must not expect that government subsidies would continue.

● The future education system would have well-defined exit points — Grade 7, Grade 9 and Grade 12 (Stds 5, 7 and 10). Considering the entire population, it was estimated that 80 percent of pupils would leave at the Grade 7 exit point.

● The language issue had not been settled, he said. However, it appeared that the entrenched position of English and Afrikaans could change.

Primary schools would offer these languages as well as an African language. At the other end of the educational process, Grade 12 would require five subjects, instead of the present six, with only one language required.

Professor Hall said these and other important educational issues were contained in two discussion documents — the Educational Renewal Strategy Document, and a Curriculum Model for Education in South Africa.

Dealing with science education, Professor Hall said indications were that there would be an emphasis on science, technology and mathematics. This would be seen in the introduction of technology as a subject from Grade 1, which would concentrate on the application of scientific knowledge to improve the human condition.

Children would have to learn about the issues and problems of technology and how to compete in such a society. Professor Hall said the only way forward was to look at technology critically — "Drive it, don't let it drive you". □

suspect we are also joined by the party on the other side of the House. [Interjections.]

I want to point out that this is a most important environmental asset. It is a pristine river, the only one we have in the Peninsula that is protected, as I have said, from source to mouth, and it is essential that we maintain buffer areas along the river. That is what Zone C is. It is a buffer area.

It is essential that we protect the wetlands, some of which are in Zone C and others that are affected by Zone C.

It is so that the whole population of greater Cape Town in coming to use more and more areas like the Silvermine Reserve, the Silvermine valley and the wonderful heritage we have here. We have a responsibility in this House to ensure that those environmental gems are handed on. It is not just the responsibility of the people who elected us. It is a broader responsibility we have to all of the people of the Peninsula—all two and a half million of them—and to the people of South Africa as a whole.

I commend this case to the hon the Minister with confidence. I am sure he will not let South Africa down.

The MINISTER: Mr Chairman, the hon member for Wynberg put his case more correctly than he did with his interjection. It was the incorrectness of his statement that drew the aggression. I am busy answering a question to the best of my ability, and somebody tells me by way of interjection that I am not answering, when I have as yet not completed my response, I believe it is unfair.

However, I want to say to the two hon members that I have certainly taken note of the messages which they seek to convey. Arguing the case for the environment and its sensitive areas as they have, I want them to know that we certainly take that to heart. However, I also appreciate—as the hon member indicated in his last response—that I am not in a position now to apply my mind to this matter.

Debate concluded

### THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 17 October 1991.  
 (b) authority delegated by the Minister to the rectors of colleges of education,  
 (c) (i) on the advice of the College Council,  
 (ii) the Rector of the College;
- (2) no.

### Re-employment of retired teaching staff

\*3. Mr L LOUW asked the Minister of Education and Culture:†

- (1) Whether it is his Department's policy to re-employ in an administrative capacity any teaching staff member who has accepted a retirement package; if not, why not; if so, why;  
 (2) whether a certain person, particulars of whom have been furnished to the Minister's Department for the purpose of his reply, was employed at a regional office of his Department; if so,  
 (3) whether employees at this regional office had earlier been informed that no appointments would be made there; if so, why was the person concerned employed there;  
 (4) whether the prescribed procedure was followed before the post concerned was filled; if not, why not;  
 (5) whether he will make a statement on the matter?

B744E

### †The MINISTER OF EDUCATION AND CULTURE:

- (1) No, as it is policy to give persons who have not yet received a retirement benefit, the opportunity of following a career. In exceptional cases, however, for instance if a suitable candidate is not available, the re-employment of somebody who has already accepted a retirement package, cannot entirely be ruled out;
- (2) yes;  
 (3) no;  
 (4) yes;  
 (b) no.

Mr R M BURROWS: Mr Chairman, arising from the answer of the hon the Minister, can he indicate whether it is his intention to make regulatory commitments that the person who is receiving or is in receipt of an early retirement package shall not be employed in his Department for a three-year period after receiving such a packet?

The MINISTER: Mr Chairman, I have not given attention to a definite period, but we have given some thought to it, even though we have not yet reached a final conclusion.

†Mr L LOUW: Mr Chairman, arising from the reply of the hon the Minister to paragraph (1) to which his answer was no, I want to ask whether this will also apply in the case where such a teaching staff member wants to return to teaching.

†The MINISTER: I gave a very clear reply to the question. The answer is no. I also put certain qualifications in respect of that. I think the hon member should study my reply properly, then it will be clear to him. I know he is thinking about a specific case. He is welcome to discuss it with me in my office.

### QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

### Rationalization of music centres at schools

\*1. Mr A GERBER asked the Minister of Education and Culture:†

- (1) Whether his Department has taken a decision on the possible rationalization of music centres at schools; if not, why not; if so,  
 (2) whether music teachers whose posts are abolished will be given the opportunity to retire on early pension, if not, why not; if so, what are the relevant details;  
 (3) whether he will make a statement on the matter?

B719E

### †The MINISTER OF EDUCATION AND CULTURE:

- (1) Only the Transvaal Education Department has a few music centres attached to specific schools and although a final decision has not been taken, some rationalization is under consideration;  
 (2) yes, they would enjoy all the benefits attached to the abolishment of posts as determined by the Education Affairs Act, Act 70 of 1988, read together with the stipulations of the Government Service Pension Act;  
 (3) no

### College of Education for Further Training

\*2. Mr A GERBER asked the Minister of Education and Culture:†

- (1) (a) On what date, (b) in terms of what measures and (c) (i) at the request of and (ii) by whom was the College of Education for Further Training opened to all races;  
 (2) whether he will make a statement on the matter?

B720E

# WORKSHOPS AT SWEETAN'S

Sweetan  
11/6/92



SO

their professions;

● Intense career guidance programmes should be introduced to pupils from Standard 5.

There should also be a revision of subject grouping so that a pupil takes subjects relevant to a career path he or she wishes to follow; and

● There should be leadership training courses for members of the Student Representative Councils from all the schools in Alexandra.

"We are very pleased with the way the workshop went," said Mrs Anne-Gloria Maselle, head of the Parenting Workshops Committee.

"The youth showed incredible concern at the present education crisis and this is a very positive sign. All we need now is for parents to resume their role," she said.

The next Sweetan/Pick 'n Pay Parenting Workshop will be held in Daveyton this Sunday.



The Minerva High School choir entertained during the workshop.



Some of the youth who attended the first Sweetan/Pick 'n Pay Parenting Workshop



Oupa Thibile and Solomon Zikhayi concentrate during the workshop in Daveyton.





# Parenting



Sowetan  
11/6/92

**THE Sowetan/Pick 'n Pay Parenting Workshops could not have reached Alexandra at a better time.**

In the past few months the community has experienced the worst violence in addition to existing socio-economic problems such as overpopulation and unemployment.

The violence has left many families displaced and children separated from their parents.

In Alex, as in many other black townships, education has been disrupted because of violence.

But the youth of Alexandra did not wallow in self-pity at their situation. In an impressive show of concern they took action

By PEARL MAJOLA

and called on Sowetan's Nation Building for help.

This resulted in the first parenting workshop held there at the weekend. The workshop was sponsored by Pick 'n Pay.

The youth turned up in their hundreds but there was a noticeable absence of parents in the audience.

But that did not deter the youth and some concerned professionals and members of the community from coming up with concrete resolutions.

An interim committee was formed to investigate and present problems facing the youth to the Parent

Teacher Association and the DET's local education council.

Some of the resolutions were:

- Parents should be required to sign their children's exercise books every evening to ensure that they have checked it.

This system should be used by teachers as well so that parents are able to check that the teacher is doing his or her work;

- Teachers should be given study leave so that they can give the children their undivided attention;

- The community, even those who are not parents, should take interest in the education of the children. Role models should visit schools and give talks about

# Mayibuyee to produce books for Africa

12/6-18/6/92

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OVER four decades, anti-apartheid literature developed peculiar distribution routes. Some of the most widely read titles of the time arrived in the country stuffed down the front of someone's trousers, to be passed from hand to hand or clandestinely copied.

Must-reads were touted by word of mouth, while for many, the Publications Control Board's weekly roll of banned titles took the place of publishers' best-seller lists as indicators of required reading.

Books barred from being imported or distributed found their way into the country, but could never be sold freely or displayed on bookshelves: the risks associated with being caught with a book banned for possession involved a lengthy jail term.

With the closure of Idaf and its anti-apartheid publisher, Kliptown Books, a vast archive of material has been handed over to the new Mayibuyee Centre at the University of the Western Cape. **GAVE DAVIS** reports from Cape Town

None of this stopped books from being either written or read, of course, and publication of anti-apartheid material increased in direct proportion to the excesses of a determined regime.

Playing a key role in all of this was the International Defence and Aid Fund, which, from the late 1960s onwards, began to release information about apartheid and (through Kliptown Books) documentary, autobiographical and creative writing.

The imprints of Idaf and Kliptown ensured the immediate banning of any pamphlet or book carrying them,

but sales outside the country were important, both in countering the South African government's external propaganda drives and in supplementing the income Idaf needed to fulfil its chief task: funding the defence of political trialists.

After Idaf's disbanding in the wake of the unbanning of the African National Congress and other organisations, it handed over its vast archive to the University of the Western Cape's recently established Mayibuyee Centre for Culture and History. Apart from an extensive collection of photographs, video and film material, part of the archive

comprises stocks of Idaf and Kliptown publications, some of which are now to be re-issued as part of the Mayibuyee History and Literature Series, which will be distributed by David Philip.

Former Idaf staffer Linda Pithers will be co-ordinating the launch of the series, planned for July 28.

"All the books were previously banned. By bringing them back, we'll be making them available here in a way they never were before. A lot of people would never even have heard of Idaf, let alone read any of its publications.

"We feel the publications consist

of a crucial part of people's history, which has never been properly documented. It's impossible to understand what is happening in South Africa now unless those gaps are filled and one knows what went before."

Titles to be re-issued number about 28: among them are Govan Mbeki's seminal *South Africa: The Peasant's Revolt*; Tim Jenkin's *Escape from Pretoria* and Joyce Sikakane's *A Window on Soweto*.

Some new titles in the series have already been released, published in co-operation with David Philip, Skotaville, London's Zed Books and Fatima Meer's Madiba Publishers. These include Mbeki's prison writings, *Learning from Robben Island* and collections of speeches by leading resistance figures such as Dr GM (Monty) Naicker, Chief Albert Lutuli and Dr Yusuf Dadoo.

Forthcoming titles, also to be published in co-operative ventures, include poems by Western Cape township poet Sandile Dikeni, academic Keith Gottschalk and, hopefully, Ronnie Kasrils' autobiography, tentatively titled *Armed and Dangerous*. Also due out soon in conjunction with David Philip is *A Life's Mosaic*, written by Phyllis Jordan, mother of ANC national executive member Pallo Jordan, and, with David Philip and Zed Books, selected writings of 1950s radical historian Lionel Forman, *A Trumpet from the Households*.

Pithers and colleague Richard Whiting recently opened in Cape Town a branch of the Southern African Literature Society, which, better known as SALS, was established as a collective nine years ago in Botswana.

Many of the officially undesirable books which found their way into South Africa were bought at SALS' Gaberone bookshop. Now, post-1990, SALS aims to promote the distribution of low-priced reading matter, especially in townships and rural areas, as well as stimulate interest in indigenous writing by working with grassroots structures.

The new SALS bookshop, which opened earlier this month at Industria House, 350 Victoria Road, Salt River, will stock Mayibuyee Series books among other progressive literature — going some way towards filling the gap left when Open Books, a source of all kinds of difficult-to-obtain material, was fire-bombed during the State of Emergency.

Having titles banned or bookshops set alight are no longer the threats they once were to authors, booksellers and publishers. Whether or not the list of titles published in the Mayibuyee Series continues to grow will depend largely on funds.

According to Barry Feinberg, Idaf's former director of information and now a member of staff at the Mayibuyee Centre, costs are an issue: "The centre is dependent on funding. We have no professional fund-raiser working for us and only a small staff. We're trying to organise the archive and publishing is a major undertaking in itself. But the plan is that, given sufficient funds, we'll be regular publishers."

Feinberg is hopeful that the centre will one day be able to produce cheap editions of books, to ensure as large a circulation as possible: "There must be a wider constituency for anti-apartheid literature now that a widening consciousness is so necessary to the political process in this country," he said.

## SCHOOLS

# We don't need no education

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FM 12/6/92

The tortuous education policies of the National Party have, apart from anything else, created enormous practical problems on the ground.

The decision to reduce spending on white education was inevitable. But the Model C method — to pay only teachers' salaries in government schools and make all other costs payable by the parents — is not as simple as it sounds.

Take the seemingly mundane question of municipal rates. Until 1984, educational institutions, churches and charitable organisations were exempt from municipal property rates. Since the passing of the Rating of State Property Act of 1984 (which was aimed at helping municipalities make ends meet), the Department of Public Works has been paying municipalities sums of money towards rates on all government property. It seems that schools got sucked into the arrangement by accident.

This has had the Orwellian result that the schools themselves are now liable for rates payments from April next year — and there have been some nasty shocks.

Durban High School, for instance, founded in the 1860s and one of the great boys' State schools, is faced with an annual rates bill of close on R300 000. Headmaster Ken Tomlinson says this will entail a school fee payment of R250-R300 by each of the 1 000 pupils, in addition to the fee contributions already made.

And by 1993, school fees will be much higher. As early as August this year, parents at all Model C schools will have to find the money for water and electricity, repairs and renovation, general maintenance, refuse removal and insurance (both for fixed assets and individuals). The combined bill for these services will run into hundreds of thousands of rand a year, possibly millions at the bigger schools. In such circumstances, to demand even an extra R200 from each pupil for rates could effectively put a school out of business.

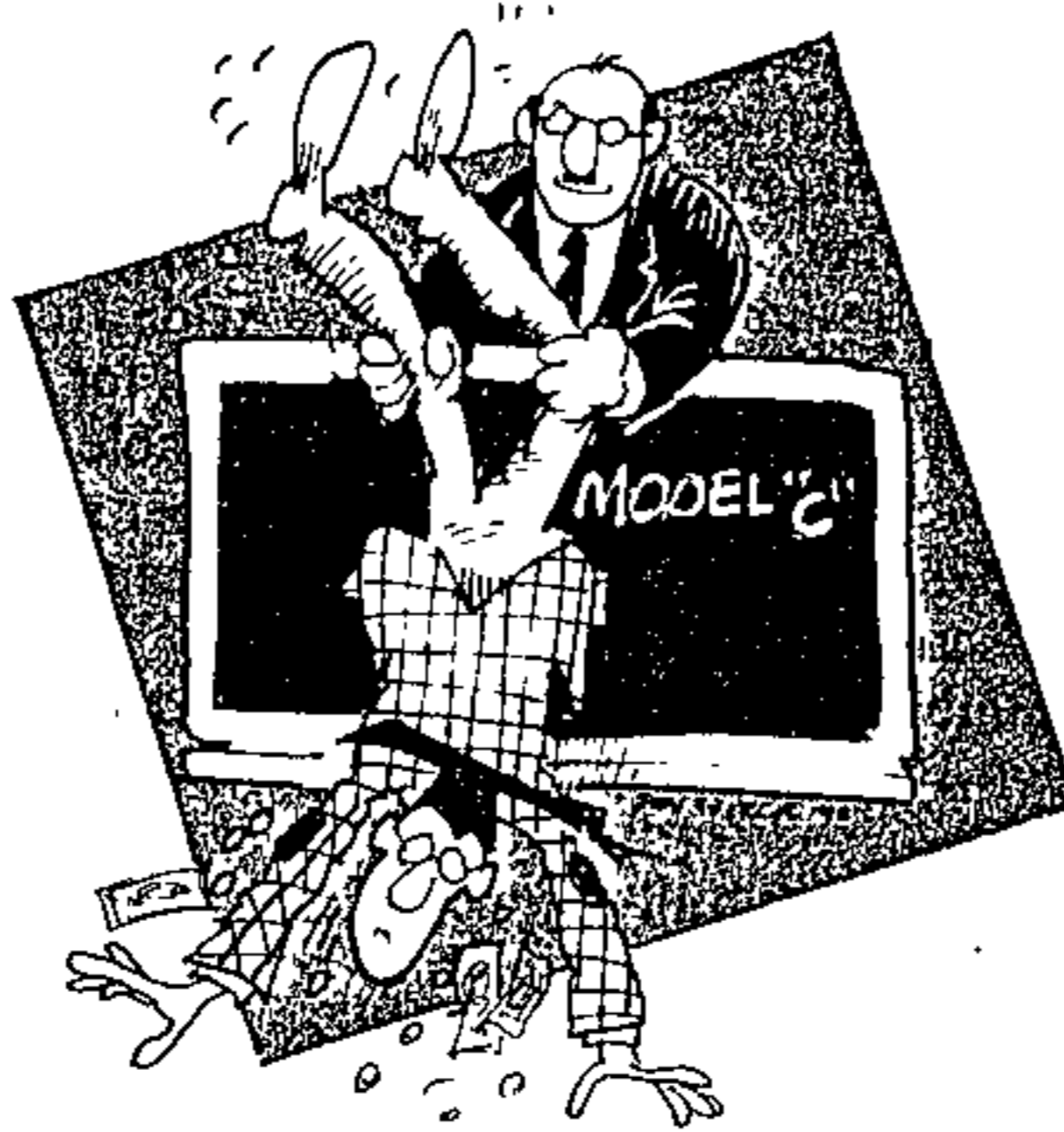
In Johannesburg there is considerable anxiety. Parktown Boys' in Johannesburg is liable for R600 000 and headmaster Tom Clarke says each pupil would have to find an extra R900 a year to cover the rates bill alone. Another headmaster says he and his colleagues are "very concerned" at the "indecent haste" with which the new system was brought in. There has been little time to budget or prepare for taking control of school assets. New management structures and approaches must be devised; skills shortages must be addressed. The last thing worried headmasters need is the anxiety of a potentially crippling rates bill.

In most cases, the amount required for rates would be higher than the entire volun-

tary school fee paid by the average family at present. It is a problem that has confronted nearly all formerly white government schools. Some would be worse off than others: it depends on municipal valuations. But many schools would not be able to pay even moderate rates bills.

Private schools are also distressed by the amazing bungling over rates. Contrary to the belief in some government school circles, they are no longer exempt from municipal property rates. The exemption which protected private schools from as far back as 1836 was apparently withdrawn on December 12 1991 — presumably on grounds of equity, because State schools would soon be liable for rates.

Many local authorities have been sympathetic. Pretoria Boys' High, which has a



large estate in a fairly exclusive area, would have to pay more than R1m — but the indication is that the Pretoria City Council will not impose rates on schools in its area. Apparently Cape Town is taking the same view and so are many smaller municipalities.

Johannesburg is understandably more reluctant. It has more than 100 Model C schools within its boundaries. Its income from rates on these properties has been estimated at more than R20m a year. That kind of money will not be given up lightly — and the city council has shown no sign of doing so. (By the time of going to press, the *FM* had not succeeded in reaching senior council officials for comment.)

The matter is complicated by the confusion over who will actually own the schools after August 1.

Schools have been told that ownership will pass to their governing bodies — but there is deep scepticism about this. "We'll never see the title deeds," says one experienced headmaster. "And the province reserves the right to take back the school if it is used for any

purpose other than education. Not that we would use the building for anything else — but this is not ownership in the generally accepted sense."

This confusion is evidently what the Johannesburg City Council had in mind when it responded to one school's appeal about rates, saying merely that "we are considering who is liable" as the legal owner of the property. The implication is that when the council has decided, it will bill either the school or the Transvaal Education Department.

But the point is that nobody should be liable for rates on schools. (One parent argues that the Johannesburg City Council should not complain: after all, it has done extremely well out of the administrative oversight that led to school property being rated in 1984.)

The schools, after the initial shock, have been marshalling resistance. Rebellion is not only being seriously considered, it is now regarded by many schools as the only alternative. According to one determined parent at a top Johannesburg school, "several schools are adamant that the rates bill will not be paid." One headmaster describes the new dispensation as "completely untenable."

It is argued that Johannesburg could replace the school rates income by increasing all municipal rates by up to 5%, on the grounds that education is a vital service to the community.

And it is pointed out that to rate most school properties is, in a sense, meaningless: being permanent educational institutions, their land has no market value — even if it is located in prime suburbs. There has been talk of a 20% rates rebate for schools — but this is regarded as a joke by headmasters.

Indeed, the only option for threatened Model C schools is to unite and simply refuse to pay rates until a satisfactory solution is worked out by the various authorities.

In any case, there are such discrepancies between valuations, particularly in Durban and Johannesburg, that the structure is inherently and blatantly unjust. Even if the schools had money to spare, they would be justified — on grounds of inequity — in refusing to pay.

But there are signs of sanity. Government departments were engaged this week in negotiations which, it was hoped, would result in schools simply not having to pay property rates.

If this is the kind of mess government leaves behind in a nuts-and-bolts matter like rates, what other educational horrors still await us?

One thing's for sure, though: the Minister will not be resigning. ■

# The National Education Co-ordinating Committee

SOUTH 13/6-17/6/92

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*The National Education Co-ordinating Committee, the NECC, is an alliance of progressive, non-racial, democratic and mass-based student, teacher, worker and civic associations (organisations) which is actively committed to the democratisation of the educational system and the establishment of a non-racial, democratic, non-sexist and unitary educational programme.*

*In pursuance and furtherance of these goals the organisation in collaboration with SADTU, COSAS, SASCO, UDUSA and COSATU is staging a number of parallel workshops, conventions and conferences which are described/detailed below.*

## The Educational Institutional Governance Programme

While the NECC has throughout its existence campaigned for the democratisation of the educational system and for the establishment of a single, non-racial and unitary system, the organisation has also campaigned for the democratisation of individual schools, technical colleges, technikons, teacher training colleges, nursing colleges, and universities. In this regard the NECC's model for school governance has been the PTA (tertiary schools), and several hundred of these school governing bodies have been established and are governing schools presently.

This has not been a smooth process: specially during the year of the State of Emergency, our structures were effectively banned, school principals and authorities who were clearly short-sighted expediently rejected our structures. It is now time to re-assess the situation, especially with regards to:

- the nature of our structure and its relationship to a future non-racial and unitary education system
- the powers required for real and effective management of schools and real and effective participation in the national education system
- the relationship between student, parent, and teacher representation, their powers relative to each other and their numbers within the school governing body
- the education and training needs.

## People's Education Programme

In 1985, at the launch of the NECC, the campaign for People's Education became consolidated within the activities and programmes of the NECC and its component organisations and formations. The focus of these campaigns is summarised in the NECC Declaration on People's education is education that:

- i) enables the oppressed to understand the evils of the apartheid system and prepares them for participation in a non-racial system.
- ii) eliminates illiteracy, ignorance and the exploitation of one person by another.
- iii) eliminates capitalist norms of competition, individualism and stunted intellectual development, and replaces it with one that encourages collective input and active participation by all, as well as stimulating critical thinking and analysis.
- iv) equips and trains all sectors of our people to participate actively and creatively in the struggle to attain people's power in order to establish a non-racial democratic South Africa.
- v) allows students, parents, teachers and workers to be mobilised into appropriate organisational structures which enable them to participate actively in the initiation and management of people's education in all its forms.
- vi) enables workers to resist exploitation and oppression at their workplace.

The campaigns launched subsequent to the adoption of this conference declaration have pitted those of us opposed to Apartheid Education and committed to its radical transformation of in a battle with the Apartheid State and its allies and People's Education and its programmes were effectively banned during the years 1986-1990.

It is not only school governance which we have contested, but struggles have been conducted also as tertiary educational institutions, and may have been won. Several are in a stage of transition and most are now re-assessing their governing bodies. These struggles have been led by components of the NECC, and in particular by SASCO (and previously SANSO, NUSAS, AZASCO), UDUSA and COSATU. As with school governing bodies it has become necessary to address similar questions as those identified above.

Several workshops and conferences have now been planned and parents, teachers, students, workers, academics and their organisations are now invited to participate in the debate for a democratic, non-racial, non-sexist and unitary education system and governance.

W.Cape: (not confirmed),	S.Tvl: 11-12 July,	N.Cape: 20-21 June,
E.Cape: 20-21 July,	N.Tvl: 13-14 June,	OFS: 20 July,
Border: 11 July,	E.Tvl: 04 July,	Natal: (not confirmed),
Transkei: (not confirmed).		

UDUSA National Conference:	1st July 1992,
SASCO National Conference:	6th July 1992,
NECC National Conference:	13th December 1992.

Further information is available at the regional offices or head office of the NECC (see below).

Already this year one convention has been held in the Western Cape to assess progress towards our goal within individual schools and institutions. It is here that we believe real and radical transformation of the curriculum and teaching methods informed by the vision of People's Education can be achieved in the short term, whilst we continue to pursue our national goals. Further regional conventions on People's Education to assess progress and plan the implementation of programmes are scheduled and are listed below. These conventions will:

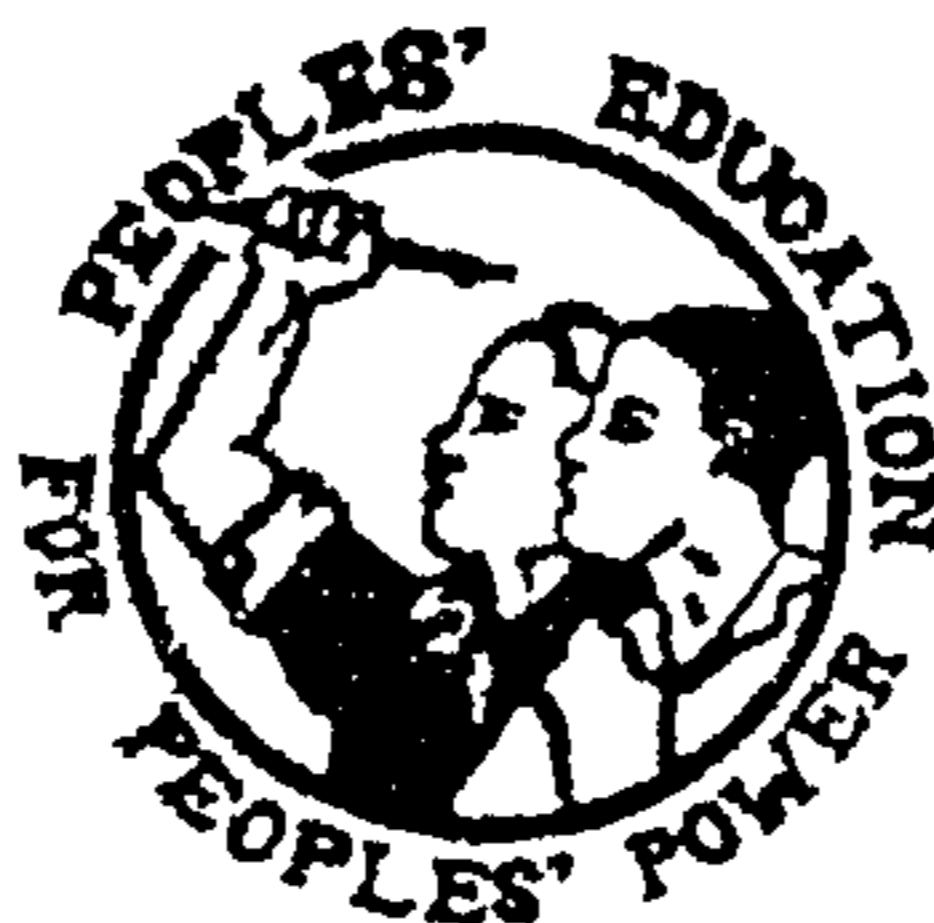
- 1) receive reports from students, teachers, academics, workers, parents and presidents as well as from their representative organisations on progress and activities that they are presently spearheading.
- 2) consider the implications of People's Education for educational policies.
- 3) map a programme of action to advance People's Education inside schools and tertiary educational institutions and at educational policy levels.

The conventions are scheduled as follows:

OFS and Northern Cape	27-29 June (Bloemfontein),
Natal/Border/Transkei/E.Cape	3-5 July (Umtata),
N.Tvl/E.Tvl/S.Tvl	NOT CONFIRMED (Johannesburg),
National Convention	NOT CONFIRMED

The proceedings of all conventions will be published and be available. Further information is available at the regional offices and the head office of the NECC (see below).

OFS ..... Tel: (051) 474147 ..... Fax: (051) 474172,  
 S.Tvl ..... Tel: (011) 291474 ..... Fax: (011) 291478,  
 Transkei .... Tel: (041) 564137 ..... Fax: (041) 564270,  
 Natal ..... Tel: (031) 3074547/9 ..... Fax: (031) 3071929,



N.Cape ..... Tel: (0531) 34562/3 ..... Fax: (0531) 34594,  
 E.Tvl ..... Tel: (01311) 552136 ..... Fax: (01311) 26303,  
 Border ..... Tel: (0431) 434257 ..... Fax: (0431) 435677,  
 Head Office ..... Tel: (011) 8364726/9 ..... Fax: (011) 8366971

# Bursary taxation backdown

Business Times Reporter

14/6/92  
IN a complete about face, the Government this week reinstated favourable tax treatment for bursaries and scholarships after withdrawing them in 1991 amid an outcry.

Ironically, the amended tax law is more generous than its predecessor. It allows almost anyone either paying or receiving a bursary or scholarship to claim a tax benefit.

The Government gave widespread abuse as the reason for withdrawing the dispensation in 1991.

Price Waterhouse Meyerneil tax consultant Pieter Malan says: "Bursary and scholarship schemes must be properly structured to enjoy the benefit."

"The amendment to the Act is welcomed. It will alleviate the extra financial burden on parents as a result of changes to the schooling system."

Any bona fide scholarship or bursary will be exempt from tax if the recipient attends a recognised educational institution, such as a school or college.

# Time to get your application ready

By **MONWABISI**  
**NOMADLO**

(5)  
C/Pren 14/6/92.

THE Education Opportunities Council (EOC) has announced its 1993 scholarships and fellowships programmes, which are tenable both locally and overseas.

The scholarships are open to black South Africans and people living in the TBVC states.

Local scholarships are available for fulltime study at universities and technikons in SA and the TBVC states.

Areas of study which have been prioritised for funding at undergraduate level are agriculture, commerce, computer science, education (science and mathematics), public administration as well as town and regional planning, engineering, health science, journalism and natural sciences (physics and mathematics).

Postgraduate studies are funded at honours and masters level. Priority fields include agriculture, commerce, education (science, mathematics), economics, health sciences and natural sciences.

Applications for local scholarships should reach the office not later than August 15.

Priority fields for overseas scholarships (undergraduate level) tenable at US universities are agriculture, architecture, computer science, engineering/technical science and natural sci-

ences as well as mathematics and statistics.

Undergraduate applicants must have a matriculation exemption pass with a minimum D aggregate plus at least a D aggregate symbol in mathematics.

Overseas postgraduate priority fields are agricultural sciences/agronomy, business and commerce, computer science, education (natural sciences and mathematics), engineering/technical sciences and journalism/communication.

Other fields funded are: counselling and guidance, dietetics/nutrition, ecology and environmental studies, health care administration, industrial relations, labour relations, law, pharmacy, planning (urban/regional/city), public administration, social work and social science (excluding clinical psychology).

A limited number of scholarships are available for Ph.D level.

Applicants can write to the following addresses.

Transvaal: The Secretary, EOC, PO Box 3323, Johannesburg 2000.

OFS: The Co-ordinator at the EOC, PO Box 1716, Bloemfontein 9301.

Natal: The Co-ordinator, EOC, PO Box 2687, Durban 4000.

Eastern Cape: The Co-ordinator, EOC, PO Box 23181, Dias-Land 6009.

Western Cape: The Co-ordinator, EOC, PO Box 926, Cape Town 8001.

# When teachers fail the first test

Star 1516192

50

**SCHOOLS OF SHAME**  
When a child is not learning successfully, blame is seldom laid at the teacher's door. Invariably that is where it belongs.  
**MARIKA SBOROS** reports.

**Y**OU send your children to school to be educated in good faith. You don't expect that they will be abused by their teachers.

Yet many teachers betray children's trust and abuse them in ways that are as damaging as sexual or physical abuse, says a renowned American psychologist and expert in dyslexia.

And all because some children's brains process information differently from others.

Professor Roger Saunders, who has done pioneering work in the field for more than 30 years, is in South Africa to speak on the need to teach teachers to teach children appropriately.

He is convinced that academic abuse is rife in many countries, including South Africa.

Academically abused children show symptoms similar to sexually or physically abused children: depression, anxiety, behavioural problems. At school they may be labeled slow, disruptive, naughty, stupid, lazy, dreamers, or late developers, with a "short attention span".

## Self-esteem

The children may suffer overt abuse which includes corporal and other physical punishment, ridicule, humiliation and harassment.

The abuse may be subtle: a consistent but equally devastating and debilitating withing away of self-esteem by teachers who have an unerring instinct for honing in on what the child does wrong, rather than on what he or she can do right.

Red slashes and exasperated comments punctuate workbooks.

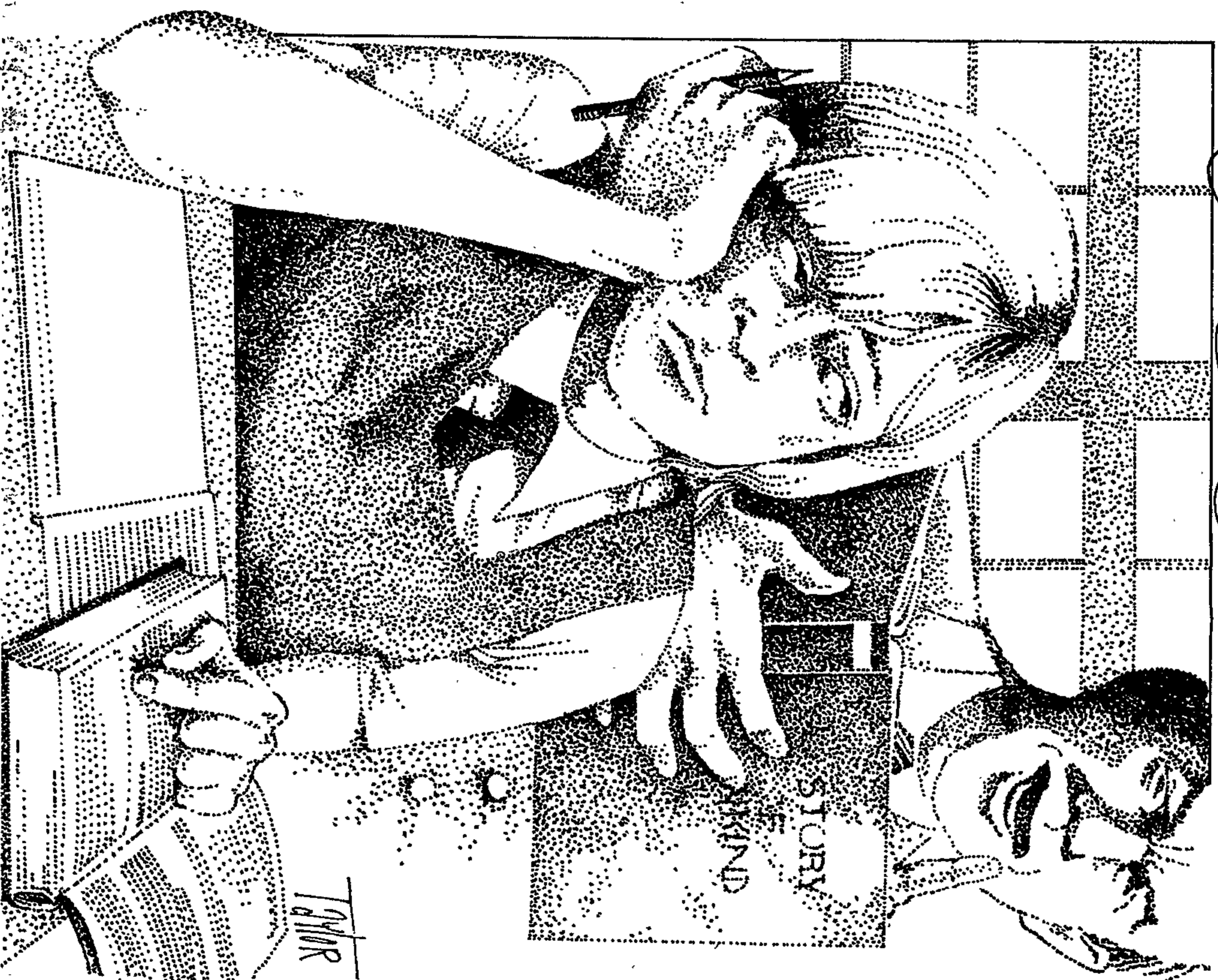
Some teachers take the line of least resistance and kick children out of the classroom into the corridor. Others withdraw sporting or other extra-mural opportunities in a vain attempt to force a child to learn, says Professor Saunders.

The resulting tragedy is that the children seek attention or ego fulfillment in negative experiences.

At best they hopelessly underachieve and become the class clown. At worst, they run the gamut from truancy to alcohol, drug abuse and other self-destructive behaviour.

Parents too, have suffered their share of abuse at the hands of education systems through the years.

"They have faithfully followed advice of teachers and specialists," says Professor Saunders. "They have co-operated and their child has co-operated (at least in the early years of schooling) with well-meaning but often "lethal" advice from so-called specialists. Expectations have risen and fall-



en with each academic report and each parent-teacher visit.

They have encouraged, and scolded, cajoled and berated, rewarded and punished. Finally, exhausted, they fall easily into the old trap of blaming the child for not learning.

Their anguish is communicated to the child and adds to his or her burden of guilt at failing to meet paren-

tal expectations.

Academic abuse is not easy to expose because it is not usually deliberate or personalised. Unlike the sexual or physical abuser, the academic abuser is rarely conscious of willful wrongdoing, says Professor Saunders.

Educators who are caring, committed and honest professionals

would be shocked at his claim that they are abusers. Unfortunately, good intentions alone do not make good teachers.

"Educators are products of their own training, or lack of it," says Professor Saunders.

When a child is not learning successfully, blame is seldom laid at the teacher's door. Invariably that is

where it belongs. A teacher has a duty to teach each child appropriately, he says.

Academically abused children are victims of a system of teaching and learning that fails to recognise or respond to different learning styles.

Some children have blue eyes, others have brown eyes, some children, due to neurological differences in innate development, respond differently from others to conventional teaching methods.

These children may be just as intelligent as their peers, often more so, says Professor Saunders.

Teachers are the primary authority figure outside the home, viewed as trusted adults who have the answers. This perception is promoted by the school administration, which has its own interests to protect. The school, in turn, is reinforced by the "system" to which it belongs.

## Failure

Inexperienced or insecure teachers pose a special threat to the academically abused child. Their self-esteem depends on their pupils' success, and they may be quick to condemn youngsters who cannot learn by the method the teacher has been taught to use, he says.

They are unable to perceive or to accept that the child's lack of achievement is, in fact, a reflection of their failure to treat him or her appropriately. They may try to minimise or conceal a problem, in case it jeopardises their job, or is an obstacle to career advancement.

The problem is that in their days as students, teachers trusted professors who may not have properly prepared them to teach the "different learner", or to manage the special behavioural characteristics of language disabled children.

Even those teachers who have received some preparation for working with "different learners" may be hamstrung when it comes to applying their knowledge successfully. Overcrowded classrooms, inappropriately grouped classes and rigid administrators mitigate against creative excellence in teaching.

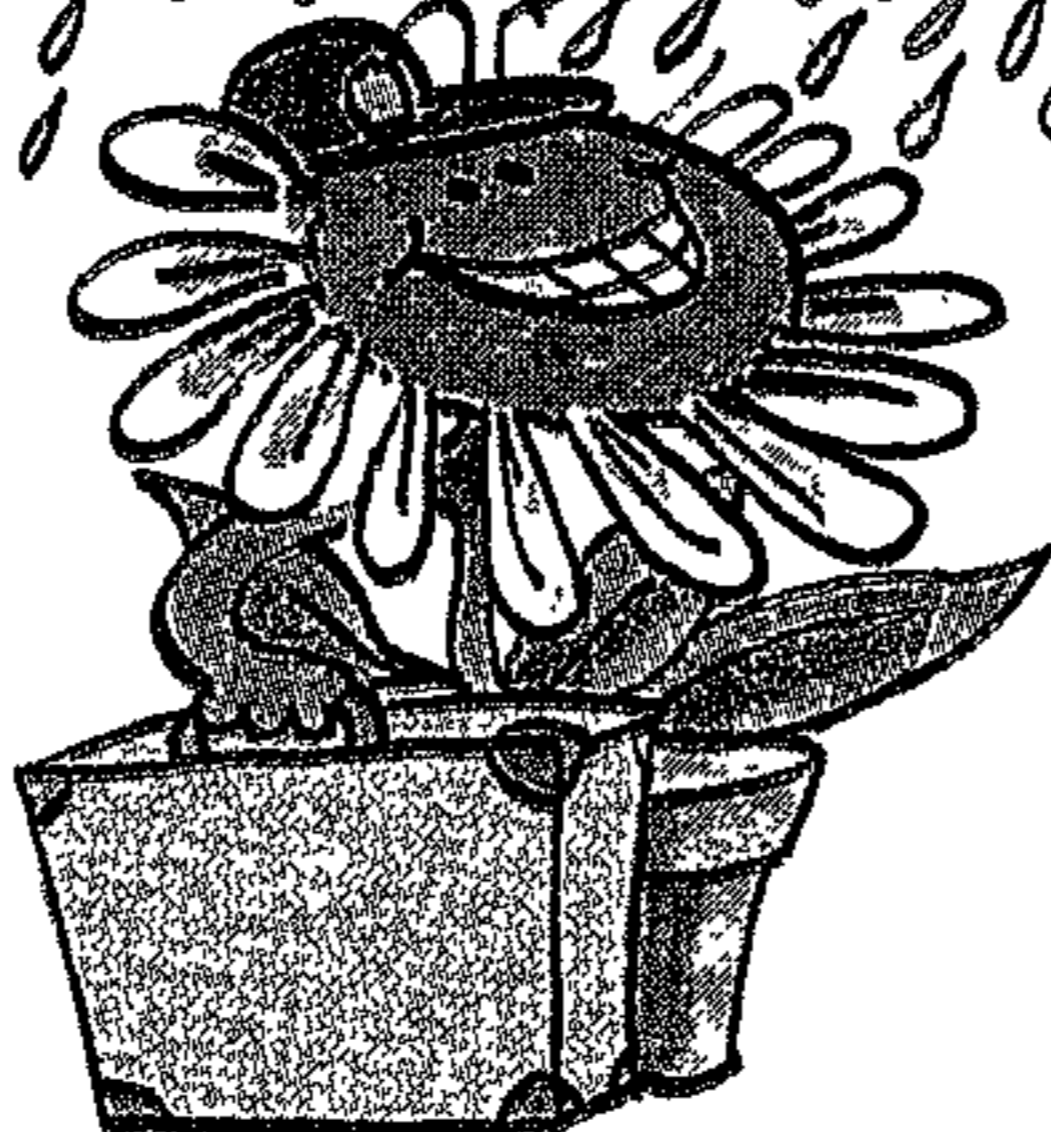
Professor Saunders hopes that as awareness grows of the need for flexibility in teaching methods, so will the number of fortunate children whose parents have received some help in understanding the neurological basis for a different learning style, as well as its academic consequences and manifestations.

They will be able to help their children face limitations of educational systems in which they find themselves and become "advocates" on behalf of their proper education.

## TOMORROW

The days of the can opener may soon be numbered.

POSITIVE REINFORCEMENT ATTENTION NURTURING



# Rescue remedy for drooping children

The academically abused child can be rescued with a little help from friends.

- Effective treatment is two-faceted, combining:
- Careful nurturing to rebuild the damaged ego,
- An appropriate teaching approach to enable learning to proceed in spite of the handicapping condition.

Both are the province of the school and teacher, with suitable support from the home and parents.

The starting point of treatment is the interpretation of the psychological and educational factors which have been learnt from objective testing.

With a learning-disabled youngster, reinforcement is the name of the game, and consistency is essential. The child will need to be nurtured in the learning environment to achieve a comfort level that allows him or her to concentrate and develop the confidence to risk failure.

At home he will need coaching in his studies by family members or others who understand the special teaching approach required.

If the school is not flexible enough to accommodate children with different learning styles, an option is to remove the child and find a more progressive environment.

● Professor Roger Saunders will be speaking on the subject at an open meeting at Eastgate Primary School tomorrow at 7.30 pm. He will be conducting lectures round the country, along with British dyslexia expert Marian Welchman. For more information, telephone (011)873-1012.

## Ask these questions

Questions to ask before deciding to place your trust and your "different learner" in a school:

- Will the school permit the child to be released early for afternoon tutoring, or allow a delayed entrance after a morning session with an educational therapist? Can the child skip the regular "reading period"? If so, what alternatives are there? How much flexibility is there on the part of those working most closely with the child?



No The mere suggestion that the State President or the Government would involve themselves with such activities is far-fetched

on each of these two routes in this financial year? B763E

The MINISTER OF TRANSPORT.

**Subsidies paid to companies transporting commuters**

306. Mr W U NEL asked the Minister of Transport:

- (1) What total amount was paid out in subsidies to companies transporting commuters between (a) Owaqwa and Harrismuth and (b) Owaqwa and Bethlehem for the 1990-91 financial year;
- (2) how many commuters were transported

~~306~~  
~~135 572~~

- (1) (a) Owaqwa to Harrismuth—R1 796 208,70
- (b) Owaqwa to Bethlehem—R 170 522,75

- (2) Owaqwa to Harrismuth—29 710 subsidized commuters per day (1 356 638 commuter trips during 1990-91).
- Owaqwa to Bethlehem—3 078 subsidized commuters per day. (135 572 commuter trips during 1990-91)

**HOUSE OF REPRESENTATIVES**

**QUESTIONS**

†Indicates translated version.  
For oral reply  
Own Affairs.

Questions standing over from Wednesday, 10 June 1992.

**Provision of educational facilities/mobile units**

\*1. Mr P J BERGMAN asked the Minister of Education and Culture:†

What steps he or his Department is taking in the interests of education in the Orange Free State regarding the (a) provision and erection of educational facilities and (b) (i) provision of mobile units in, (ii) transportation of such units to, and (iii) erection thereof in, areas where they are needed?

~~306~~ C30E

**†The MINISTER OF EDUCATION AND CULTURE:**

- (a) At present a primary school in Welkom and a secondary school in Bloemfontein are being erected in the Orange Free State.
- (b) (i), (ii) and (iii)

Applications for mobile units are considered on merit and the availability thereof determines where and when such units are being provided. As far as the Orange Free State is concerned, there are already 171 mobile units in use to address the education needs of this region.

**OFS: school buildings made available**

\*2. Mr P J BERGMAN asked the Minister of Education and Culture:†

- (1) Whether the Department of Education and Culture of the Administration House of Assembly has made school buildings in the Orange Free State available for use by his Department; if so, which school buildings;
- (2) whether his Department has taken any steps to take possession of these buildings; if not, why not; if so, (a) how many

school buildings (i) have already been and (ii) are in process of being taken over by his Department and (b) in respect of what date is this information furnished.

- (3) whether he will make a statement on the matter? C31E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes. Paardeberg Primary School and Tweespruit Technical School
- (2) The Paardeberg Primary School Building has already been taken over by my Department but the offer for the Tweespruit Technical School has been withdrawn by the Administration House of Assembly. This information is furnished in respect of June 1992.
- (3) No. A statement is not deemed necessary

**New questions:**

- \*1. Mr P A S Mopp—Local Government, Housing and Agriculture. [Discharged.]
- \*2. Mr P A S Mopp—Local Government, Housing and Agriculture. [Discharged.]

**Education colleges: Coloured population group**

\*3. Mr A J ROPER asked the Minister of Education and Culture:†

- (1) What is the situation countrywide in respect of education colleges for members of the Coloured population group;
- (2) what, with a view to the future, is envisaged in respect of the (a) Rand Education College in particular and (b) other education colleges under the control of his Department in general;
- (3) whether he will make a statement on the matter? C38E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Presently there are 13 colleges of education countrywide under the control of the Department of Education and Culture Administration: House of Representatives. Of the 13 colleges, 11 are in the Cape and one each in Natal and Transvaal.

No. The mere suggestion that the State President or the Government would involve themselves with such activities is far-fetched

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be compared to a normal occupant who rents a house in town. [Time expired.]

The MINISTER: Mr Speaker, I grant the hon member for Port Elizabeth Central all the pleasure which he derived from his regular weekly hashing of NP Ministers. The hon member is simply not consistent with his policy.

His particular, individual policy is that one must do nothing until such time as one has the approval of the civic associations and the extra-parliamentary groupings. Therefore he zooms in on my statements. I intend sticking to the statements I made yesterday. Did he listen to what I said?

Does it mean one must just simply sit back, idly, passively and do nothing if one does not have the participation and involvement of those people? We shall consult and try to set up the necessary structures. We shall participate in structures in order to make our decisions as legitimate and as legal as possible. Within the framework of the imperfect structure in which we are working, we shall aspire to make it legitimate as well as legal and to arrive at that complete, ultimate, perfect constitution.

\*† I listened to the hon member for Lydenburg when he called for the interpellation, he decided that he wanted to pick a quarrel with the Government, irrespective of the facts. [Interjections.] Those hon members are not interested in facts, because then one confuses them. According to the standpoint which I stated here, I am surely in no way able to deal with that report if I do not have it to hand. Why would I adopt a standpoint now, when I know that there is a report pending? That hon member's standpoint that rural councils were established in a haphazard manner. . . . [Time expired.]

\*Adv CH PIENNAAR: Mr Speaker, the Government has a way of keeping the ball in the scrum, thus keeping it out of play, as with the Pickard Report. Precisely the same thing is now happening here. [Interjections.]

The hon the Minister now tells us that he cannot say anything because a committee has been appointed. I sat listening to him yesterday afternoon as he spoke with great pride about the new plan in relation to local government, what it would look like in the new South Africa, etc. In the same breath, however, he now tells us that he cannot tell us anything about this aspect because

\*The MINISTER: Mr Speaker, I accept the hon member's invitation. He is welcome; we can make an appointment at any time. I shall make myself available to listen to him and to ascertain his opinion on the issues. [Interjections.] The fact that the hon member has come to the conclusion that I do not know what is going on, is absolutely presumptuous. CP arrogance [Interjections.] When the legislation on these regional services councils was being debated, I sat in Parliament listening to it.

Furthermore I am aware of and familiar with the growing pains associated with the abolition of divisional councils, the need for participation by rural councils and the opportunity sought and created in order to do this in conjunction with those communities. I want to issue an invitation to that hon member. I will make myself available to listen to him.

The hon member for Helbron obviously has absolutely nothing to say. He is so keen to participate in the Codesa process, it is simply not true. He cannot hide his curiosity. That hon member should rather stop sitting on the fence and say whether he now sides with the hon member for Overvaal or not. [Interjections.] Then we shall know why he speaks in the same vein as the hon member. [Interjections.]

Yesterday I stated the standpoints with regard to the vision for the future in relation to a national constitution and the place afforded therein to local government, strong regional government and the devolution of authority to local government. This report of the Malan Committee will be evaluated within that total package and will be announced simultaneously with that total package.

Debate concluded.

QUESTIONS

† Indicates a translated version.

For oral reply:

Own Affairs:

Vote on Model C

\*1. Mr A GERBER asked the Minister of Education and Culture:† (SO)

Whether, after his announcement that all ordinary public state schools and Model B schools would be changed over to Model C schools on 1 April 1992, such schools asked for a vote on Model C before 1 April 1992; if so, (a) how many schools asked for such a vote and (b) at how many such schools a simple majority of parents voted against the change-over to Model C? (SO) B748E

\*The MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) 351.

(b) 98 schools obtained a vote of more than 50% against change-over.

Bonus paid to certain teachers

\*2. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether his Department recently paid a bonus to certain teachers; if so, (a) (i) what criteria were applied to determine who qualified for these bonuses and (ii) who made the recommendations on who qualified for them, (b) what total amount was paid out and (c) how many teachers received such bonuses;

(2) whether he will make a statement on the matter? B749E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the department particular awards which are part of an action which was piloted by the Commission for Administration for the whole of the public sector and for which funds were provided by the Commission

(a) (i) the usual criteria used in the evaluation instrument for all educators were applied. These include the educator's work performance and his/her attitude towards his/her work and also positive personality factors;

(ii) the Executive Directors of the Department.

**THE MINISTER OF TRADE AND INDUSTRY:**

(1) The number of liquidations of companies and close corporations are as follows:

Year	By Court	Voluntarily	Total
1987	1 232	541	1 773
1988	808	653	1 461
1989	881	569	1 450
1990	1 195	393	1 588
1991	1 686	202	1 888
1992 (Until end of May)	953	84	1 037

(2) My Department does not have any statistics on the number of job opportunities lost as a result of the above-mentioned liquidations. Legislation administered by the Registrar of Companies and Close Corporations is aimed at the incorporation of companies and close corporations and the protection of members and creditors of these forms of enterprise, and not at employees of same. Employees of companies and close corporations are therefore not registered with my Department.

**Detention of suspect in connection with bombings**  
 \*16. Mr H J COETZEE asked the Minister of Law and Order:†

- (1) Whether a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply, is at present being held as a suspect in connection with alleged bombings in Pretoria, Verwoerdburg and Krugersdorp; if so, what is this person's name;
- (2) whether he will furnish information on whether this person was at any time a member of a certain service, the name of which has also been furnished to the Police; if not, why not?

B787E  
 The MINISTER OF LAW AND ORDER:  
 (1) No.  
 (2) Falls away.

**TPA: opinion polls on squatter problem**

\*19 Mr P H DE LA REY asked the Minister of Local Government and National Housing †

- (1) Whether the Transvaal Provincial Administration made use of one or two organizations during the past six weeks to conduct opinion polls by telephone on the Witwatersrand in connection with the Zevenfontein squatter problem in particular and the squatter problem in general; if so (a) what are the names of these organizations, (b) (i) what remuneration was paid to them and (ii) who paid for it and (c) what was the result of the telephonic opinion polls;
- (2) whether any of the officials of the organizations concerned were previously in the service of the above-mentioned administration; if so, what are the relevant details?

B796E  
 The MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:

- (1) Yes — one research organization.
  - (a) Market and Opinion Surveys.
  - (b) (i) R12 500.00
  - (ii) Transvaal Provincial Administration.
- (c) The result of the opinion polls by telephone, is not at present available as the analysis and evaluation of the response has not yet been completed.

**Safety precautions at public state schools/state-aided schools**

\*20. Mr F J LE ROUX asked the Minister of Manpower:†

(SO) (SO)

Whether the Machinery and Occupational Safety Act, No 6 of 1983, applies to ordinary public state schools and state-aided schools; if not, why not; if so, (a) what precautions have to be taken at these schools and (b) who is legally liable at (i) ordinary public state schools and (ii) state-aided schools for claims that may result from non-compliance with safety precautions?

**The MINISTER OF MANPOWER:**

- (a) Firstly, the Act provides for the safety of persons at the workplace or in the course of their employment. That includes all the staff, from the principal to the messenger and the gardener. Secondly, provision is made for the safe use of machinery which includes the safety of all exposed persons, namely, staff, scholars and even the public who visit the school. Thirdly, a safety management system should be instituted and operated at schools in which the employees (staff) shall take part and, fourthly, the regulations promulgated in terms of the Machinery and Occupational Safety Act, 1983, which prescribe certain minimum safety standards should be complied with.
- (b) Section 10(A) of the Act provides:
  - “(1) The Chief executive officer shall ensure that the employer complies with the provisions of this Act and is vested with overall authority in matters to which this Act relates.
  - (2) The chief executive officer may delegate any duty contemplated in subsection (1) to any person under his control, which person shall act subject to the control and directions of the chief executive officer.
  - (3) The provisions of subsection (1) shall not, subject to the provisions of section 30, relieve an employer of any responsibility or any liability under this Act.
  - (4) For the purpose of subsection (1), the head of department of any department of State shall be deemed to be chief executive officer of that department.”

This should be read with the definition of “chief executive officer”, which reads as follows:  
 “ ‘chief executive officer’, in relation to a body corporate or a government enterprise, means the person who is responsible for or is deemed to be responsible for the overall management and control of

the business of such body corporate or enterprise." (SO) (PP)

(i) In ordinary public state schools which function under the control of a government department, the head of department is deemed to be the chief executive officer who shall ensure that the employer (the State) complies with the provisions of the Act

(ii) In those cases where the employer is a body corporate, the chief executive officer of the body corporate shall be responsible for the adherence to the provisions of the Act and the regulations.

The definition of "employer" reads as follows:

" 'employer' means, subject to the provisions of subsection (3), any person whomsoever who employs or provides work for any person and remunerates that person or expressly or tacitly undertakes to remunerate him, or who permits any person in any manner to assist him in the carrying on or the conducting of his business, but excludes a labour broker within the meaning of the Labour Relations Act, 1956 (Act No. 28 of 1956)."

The payment of remuneration is an important element in the definition of "employer".

The institution who pays the remuneration of the teachers could therefore be regarded as the employer. Currently the State can therefore still be regarded as the employer.

An investigation into the legal position of the liability of body corporates at state subsidized schools has not yet been finalized, but the *prima facie* impression is that the chairman of the body corporate is indeed the chief executive officer as contemplated in the Act, with the accompanying legal liability.

**Amount budgeted for Aids programme: balance**

\*21. Mr M J ELLIS asked the Minister of National Health:

With reference to her reply to Question No 268 on 26 May 1992, (a) why was the amount of approximately R2 664 000, being the bal-

ance of the amount budgeted for her Department's Aids programme for the 1991-92 financial year, not spent during that financial year and (b) what has been done with this balance? B799E

**THE MINISTER OF NATIONAL HEALTH**

(a) The under expenditure can mainly be ascribed to the following:

— the advertising agency which was initially appointed for the AIDS prevention campaign suspended its services and a new agency could only be appointed three months later, and — suitable staff for vacancies could not be recruited and this resulted in certain programmes not being completed in time and

(b) the unspent balance was paid into the Exchequer Account.

**Permission for certain person to enter South Africa**

\*22 Mr L FUCHS asked the Minister of Home Affairs:

Whether permission has been granted for a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, to enter South Africa since his application for (a) permanent or (b) temporary residence was refused; if so, (i) (aa) when, (bb) where and (cc) how many times was such permission granted and (ii) what is this person's name? B800E

**THE MINISTER OF HOME AFFAIRS:**

The question requires a full explanation and I therefore find it necessary to make a full statement on the matter and with your permission, Mr Chairman, I lay the following statement on the Table.

**Robert Von Palace Kolbatschenko alias Vito Roberto Palazzolo**

Palazzolo's initial entry into South Africa was dealt with fully in Justice Harms's Commission of Inquiry Report and the matter had been covered extensively in the media. It is therefore not elaborated on now.

Consequent upon the inquiry Mr Palazzolo's permanent residence permit was withdrawn and he was instructed to leave the country, which he did on 31 October 1991

Since then he has applied to enter South Africa on various occasions, inter alia for holiday, business and transit purposes

As regards transit visas it should be remembered that Mr Palazzolo is a citizen of the Ciskei.

Every application was considered as objectively as possible on the facts and arguments of the application concerned and in accordance with firm guidelines and established policy. On five occasions, after such consideration, permission had been granted to him to enter South Africa. Particulars are as follows:

11 December 1991: Visitors visa for a visit 18 December 1991 till 7 January 1992 for purposes of a Supreme Court action and on compassionate grounds to spend Christmas with his wife, children, mother and sister.

5 March 1992: Visitors visa for a visit of 10 days for purposes of a medical examination in Cape Town.

2 April 1992: Transit visa for multiple entries within six months for travel through South Africa from one place to another in the Ciskei using the shortest route

24 April 1992: Transit visa for transit to Jan Smuts Airport and return valid till 5 May 1992 in respect of two transit journeys of 72 hours each over the shortest route

15 May 1992: Transit visa valid for six months for transit journeys of 72 hours at a time in order to reach Jan Smuts Airport for purposes of visits overseas and to travel from one part of the Ciskei across South African soil to another part of the Ciskei.

Normal customs, norms, rules and regulations continue to apply and Mr Palazzolo's presence within the Republic of South Africa remains subject to strict permit control which does not

afford him the right to residence in South Africa and only free access for transit purposes.

The following applications for entry into the RSA were refused:

22 January 1992: Request for re-admission to the RSA

10 February 1992: Request for restoration of visa exemption

26 February 1992: Visitors visa for two visits of 10 days each requested. Visa in respect of only one visit of 10 days granted

24 March 1992: Further request for restoration of visa exemption

14 April 1992: Visa in respect of business/family visit of 30 days.

Extension of the periods that he wanted to sojourn in the Republic was also refused in the following instances, namely

28 February 1992: Request that visa for visit of 10 days be extended to 12 days.

26 March 1992: Request for extension of temporary residence permit from 28 March 1992 till 20 April 1992. Extension granted till 10 April 1992 only

31 March 1992: Request for extension of residence permit till 21 April 1992.

3 April 1992: Further request for extension

**Use of public hospitals by private patients**

\*23. Mr M J ELLIS asked the Minister of National Health

(1) Whether she has announced that private patients may now make use of public hospitals;

(2) whether any private patients suffering from particular illnesses or diseases will be prevented from making use of the provincial hospitals; if so, what are the relevant details;

(3) whether patients will be restricted in regard to making use of public hospitals for any reason other than the illnesses and diseases referred to in paragraph (2) of this question; if so, what are these reasons? B803E

**THE MINISTER OF TRADE AND INDUSTRY.**

(1) The number of liquidations of companies and close corporations are as follows:

Year	By Court	Voluntarily	Total
1987	1 232	541	1 773
1988	808	653	1 461
1989	881	569	1 450
1990	1 195	393	1 588
1991	1 686	202	1 888
1992 (until end of May)	953	84	1 037

(2) My Department does not have any statistics on the number of job opportunities lost as a result of the above-mentioned liquidations. Legislation administered by the Registrar of Companies and Close Corporations is aimed at the incorporation of companies and close corporations and the protection of members and creditors of these forms of enterprise, and not at employees of same. Employees of companies and close corporations are therefore not registered with my Department.

**Detention of suspect in connection with bombings**  
\*16 Mr H J COETZEE asked the Minister of Law and Order:†

- (1) Whether a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply, is at present being held as a suspect in connection with alleged bombings in Pretoria, Verwoerdburg and Krugersdorp; if so, what is this person's name;
- (2) whether he will furnish information on whether this person was at any time a member of a certain service, the name of which has also been furnished to the Police; if not, why not?

B787E

**THE MINISTER OF LAW AND ORDER:**

- (1) No
- (2) Falls away.

**TPA: opinion polls on squatter problem**

\*19. Mr P H DE LA REY asked the Minister of Local Government and National Housing †

- (1) Whether the Transvaal Provincial Administration made use of one or two organizations during the past six weeks to conduct opinion polls by telephone on the Witwatersrand in connection with the Zeventfontein squatter problem in particular and the squatter problem in general; if so (a) what are the names of these organizations, (b) (i) what remuneration was paid to them and (ii) who paid for it and (c) what was the result of the telephonic opinion polls;

(2) whether any of the officials of the organizations concerned were previously in the service of the above-mentioned administration; if so, what are the relevant details?

B796E

**THE MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:**

- (1) Yes — one research organization.
- (a) Market and Opinion Surveys.
- (b) (i) R12 500.00
- (ii) Transvaal Provincial Administration.
- (c) The result of the opinion polls by telephone, is not at present available as the analysis and evaluation of the response has not yet been completed
- (2) No.

**Safety precautions at public state schools/state-aided schools**

\*20. Mr F J LE ROUX asked the Minister of Manpower:†

Whether the Machinery and Occupational Safety Act, No 6 of 1983, applies to ordinary public state schools and state-aided schools; if not, why not; if so, (a) what precautions have to be taken at these schools and (b) who is legally liable at (i) ordinary public state schools and (ii) state-aided schools for claims that may result from non-compliance with safety precautions?

B797E

**THE MINISTER OF MANPOWER:**

(a) Firstly, the Act provides for the safety of persons at the workplace or in the course of their employment. That includes all the staff, from the principal to the messenger and the gardener. Secondly, provision is made for the safe use of machinery which includes the safety of all exposed persons, namely, staff, scholars and even the public who visit the school. Thirdly, a safety management system should be instituted and operated at schools in which the employees (staff) shall take part and, fourthly, the regulations promulgated in terms of the Machinery and Occupational Safety Act, 1983, which prescribe certain minimum safety standards should be complied with.

(b) Section 10A of the Act provides

“(1) The Chief executive officer shall ensure that the employer complies with the provisions of this Act and is vested with overall authority in matters to which this Act relates.

(2) The chief executive officer may delegate any duty contemplated in subsection (1) to any person under his control, which person shall act subject to the control and directions of the chief executive officer.

(3) The provisions of subsection (1) shall not, subject to the provisions of section 30, relieve an employer of any responsibility or any liability under this Act.


(4) For the purpose of subsection (1), the head of department of any department of State shall be deemed to be chief executive officer of that department.”

This should be read with the definition of “chief executive officer”, which reads as follows:

“ ‘chief executive officer’, in relation to a body corporate or a government enterprise, means the person who is responsible for or is deemed to be responsible for the overall management and control of

*Heurard*

The MINISTER OF LAW AND ORDER:

- (1) No. 
- After the inquest into the death of Mr Jacobs was concluded, the magistrate found that the death was due to a gunshot wound inflicted by an unknown person. At present there is insufficient evidence to charge a specific person for the murder.

- (2) No.
- (3) No.

*50*

Own Affairs:

Shortage of school hostel facilities:

Orange Free State

11. Mr P J BERGMAN asked the Minister of Education and Culture:

- (1) Whether he or his Department is taking any steps to make good the shortage of school hostel facilities in the Orange Free State; if not, why not; if so, what steps;
- (2) whether an increase in the establishment of informal hostels is being experienced in this province; if so, (a) why, (b) to what extent and (c) what steps his Department is taking in respect of the (i) transport costs of pupils living in such hostels and (ii) maintenance of hygienic standards at these hostels;
- (3) whether he or his Department has enquired of the Department of Education and Culture of the Administration: House of Assembly whether there are any alienated or unutilized hostel facilities in the Orange Free State; if not, why not; if so,
- (4) whether he or his Department has made any attempts to acquire such facilities; if not, why not; if so, (a) what attempts and (b) with what result?

C32E



The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes. School hostels have been erected at Bloemfontein and Kroonstad.

HOUSE OF REPRESENTATIVES

*Heurard*

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 40. 
- (b) 1 January 1992. 
- (2) (a) Yes
- (i) 1 January 1992.
- (ii) The staff establishment of all colleges of education is reviewed annually, according to personnel provisioning scales, based on student figures as prescribed by the Commission for Administration.

(b) Yes.

(i) 1 January 1993.

(3) (a) 90.

(ii) The same as for (a)(ii) above.

(b) As yet the figure has not been determined.

- (4) (a) Yes. Students who fail are not excluded from re-admission to an education college. As a result of other disciplinary action against a student, however, re-admission of a candidate who failed cannot immediately take place in the year that follows but may be approved at a later stage.
- (b) If women students become pregnant between the time of selection of students and the time of joining the college, they will not be approved for teacher training. If a woman student has her studies interrupted in her first year because of pregnancy, she may be part of the first year quota of the following year.

(5) Year (a) Students enrolled for final year (b) Qualified teachers

1988	193	159
1989	185	161
1990	151	116
1991	144	131
1992	176	

*Heurard*

Pupils who passed Standard 7: certain schools

18 Mr P T C NAPIER asked the Minister of Education and Culture:

- (a) How many pupils passed Standard 7 at the (i) Dundee Primary School, (ii) Chelmsford Primary School, Newcastle, (iii) Limit Hill Primary School, Ladysmith, (iv) Vryheid Primary School, (v) Utrecht Primary School and (vi) Floraton Primary School at the end of 1991 and (b) how many such pupils were attending the (i) Haythorne High School, (ii) Harding Senior Secondary School and (iii) Sunnydale Senior Secondary School as at the latest specified date in 1992 for which information is available?

C46E

The MINISTER OF EDUCATION AND CULTURE:

- (a) (i) 25
- (ii) 23
- (iii) 28
- (iv) 24
- (v) 13
- (vi) 0. The curriculum extends up to and including Standard 5 only.
- (b) (i) 53
- (ii) 0
- (iii) 11.

School hostel accommodation: Estcourt

19. Mr P T C NAPIER asked the Minister of Education and Culture:

- (1) Whether any school hostel accommodation is available in Estcourt for pupils falling under his Department; if not, why not; if so, where;
- (2) whether any pupils will be accommodated there in 1993; if not, why not; if so, what are the relevant details;
- (3) whether he will make a statement on the matter?

C51E

HOUSE OF REPRESENTATIVES

1992 English <sup>STATZ 18/6/92</sup> <sup>(50)</sup>  
Academy award  
for Abrahams

Lionel Abrahams, a leading figure in South African English literature, was awarded the 1992 Medal of the English Academy of Southern Africa yesterday for promoting good writing in English.

Academy president Professor Elwyn Jenkins said the medal had been awarded for Abrahams's "conspicuous contribution to English language and literature".

As a prolific literary critic, Lionel Abrahams had had a major influence in establishing critical standards for South African literature, he said. — Staff Reporter.



## EDUCATION

## Task force goes ahead without ANC OK

By PORTIA MAURICE

A NEW body is to try its hand at resolving South Africa's simmering education crisis, despite disapproval from the African National Congress.

The National Education Task Force (NETF) was formed after an April conference in Johannesburg, arranged by Achievers — a black management consultancy.

Co-ordinator Rungiah Naidu said organisations involved included the Development Bank of Southern Africa, the Pan-Africanist Congress, the Azanian People's Organisation, Nedbank, the Chamber of Mines, the Botswana-based SA Development and Economic Corporation and the British Consulate. The participation of these groupings could not be confirmed, and Naidu said further consultation was taking

place.

But, in a hard-hitting statement to *The Weekly Mail*, the ANC's education department "categorically" dissociated itself from the initiative.

The NETF, which punts itself as the "first and only representative body (in education) that operates on a fully inclusive basis", has charged itself with tasks similiar to the National Education Forum formed by trade unions, political and education organisations after a Broederstroom conference in March.

Despite a series of meetings, the post-Broederstroom committee has not yet publicly announced any steps towards resolving the education crisis. Concrete moves are expected early next month.

But ANC education head John

Samuel has given it his stamp of approval, slamming the NETF as "counter-productive".

The NETF promises to convene a series of discussion forums around political, curriculum, community, national and finance issues. Its action programmes will include lobbying, finance, seminars, think tanks and research to tackle educational issues. In the long term, it hopes to facilitate development of a "national educational advisory committee" to advise and monitor a future government.

"This is a people's organisation. It doesn't belong to the government or any political party," Naidu said. It was different from the Broederstroom initiative, he said, because that represented a "liberation front movement" which "would

not talk to the government".

Ironically Azapo, which is part of the National Education Forum and which Naidu says was involved in "initial talks", is known to favour non-collaboration with government education authorities.

"The greatest tragedy of the democratic process is that society will expect a new government to deliver all their expectations a day after it is elected," Naidu said in the NETF press release. "We know that with the best possible people and with a reasonable resource base no government in the world would be able to do this."

"We want to ensure that whatever government comes to power, it does not unilaterally ruin our education as the present government has done."

w/mail 19/6 - 25/6/92

(50)

*National*

1 "Die SA Nasionale Raad vir Bejaardes (RSA)"	R 4 033 500,00	14. Bergmanshoogte Primêre Skool, Philippolis	R 7 380,00
2. "SA Nasionale Raad vir Kinder- en Gesinsorg"	R12 000 000,00	15. Joe Solomon Primêre Skool, Heidedal	R 10 790,00
3 Operation Hunger	R10 000 000,00	16. Hermana Primêre Skool, Ladybrand	R 4 720,00
4 Pasques Development Enterprises	R 7 000 000,00	17. Ebenhaeser Primêre Skool, Wepener	R 5 470,00
Total:	R33 033 500,00	18. NG Kerk in Afrika, Itumeleng Kleuterskool, Jagersfontein	R 4 320,00
Southern Transvaal	R 4 714 520,00	19. "Apostolic Faith Church", AGS, Koffiefontein	R 5 000,00
Northern Transvaal	R 4 428 321,00	20. Evangeliese Lutherse Kerk, Koffiefontein	R 18 970,00
Orange Free State	R 383 480,00	21. FMSA, Welkom	R 18 970,00
Natal	R15 278 915,00	22. "Good Shepherd Mission", Koffiefontein	R 5 080,00
Western Cape	R 3 013 740,00	23. "Thuso Welfare Organisation", Koffiefontein	R 33 930,00
Eastern Cape	R 2 511 670,00	24. "Roman Catholic Church", Koffiefontein	R 16 380,00
National	R33 033 500,00	25. Hoërskool Olien, Jagersfontein	R 1 320,00
Total:	R63 314 446,00	26. "African Methodist Episcopal Church (Kwakwasi Inter Church Food Aid Organization)", Koppies	R 110 610,00

**NUTRITION DEVELOPMENT PROGRAMME**

Funds paid to non-governmental organizations up to 1992-06-16 (1992/93 financial year). List of non-governmental organizations that received 25% of the approved amounts.

*Orange Free State:*

1. Pinkster Protestantse Kerk, Brentpark, Kroonstad	R 3 535,00	27. "Apostolic Faith Church", Petrus Steyn	R 2 150,00
2. NG Sendingkerk, Brentpark, Kroonstad	R 42 965,00	28. NG Kerk, Moedergermeente, Bultfontein	R 10 740,00
3. "Assemblies of God", Brentpark, Kroonstad	R 6 953,00	29. "Luckhoff Public School", NG Kerk in Afrika, Frankfort	R 6 490,00
4. "Pentecostal Movement", Brentpark, Kroonstad	R 2 768,00	30. Tweespruit Primêre Skool	R 3 730,00
5. Kerk van God van Profesie, Brentpark, Kroonstad	R 5 480,00	31. NG Kerk, Hobhouse	R 15 250,00
6. Metodiste Kerk, Brentpark, Kroonstad	R 15 250,00	32. NG Kerk, Oos-Gemeente, Bultfontein	R 3 650,00

*Western Cape:*

1. "Philani Nutrition Centres", Brentpark, Kroonstad	R 28 088,00	1. "Philiani Nutrition Centres", Skool, Philippolis	R 7 380,00
2. "Christian Assemblies", Brentpark, Kroonstad	R 1 495,00	15. Joe Solomon Primêre Skool, Heidedal	R 10 790,00
3. AGS Kerk, Brentpark, Kroonstad	R 5 230,00	16. Hermana Primêre Skool, Ladybrand	R 4 720,00
4. Oranje Vrouevereniging, Kroonstad	R 1 690,00	17. Ebenhaeser Primêre Skool, Wepener	R 5 470,00
5. Oppermansgronde Primêre Skool, Koffiefontein	R 4 440,00	18. NG Kerk in Afrika, Itumeleng Kleuterskool, Jagersfontein	R 4 320,00
6. NG Sendinggermeente, Riet- rivier-Wes	R 12 260,00	19. "Apostolic Faith Church", AGS, Koffiefontein	R 5 000,00
7. Gereformeerde Kerk, Heidedal	R 3 950,00	20. Evangeliese Lutherse Kerk, Koffiefontein	R 18 970,00

*Northern Cape:*

1. Prieska Diakonale Dienste	R 680 240,00
2. NGKA Benede Oranje, Upington	R 6 480,00
3. Rooikoppie-komitee, Delpotshoop	R 28 060,00
4. "Methodist Church of SA (Commemoration)", Kimberley	R 14 830,00

*Southern Transvaal:*

1. NG Kerk in Afrika, Boipatong	R 25 500,00
2. "Christian Centre Church International", Sharpeville	R 16 700,00
3. "Mosioa Primary School", Malatšana	R 12 490,00
4. "McCamel Community Centre", Evaton	R 46 530,00
5. "Khutlo-Tharo Secondary School", Residensia	R 19 750,00
6. "Modula-Ohowa Primary School", Sebokeng	R 12 560,00
7. "Makgethe Intermediate School", Sebokeng	R 4 410,00
8. "The O'Connor Foundation (The Jimmy O'Connor Welfare Services Club)", Cleveland	R 421 590,00
9. "The Holy Apostolic Church in Christ", Sebokeng	R 6 460,00
10. "Mokoruli Primary School", Sebokeng	R 7 710,00
11. AGS Welsyntraad, Benoni Dorkaaraad	R 7 500,00
12. AGS Welsyntraad, Pretoria Vakkunidge Kantoor, Danville en Mōregloed	R 123 750,00
13. AGS Odinpark Welsynkomitee	R 75 000,00
14. AGS Welsyntraad, Newlands Vakkundige Kantoor, Newville	R 67 500,00
15. "Tšima Primary School", Sharpeville	R 8 470,00
16. "Methodist Church", Evaton	R 27 560,00

*Northern Transvaal:*

1. KAN Sasele-projek	R2 576 786,00
2. "Nutrition Corporation of South Africa (Kupugani)"	R1 250 000,00

**South African Council for Education: reports**

326. Mr R M BURROWS asked the Minister of National Education:

Whether he has laid upon the table in Parliament reports of the South African Council for Education as required in terms of section 8(6) of the National Policy for General Education Affairs Act, No 76 of 1984, for each of the years since the inception of the Council; if not, why not?

B813E

**THE MINISTER OF NATIONAL EDUCATION:**

No.

The Council was appointed in 1985 for a term of three years, ending 30 September 1988. The term of Council was extended until 30 June 1989 in order to fundamentally review the role of SACE. The following annual reports were submitted to the Minister of National Education whereupon the reports were tabled in Parliament in accordance with section 8(6) of the above-mentioned Act:

1985, 1986 and 1987.

An annual report of the Council for 1988 was compiled by the Executive Officer of SACE. However in view of the fact that the Council only met on 25 February 1988 and did not reconvene during that year, it could not consider the annual report.

A new Council was appointed during August 1990 for a term of three years, ending 31 December 1992. The first meeting of the Council took place on 3 December 1990.

Due to the nature of policy development in respect of education at school and technical college level and the training of teachers, SACE spends several months to finalize its advice on a specific matter and therefore an annual report for 1990 was not compiled.

The Council met more frequently during 1991—on 26 April, 1 July and 6 November.

The 1991 annual report will urgently be tabled in Parliament.

South African Certification Council: reports

327 Mr R M BURROWS asked the Minister of National Education:

Whether he has laid upon the table in Parliament reports of the South African Certification Council as required in terms of section 17(3) of the South African Certification Council Act, No 85 of 1986, for each of the years since the inception of the Council; if not, why not?

B814E

THE MINISTER OF NATIONAL EDUCATION

Yes.

The South African Certification Council was constituted with effect from 12 December 1986. However, the members of Council were only appointed during 1988, for a period of four years ending on 31 December 1991.

According to section 17(2) of the South African Certification Council Act, 1986 (Act 85 of 1986) the Council must not later than three months after the end of each financial year submit to the Minister a report on its functions during that financial year, including an audited balance sheet and a statement of income and expenditure. To date the South African Certification Council has submitted the following Annual Reports to the Minister of National Education whereupon the reports were tabled according to section 17(3) of the above-mentioned Act:

1988/89, 1989/90 and 1990/91

Regarding the 1991/92 Annual Report it is expected that the report will be submitted towards the end of June 1992 which means that it will only be tabled during the next session of Parliament.

South African Council for Natural Scientists: reports

328. Mr R M BURROWS asked the Minister of National Education:

Whether he has laid upon the table in Parliament reports of the South African Council for Natural Scientists as required in terms of section 9(5) of the Natural Scientists' Act, No

HOUSE OF ASSEMBLY

55 of 1982, for each of the years since the inception of the Council; if not, why not?

B815E

THE MINISTER OF NATIONAL EDUCATION:

For every year since the inception of the South African Council for Natural Scientists a report was tabled in Parliament. However, a combined report covering 1987/88 and 1988/89 was tabled during the 1990 session of Parliament. The reason why a separate report for 1987/88 was not tabled during the 1989 session, was the administrative problems the Council encountered as a result of—

(a) the relocation of the Council's administrative offices; and

(b) the serious illness of the Registrar of the Council who died during June 1989.

Certification Council for Technikon Education: reports

329. Mr K M ANDREW asked the Minister of National Education:

Whether he has laid upon the table in Parliament reports of the Certification Council for Technikon Education as required in terms of section 16(3) of the Certification Council for Technikon Education Act, No 88 of 1986, for each of the years since the inception of the Council; if not, why not?

B816E

THE MINISTER OF NATIONAL EDUCATION:

Yes.

The Certification Council for Technikon Education was constituted with effect from 12 December 1986. However, the members of Council were only appointed during 1988, for a period of four years ending on 31 December 1991.

According to section 16(2) of the Certification Council for Technikon Education Act, 1986 (Act 88 of 1986) the Council must not later than three months after the end of each financial year submit to the Minister a report on its functions during that financial year, including an audited balance sheet and a statement of income and expenditure. To date the Certification Council for Technikon Edu-

caution has submitted the following Annual Reports to the Minister of National Education whereupon the reports were tabled according to section 16(3) of the above-mentioned Act: 1988/89, 1989/90 and 1990/91.

Regarding the 1991/92 Annual Report it is expected that the report will be submitted towards the end of June 1992 which means that it will only be tabled during the next session of Parliament.

Amount spent on industrial infrastructure

331. Mr A E DE WET asked the Minister of Regional and Land Affairs:

What total amount was spent on industrial infrastructure in (a) Phuthaditjhaba, (b) Indusitriqwa and (c) Botshabelo in the 1990-91 financial year?

B818E

THE MINISTER OF REGIONAL AND LAND AFFAIRS:

(a) Phuthaditjhaba	R	14 135
(b) Indusitriqwa	R12 080 459	
(c) Botshabelo	R	337 669.

Requests by foreign journalists refused

333. Mr P G SOAL asked the Minister of Home Affairs:

- (1) Whether any requests by foreign journalists or other members of the foreign media to visit South Africa in 1991 were refused; if so, (a) how many, (b) what were the names of the individuals concerned and (c) which newspapers or organizations did they represent;
- (2) whether he will furnish the reasons for refusing these requests; if not, why not; if so, what were the reasons in each case?

B820E

THE MINISTER OF HOME AFFAIRS:

- (1) (a) The hon member is referred to my reply to his Question for written reply, No 231 on 20 May 1992.
- (b), (c) and (2) It is not considered expedient to disclose information of this nature, as an application for a visa is

a personal matter between the applicant and the Department of Home Affairs.

Amount set aside for monitoring of media

334. Mr P G SOAL asked the Minister of Home Affairs:

- (a) What amount of the total amount allocated to his Department for the 1991-92 financial year has been set aside for the monitoring of the media and (b) how is this amount made up?

B821E

THE MINISTER OF HOME AFFAIRS:

With the withdrawal of the Media Emergency Regulations on 2 February 1990, monitoring of the media by the Department of Home Affairs was discontinued. No amounts have therefore been set aside for the monitoring of the media since then.

Work force participation of women

335 Miss M SMUTS asked the Minister of Home Affairs:

- (1) (a) What was the work force participation of women in the Republic during the latest specified 12-month period for which statistics are available, expressed both as a percentage of the total work force and in figures, and (b) what percentage of women in the work force were (i) Black, (ii) White, (iii) Coloured and (iv) Asian;
- (2) how many (a) Black, (b) White, (c) Coloured and (d) Asian women were, during the above period, employed in each of the following categories of employment, viz (i) medical, (ii) dental, (iii) pharmaceutical, (iv) legal, (v) engineering, (vi) accountancy, (vii) manager/administrative executive, (viii) school teacher, (ix) nurse/midwife, (x) librarian, (xi) clerical and (xii) sales;
- (3) (a) what percentage of (i) high-level and (ii) middle-level manpower is female and (b) in respect of what date is this information furnished?

B823E

HOUSE OF ASSEMBLY

(b) (i) and (ii) The nature and cost of each of the projects developed in this town, is as follows:

PROJECTS	R
Main Post Office	1 654 000
Supreme Court	3 355 000
Independence Stadium	5 069 000
Secondary school	1 831 000
Primary school 1	439 000
Primary school 2	579 000
Show grounds	2 087 000
Upgrading houses Sustershoek	401 000
Radio Kwandebele terrain identification	12 000
Provision of water and sewerage	1 322 000
Water reservoir	704 000
Main water supply	2 071 000
Structure plan	198 000
Services master plan	185 000
Planning central business area	40 000
Main access road	1 130 000
Water reticulation	498 000
28/11 KV Sub station	1 359 000
Electrical reticulation	1 664 000
Roads and drainage	3 252 000
130 Residences	7 532 000
Computer centre	1 925 000
Legislative assembly and government offices	13 354 000
Philadelphia nurses home	1 856 000
Siyabuswa community health centre	531 000
Tweefontein community health centre	357 000
Vlakaagte community health centre	521 000

The cost quoted above, is 1987 Rand values.

(2) Similar amenities at Siyabuswa, was temporary accommodation for the Legislative Assembly. A school building and hall was used for this purpose and the provision of the Legislative Assembly hall and other structures and services at Kwamhlanga is therefore not a duplication.

Number of prisoners: Robben Island

315. Mr D J DALLING asked the Minister of Correctional Services:

How many prisoners were being held at the (a) maximum security and (b) medium security

HOUSE OF ASSEMBLY

prison on Robben Island as at the latest specified date for which information is available?

B777E

The MINISTER OF CORRECTIONAL SERVICES:

(a) and (b)

Since 20 August 1991 no maximum security prison is in operation on Robben Island. Only minimum and medium security prisoners are now being accommodated on the island.

The number of prisoners on 9 June 1992 was 490.

Distribution of food in terms of feeding scheme

316. Mr M J ELLIS asked the Minister of National Health:

(1) What is the name and/or rank of the senior official of her Department who is responsible for the distribution of food in terms of the Government's feeding scheme;

(2) whether additional staff have been employed by her Department to assist in the distribution of food; if not, why not; if so, how many;

(3) what steps have been taken by her Department to date to ensure that food distributed to organizations reaches those persons and regions requiring food;

(4) whether any food supplies distributed to areas in South Africa have not reached their destinations; if so, (a) why and (b) what are the names of these areas?

B778E

The MINISTER OF NATIONAL HEALTH:

(1) No food is being distributed by the Department of National Health and Population Development (NHPD) in terms of the Nutrition Development Programme (NDP). Dr CF Slabber, Director-General of NHPD, who is the accounting officer for the Department gives final approval for funds to be paid out to non-governmental organizations that apply for funding from the NDP.

(2) no, the NDP initially attempted to administer the scheme without employing additional staff. The Commission for Administration has now however been approached for a recommendation to employ temporary staff, or staff on contract, additional to the approved establishment.

(3) it must be emphasised that no food is issued to organisations. Organisations have to apply for funds via the regional offices of NHPD, where they are rendering services. The regional committees process the application and make recommendations concerning funding. These committees are furthermore responsible for monitoring the implementation of programmes and for ensuring that food reaches the target group(s);

(4) yes, the only report which the Department has received is in respect of one self-governing territory, where food allegedly did not reach the target group;

(a) the relevant authorities have been requested to furnish particulars with a view to a thorough investigation and

(b) Lebowa.

Damage to school buildings/equipment:

total amount

318. Dr F H PAUW asked the Minister of Education and Training:

In respect of each of the latest specified five years for which information is available, what was the total amount of the damage to (a) school buildings and equipment at schools under the control of his Department and (b) building work and material at schools that were still under construction?

B791E

The MINISTER OF EDUCATION AND TRAINING:

(a) 1987 — R11 030 358  
1988 — R20 052 299  
1989 — R 3 454 586  
1990 — R12 239 053  
1991 — R 9 649 588

(b) The information is not available. The Department makes use of private contractors for the erection of buildings and is contractually indemnified against damage or loss during building contracts. Contractors are usually insured against damage or loss. No record of damage suffered by contractors is therefore kept by the Department.

Transfer of schools

319 Mr A GERBER asked the Minister of Public Works:

(1) Whether the Department of Education and Culture in the Administration, House of Assembly has transferred any schools to his Department since 1 January 1991; if so, what schools;

(2) whether his Department has decided to which Departments or other institutions these schools are to be made available, if not, (a) why not and (b) when are decisions in this regard expected to be taken, if so, to what Departments or institutions?

B798E

The MINISTER OF PUBLIC WORKS:

(1) Yes.

(2) Yes.

Primary School Drakensberg: (Nelspruit)  
SA Defence Force  
Primary School Nootgedacht: (Lichtenberg) SA Defence Force  
Primary School Rooiberg: (Warmbaths) SA Police  
Primary School Die Bron: (Worcester) Dept of Correctional Services

(2) (a) and (b) fall away.

Financial/development aid to self-governing territories

320. Mr P G SOAL asked the Minister of Regional and Land Affairs:

(a) What (i) financial and (ii) development aid was granted by the South African Government to each of the self-governing territories in the

HOUSE OF ASSEMBLY

School names (Cont.)	(a)	(b)	(c)	(d)	School names (Cont.)	(a)	(b)	(c)	(d)
Sakiszwe Secondary School	4	1	0	3	Ilungelo Primary School	-	-	-	0
Tamsanga Secondary School	2	0	2	1	Khwezi Lomso Comprehensive School	1	0	2	5
Aaron Goadu Primary School	-	-	-	0	Kwazakhele Secondary School	2	0	2	2
Estiyeni Primary School	-	-	-	0	Loyiso Secondary School	1	1	1	3
Sophakama Secondary School	3	1	0	3	Masibambane Secondary School	3	0	2	3
Douglas Mbopa Secondary School	3	1	4	4	Mzontsundu Secondary School	1	1	1	3
Englenni Primary School	-	-	-	0	Ndzondelelo Secondary School	1	1	1	2
Kwamagxaki Secondary School	-	2	1	3	Phakarisana Secondary School	1	1	3	1
Lungisa Secondary School	1	2	2	4	Sakiszwe Secondary School	4	1	0	3
Masiphathisane Secondary School	1	1	3	7	Tamsanga Secondary School	2	0	2	1
Nxanelwimfundo Primary School	-	-	-	0	Aaron Goadu Primary School	-	-	-	0
Sivuyiseni Primary School	-	-	-	0	Estiyeni Primary School	-	-	-	0
Siyaphambili Primary School	-	-	-	0	Sophakama Secondary School	3	1	0	3
Vernon Gamanda Secondary School	1	0	1	1	Kwamagxaki Secondary School	-	2	1	3
Vulunzi Secondary School	1	2	4	6	Lungisa Secondary School	1	2	2	4
(ii) Cowan Secondary School	2	1	3	0	Sivuyiseni Primary School	-	-	-	0
Ernest Skosana Primary School	-	-	-	0	Vernon Gamanda Secondary School	1	0	1	1
Itembehlhe Comprehensive School	1	0	3	5	The Port Elizabeth metropole includes the Ibayi metropole as well as the Motherwell residential area. Therefore the answer coincides with the answer at (i) with the exception of the schools in Motherwell mentioned below not situated in the Ibayi metropole:				
Masangwana Public Primary School	-	-	-	0	Douglas Mbopa Secondary School	-	-	-	0
Molefe Primary School	1	-	-	0	Englenni Primary School	-	-	-	0
New Brighton Primary School	-	-	-	0	Masiphathisane Secondary School	-	-	-	0
Newell Secondary School	2	1	2	1	Nxanelwimfundo Primary School	-	-	-	0
Philip Nikiwe Primary School	-	-	-	0	Siyaphambili Primary School	-	-	-	0
Stephen Mzungula Primary School	-	-	-	0	Vulunzi Secondary School	-	-	-	0
Thubelihle Secondary School	-	-	-	1	(iii) Limekaya Secondary School	0	0	1	3
Tyhlhulwazi Secondary School	1	0	2	3	Sisonke Secondary School	-	-	-	1
Gqebeta Secondary School	1	0	1	4					

Thanduxolo Secondary School	-	0	0	0
Tinara Secondary Public School	1	1	2	4

(iv) The Uitenhage metropole includes the Kwanobuhle and the Kabah-residential areas. There is only one primary school in the Kabah-residential area. Therefore the answer coincides with the answer at (iii).

**Note:**

In the answer a dash (-) indicates that the subject is not offered at a school.

A zero (0) indicates that although the subject is offered at a school, no suitably qualified teacher is available to teach the subject.

— In view of the fact that the question deals with secondary school subjects, only schools with secondary pupils were taken into consideration. In the case of some intermediate and combined schools (that started out as primary schools) the designation of primary school was retained notwithstanding the change in their status.

— In determining "appropriately qualified teachers" the following criteria were applied:

(a) A teacher is considered to be appropriately qualified should he be in possession of (i) a three year (post standard 10) or higher professional qualification for secondary education with appropriate specialized subject(s); or (ii) passed an appropriate degree course(s) as well as a professional (teaching) qualification.

(b) Persons in possession of appropriate academic qualifications, (degrees) without any professional teaching qualification are not considered to be "appropriately qualified".

**Total education expenditure**

284. Mr R M BURROWS asked the Minister of Education and Training:

With reference to the reply to Question No 185 on 8 April 1992, (a) what was the total amount actually spent by his Department in the 1991-92 financial year on (i) personnel expenditure in respect of salaries of (aa) teachers and principals (bb) administrative staff, (cc) inspectorate and executive officials and (dd) any other specified staff, (ii) capital expenditure, (iii) supplies and services, (iv)

equipment and (v) other items and (b) what percentage of the total education expenditure by his Department in the 1991-92 financial year does each of the above amounts constitute? (SO) (SO) (SO) B711E

**THE MINISTER OF EDUCATION AND TRAINING:**

The information as requested in (a)(i)(aa) to (i)(dd) is not readily available and a total amount for personnel expenditure is supplied:

	(a)	(b)
	R'000	%
(i)(aa)-(i)(dd)	2 611 132	74,32
(ii)	284 478	8,10
(iii)	174 117	4,95
(iv)	46 575	1,33
(v)	396 893	11,30
Total	<u>R3 513 195</u>	<u>100,00</u>

**Note:**  
The books for the 1991/92 financial year have not yet been closed. The final expenditure should not differ substantially from these amounts.

**Sentences passed by magistrates: review**

289. Mr A A B BRUWER asked the Minister of Justice:

(1) (a) How many sentences passed by magistrates were referred to the Supreme Court for review (i) in 1990, (ii) in 1991 and (iii) from 1 January 1992 up to and including the latest specified date for which information is available, and (b) what percentage do the cases concerned constitute of the total number of cases in which magistrates passed judgment in each of the above-mentioned three periods;

(2) in what circumstances are sentences passed by magistrates reviewed;

(3) in how many cases were sentences passed by magistrates mitigated in each of the above-mentioned periods?

B718E

**THE MINISTER OF JUSTICE:**

(1) (a) The statistics furnished in respect of questions (i) and (ii) hereunder have been obtained from the Annual Reports of the Department for the

**TAX EXEMPTION:** *The Receiver does an about-turn on bursaries and scholarships*

# Shot in arm for higher



**THUMBS-UP:** Students will be relieved at the news that came out of Parliament this week.

THE Receiver of Revenue has done an about-turn on the vexed issue of tax exemption for bursaries and scholarships. In terms of the amendments to the Income Tax Act Bill, passed in Parliament on Thursday, the Receiver will once again allow bursaries and scholarships as a tax exemption.

When the Receiver announced his decision to abolish the tax exemption on bursaries and scholarships, he cited widespread abuse of the system.

The new provisions will apply to the 1992/1993 tax year and considerably boost much-needed education and training in SA.

The amendment is best explained in terms of the three possible scenarios whereby the taxpayer might receive a bursary or scholarship.

## Obliged

In the first scenario, where a person (other than an employee or his relatives) receives a bonafide bursary from a company or institution for the purpose of his studies, he will not be taxed on the receipt. For example, a bursary awarded to a full-time university student. It is of no relevance that the student might be obliged to work for the company on completion of studies or during vacations.

**AFTER** a huge public outcry, bursaries and scholarships will now be exempted from tax, considerably boosting much-needed education and training in South Africa. LEIGH HASSALL reports  
SVAL 20/6/92

In the second scenario, an employee might be awarded a bursary from his employer to enable him to, say, complete his commerce degree. In this instance, the bursary will be exempt from tax only if it was granted as a bonafide bursary and where there is no associated reduction or forfeiture in his current or future remuneration. In other words, if the bursary was granted on a salary sacrifice basis, say as a portion of his monthly salary, the amount would be taxable in the hands of the employee.

The third scenario covers those bursaries granted by the employer to a relative — in most cases the children — of an employee.

In this case, the amendment considerably limits the scope of the exemption. The bursary will be tax exempt only if the employee's remuneration is less than R36 000 a year. In addition, the exemption will be limited to the first R1 200 of the bursary to each relative of the employee.

Once again, if the bursary was granted on a salary sacrifice basis, the exemption will fall away.

This provision effectively wipes out the practice where the employer would pay the school fee obligations of its employee and reduce his taxable salary accordingly.

The amendment also brought in a new section which will disallow the tax deduction to the em-

ployer granting the bursary if it was given on a salary sacrifice basis. The Act does not state which educational or research institutions are allowable. However, it is generally taken to include universities, technicons, and primary and secondary schools.

Overall, the amendment considerably widens the old legislation which taxed the bursaries under the employer/employee scenario and limited the tax exemption to bursaries received by the general public.

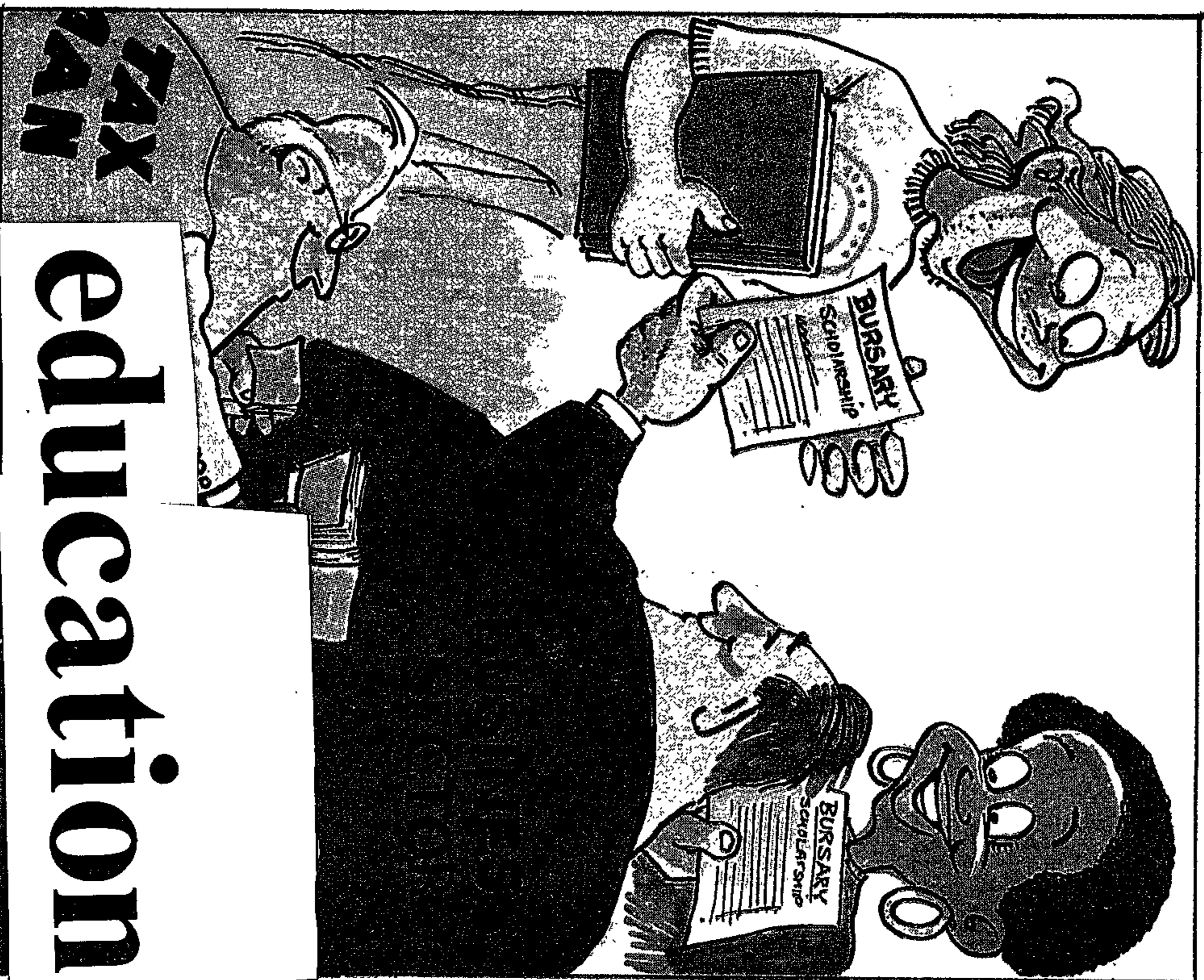
In the business world it is common practice for an employer to extend a study loan to an employee with the proviso that the loan will be granted as a bursary only if the employee passes the related examinations. In this instance it is most likely that the loan will be treated as a tax-free bursary.

**Abuse**

Tax manager at Ernst & Young, Mzamo Nxumalo, welcomes the amendment but comments on its narrow scope.

"The limitation on the qualifying income level at R36 000 and the R1 200 limit on the bursary amount is presumably aimed at counter-acting the supposed abuse of the old provisions.

"However, the low limits are unreasonable when compared to the high cost of education. It would have been more appropriate if the salary level was R72 000 and the bursary amount R10 000 a year," says Nxumalo.



# Education holds key



In an open letter to South Africa's political leaders, **BOGIE MH MABOGOANE**, a well-known industrial chemist and honorary chairman of the community-based East Rand educational group, Educational Catalysts of SA, pleads for one education department in SA.

clp/nen  
21/6/92



**D**EAR leaders,  
The anniversary of June 16 has

come and gone, but the picture of that tragic Wednesday in Soweto is still vivid in my mind.

I was on my sales round and fortunately I was using a sedan instead of the sign-written delivery van. It was impossible to get out but I was near a friend's place, Dr AJ Kgomomo, which was two streets away from ANC president Nelson Mandela's former residence.

As everybody knows, that Wednesday was the a turning point in SA history. In the 80 years since our struggle was formalised in Bloemfontein the progress made in the last 16 years has been far greater than that achieved during the previous 64 years. Indeed, *siyafika ePitoli* - we are getting to Pretoria.

Soon after June 16 we ceased to be visitors in 87 percent of our country.

Better school premises were erected and the material conditions of services for our teachers improved.

There was some upward mobility in commerce and industry and Africans in the urban areas were again allowed to form business partnerships and companies.

You will agree, however, that those enjoying the fruits of the struggle today are the haves among our people.

Many of the 1976 students live in mkhukhus

(shacks) today because the government, at national and local levels, never fulfilled its obligation to provide low-income houses.

The worst deprivation for the majority of our people is in "the most important activity of modern man", namely education.

We seem to have forgotten that June 16 was precipitated by our children's demand to learn. They could not do so effectively in the language they least understood and which was also a problem to their teachers.

Those brave boys and girls went a step further. They rejected bantu education and later called for the liberation of their leaders. The latter has been achieved but an Education Department they have no confidence in is still in place.

When Mandela urged the pupils to return to school, the pupils said: "We cannot understand Mandela. We fought for his release to help us fight for a better education. Now he urges us to go to school to get the inferior education we do not want."

It was not only the idealistic students who were against bantu education. The young teachers, who were in the frontline in 1976, were against the present system and reluctant to teach it.

The union has it written in bold letters on their letterheads: "Forward to

one department of education."

Yes, we all know there is no bantu Newton's Laws, bantu Pythagoras theorem, or bantu Shakespeare, but it is extremely difficult to convince those idealistic and influential students and teachers, that today, there is no difference between African, Indian, coloured and white education.

I have tried but failed. In 1977 and 1985, parents and teachers in Kwa Thema asked me to liaise with student leaders to help resolve boycotts.

"We do not want bantu education," was the answer given by students.

It was difficult and the system made it even more difficult when they petrol-bombing our homes and those of student leaders.

Former British Prime Minister Lord Attlee said: "Wars are started in the minds of men and it is in the minds of men that peace must be settled."

Bantu education was in the minds of our children when they took up stones in 1976.

This must be removed from their minds for our schools to be effective.

In view of this, I appeal that you urge the present parliament to legislate this coming October for one education department.

Your failure to help these children from disadvantaged backgrounds will cause resentment in the future of children from better backgrounds.

# Role of English language in new SA to be debated

50  
CT 24/6/92

THE future of the English language in post-apartheid South Africa will be debated at two conferences to be held at the UCT Faculty of Education next week.

Speakers from several countries, including Namibia and Canada, will address the issue of the status of the language.

The first conference, *Access to English in Post-Apartheid South Africa*, will be hosted by the English Academy of Southern Africa and will be held from July 1-3 from 8.45pm to 6pm. Registration will begin on June 30 and the fee is R120. Financial assistance is available to those unable to afford the cost. Individual session rates are available to those unable to attend the full conference.

Among the issues to be considered are: Should English be the sole official language in post-

apartheid SA; what needs to be done to allow everyone to enjoy free and equal access to it; how does one avoid allowing English to disempower those who are unable to use it effectively; and how does one prevent other languages from being marginalised by the international economic and political power of English.

## Overseas

The conference will be opened by the Vice-Chancellor of the University of the North, Professor Chaba Manganyi.

Other prominent speakers include Dr Neville Alexander of UCT's School of Education and Professor Elwyn Jenkins, president of the English Academy. Overseas speakers include Professor Catherine Snow, Acting Dean of Education, Harvard Uni-

versity, Professor William Rutherford and Dr Donna Brinton from California, Dr Stephen Carey from Canada, and Professor Bernth Lindfors from Texas.

Further details may be obtained from Professor Doug Young, chairman of the Organising Committee on (021) 650-2781 or 650-2769

## Problems

The second conference, which runs from July 6-8, entitled *Visions and Realities in Applied Language Studies in Southern Africa*, organised by The Southern African Applied Linguistics Association, will be opened by UCT deputy vice-chancellor Dr Mamphela Ramphele. She will focus on issues and problems concerning the teaching and learning of all South African languages.

Speakers will include Mr Dick Chamberlain from the Namibian Ministry of Education, Dr Neville Alexander, Dr Chris Kennedy, Dr Dennis Makhudu and Dr Moira Chimombo.

Registration fee for the full conference is R70.

For further details contact The Conference Secretary on (021) 650-2769 or 650-2781.



**16. Iemand wat—**

- (a) die Voorsitter of 'n beampte by die uitoefening van 'n bevoegdheid in regulasie 12 bedoel, opsetlik hinder, teengaan of dwarsboom; of
- (b) 'n bepaling van regulasie 5, 7 (2), 13 of 14 oortree; of
- (c) 'n bepaling van regulasie 15 oortree,

is aan 'n misdryf skuldig en by skuldigbevinding strafbaar—

- (i) in die geval van 'n misdryf in paragraaf (a) of (b) bedoel, met 'n boete van hoogstens R200 of gevangenisstraf vir 'n tydperk van hoogstens ses maande; en
- (ii) in die geval van 'n misdryf in paragraaf (c) bedoel, met 'n boete van hoogstens R1 000 of gevangenisstraf vir 'n tydperk van hoogstens 12 maande.

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**GOEWERMENSKENNISGEWINGS**


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**ADMINISTRASIE:  
VOLKSRAAD**
**DEPARTEMENT VAN ONDERWYS EN  
KULTUUR**

No. R. 1641

19 Junie 1992

**MAGTIGING VAN SKOLE OM INKOMSTE TE  
BEHOU EN VOORSKRIFTE BETREFFENDE SODANIGE  
INKOMSTE**

Kragtens die bevoegdheid my verleen by artikel 2 (1A) van die Skatkiswet, 1975 (Wet No. 66 van 1975), en met die instemming van die Minister van Begroting, magtig ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby alle openbare skole, uitgesonderd nywerheids- en verbeteringskole, onder my gesag, om inkomste soos omskryf in die Bylae te behou en aan te wend vir die bestryding van sodanige skole se uitgawes, en daarvan word rekenskap gegee en daarmee word gehandel volgens die voorskrifte in die Bylae.

Goewermentskennisgewing No. 2037 van 23 Augustus 1991 word hierby ingetrek.

**P. G. MARAIS,**

Minister van Onderwys en Kultuur.

**BYLAE****Woordomsrywings**

1. In hierdie voorskrifte het 'n woord of uitdrukking waaraan in die Wet 'n betekenis geheg word, die betekenis aldus daaraan geheg en tensy uit die samehang anders blyk, beteken—

“**bedryfsrekening**” 'n bedryfsrekening in paragraaf 2 (1) bedoel;

“**boekjaar**” die tydperk van 1 Januarie tot 31 Desember van enige jaar;

“**die Wet**” die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988);

**16. Any person who—**

- (a) wilfully hinders, resists or obstructs the Chairman or any officer in the exercise of any power referred to in regulation 12; or
- (b) contravenes a provision of regulation 5, 7 (2), 13 or 14; or
- (c) contravenes a provision of regulation 15,

shall be guilty of an offence and liable on conviction—

- (i) in the case of an offence referred to in paragraph (a) or (b), to a fine not exceeding R200 or imprisonment for a period not exceeding six months; and
- (ii) in the case of an offence referred to in paragraph (c), to a fine not exceeding R1 000 or imprisonment for a period not exceeding 12 months.

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**GOVERNMENT NOTICES**


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**ADMINISTRATION:  
HOUSE OF ASSEMBLY**
**DEPARTMENT OF EDUCATION AND  
CULTURE**

No. R. 1641

50

19 June 1992

**AUTHORIZATION OF SCHOOLS TO RETAIN  
REVENUE AND DIRECTIONS RELATING TO SUCH  
REVENUE**

Under the powers vested in me by section 2 (1A) of the Exchequer Act, 1975 (Act No. 66 of 1975), and with the concurrence of the Minister of the Budget, I, Pieter Gabriel Marais, Minister of Education and Culture, hereby authorize all public schools, excluding industrial and reform schools, under my authority, to retain revenue as defined in the Schedule, and to apply it for meeting the expenditure of such schools, and such money shall be accounted for and dealt with in accordance with the directions in the Schedule.

Government Notice No. 2037 of 23 August 1991 is hereby withdrawn.

**P. G. MARAIS,**

Minister of Education and Culture.

**SCHEDULE****Definitions**

1. In these directions any word or expression to which a meaning has been assigned in the Act, shall have the meaning so assigned to it and, unless the context otherwise indicates—

“**council**” in the application of these directions means a management council referred to in section 15 (a) of the Act;

“**Executive Director**” means an Executive Director of Education referred to in section 4 of the Act;

“**financial year**” means the period from 1 January to 31 December of any year;

“**operating account**” means an operating account referred to in paragraph 2 (1);

**"Inkomste"** inkomste verkry uit—

- (a) geleentheidsverhuring van skoolfasiliteite, insluitende sport- en ander terreine;
- (b) artikels op bestelling vervaardig en herstelwerk op versoek gedoen by spesiale skole, tegniese skole, skole met 'n tegniese studierigting en skole met bedryfskennisentrums en huishoudkundelaboratoriums, mits die uitgawes in verband daarmee waarvoor die skool verantwoordelik, volledig vergoed word; en
- (c) boerderyaktiwiteite by landbouskole en skole met 'n landboustudierigting, mits sodanige inkomste aangewend word ter bestryding van die boerderykoste;

**"raad"**, by die toepassing van hierdie voorskrifte, 'n bestuursraad in artikel 15 (a) van die Wet bedoel;

**"skool"**, by die toepassing van hierdie voorskrifte, 'n openbare skool soos in artikel 1 van die Wet omskryf, uitgesonderd 'n nywerheids- en verbeteringskool; en

**"Uitvoerende Direkteur"** 'n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet bedoel.

#### **Bedryfsrekening**

2. (1) Elke skool wat inkomste genereer het 'n bedryfsrekening waarvoor die raad verantwoordelik is en waarin inkomste gestort word.

(2) Inkomste in subparagraaf (1) bedoel word slegs aangewend soos in paragraaf 4 (2) bepaal.

#### **Beheer oor inkomste van bedryfsrekening**

3. (1) Die raad wys 'n persoon skriftelik aan, hierna die verantwoordelike persoon genoem, as die persoon wat belas is met die ontvangs en verantwoording van gelde wat deur die bedryfsrekening ontvang word.

(2) Alle gelde wat deur 'n bedryfsrekening ontvang word, word onverwyld in rekening gebring deur die uitreiking van 'n genommerde kwitansie in duplikaat wat in numeriese orde in 'n kasboek te boek gestel word.

(3) Geen verandering mag aangebring word op 'n kwitansie nie en indien 'n kwitansie foutief uitgemaak is, word sodanige kwitansie onmiddellik gekanselleer en vir ouditdoeleindes bewaar, waarna 'n nuwe kwitansie in die plek daarvan uitgereik word.

(4) Geen—

- (a) bankwissel, tjek, poswissel, posorder of reistjek ten opsigte waarvan 'n kwitansie nie soos in subparagraaf (2) beoog uitgereik is nie, mag; of
- (b) bankwissel, tjek, poswissel, posorder of reistjek ten opsigte waarvan 'n kwitansie soos in subparagraaf (2) beoog uitgereik is, mag, in die mate waarin die bedrag daarvan meer is as die bedrag waarvoor die kwitansie uitgereik is,

kontant vervang of as kontant behandel word nie.

(5) Alle gelde wat deur die bedryfsrekening ontvang word moet in 'n rekening op naam van die betrokke skool by 'n geregistreerde bankinstelling gedeponeer word.

(6) Gelde gedeponeer wat nie vir onmiddellike behoeftes nodig word nie, kan belê word by 'n poskantoor, bouvereniging of geregistreerde bankinstelling.

**"revenue"** means revenue derived from—

- (a) occasional hiring out of school facilities, including sports and other grounds; (50)
- (b) articles made to order and repairs effected on request at special schools, technical schools, schools with a technical field of study and schools with industrial arts centres and home economics laboratories, provided that the expenses in regard thereto for which the school is responsible, are refunded in full; and
- (c) farming activities at agricultural schools and schools with an agricultural field of study, provided that such revenue shall be used for the defrayal of the farming expenses;

**"school"** in the application of these directions, means a public school as defined in section 1 of the Act, excluding an industrial and a reform school; and

**"the Act"** means the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988).

#### **Operating account**

2. (1) Every school which generates revenue shall have an operating account for which the council shall be responsible and into which revenue shall be paid.

(2) Revenue referred to in subparagraph (1) shall only be appropriated as provided in paragraph 4 (2).

#### **Control of revenue of operating account**

3. (1) A council shall designate in writing, a person, hereinafter referred to as the responsible person, as the person responsible for the receipt of and accountability for moneys received by the operating account.

(2) All moneys received by an operating account shall be charged without delay by the issuing of a numbered receipt in duplicate, which shall be recorded in numerical sequence in a cash book.

(3) No amendment shall be made on a receipt and, if a receipt has been incorrectly issued, such receipt shall immediately be cancelled and kept on file for purposes of auditing, whereafter a new receipt shall be issued in place thereof.

(4) No—

- (a) bankdraft, cheque, money order, postal order or travellers' cheque in respect of which a receipt as contemplated in subparagraph (2) has not been issued, shall; or
- (b) bank draft, cheque, money order, postal order or travellers' cheque for which a receipt as contemplated in subparagraph (2) has been issued shall, to the extent that the amount for which it has been made out exceeds the amount for which the receipt is issued,

take the place of cash or be treated as cash.

(5) All moneys received by the operating account shall be deposited in an account in the name of the school concerned at a registered banking institution.

(6) Moneys deposited which are not required for immediate needs, may be invested at a post office, building society or registered banking institution.

(7) Wanneer 'n gedishonoreerde tjek herdeponeer word of kontant of 'n nuwe tjek ter vervanging daarvan ontvang word, word geen kwitansie uitgereik nie, maar word die herdeposito op 'n afsonderlike depositostrok, duidelik gemerk "herdeposito", gemaak.

(8) Waar daar 'n tekort in die kontant aan die lig kom, word die bedrag onmiddellik deur die verantwoordelike persoon inbetaal en word 'n aantekening in die betrokke rekeningboek gemaak: Met dien verstande dat indien die raad van oordeel is dat die verantwoordelike persoon nie vir die tekort aanspreeklik gehou behoort te word nie, daarmee ooreenkomstig die bepalings van paragraaf 6 (1) gehandel word.

(9) Waar daar enige surplus in kontant ontstaan, word die bedrag onmiddellik deur die verantwoordelike persoon deur die uitreiking van 'n kwitansie in die naam van die skoolhoof, in rekening gebring.

(10) Minstens eenmaal per week gaan 'n persoon skriftelik deur die raad aangewys, wat nie die verantwoordelike persoon is nie, alle gelde ontvang na om te verseker dat—

- (a) die kontant voorhande korrek is;
- (b) geen geld wat gebank moes gewees het, teruggehou word nie;
- (c) 'n kwitansie uitgereik is vir elke tjek, bankwissel, poswissel, posorder of reistjek, wat by 'n bankdeposito ingesluit is;
- (d) sodanige gelde waar moontlik op die datum van ontvangs gebank word en enige gelde wat nie aldus gebank kan word nie op die eersvolgende amptelike werkdag gebank word, tensy 'n afwyking van hierdie bepaling deur die raad goedgekeur is op grond van faktore soos die beskikbaarheid van bankfasiliteite, fasiliteite vir die veilige bewaring van geld en die ekonomiese gebruik van vervoer;
- (e) die kasboek daaglik bygehou word en met die kwitansies uitgereik en deposito's gemaak, gerekonsilieer is; en
- (f) die ander bepalings in hierdie voorskrifte vervat nagekom is.

(11) Die kasboek word maandeliks gebalanseer, met die bankstaat gerekonsilieer en aan die persoon in subparagraaf (10) bedoel vir kontrole voorgelê.

#### **Uitgawes**

4. (1) Die Departement is verantwoordelik vir die bestryding van die volgende uitgawes van 'n skool:

- (a) Die vergoeding van personeel in diens van die Departement;
- (b) die voorsiening, instandhouding en vervanging van geboue en opslaangeboue, ten opsigte van die kurrikulêre en buite-kurrikulêre aktiwiteite van die skool;
- (c) die voorsiening, instandhouding en vervanging van uitrusting, ten opsigte van die kurrikulêre en buite-kurrikulêre aktiwiteite van die skool; en
- (d) enige tekort wat in die bedryfsrekening mag ontstaan en wat na die oordeel van die Uitvoerende Direkteur geregverdig is.

(7) Whenever a dishonoured cheque is re-deposited or cash or a new cheque as replacement thereof is received, no receipt shall be issued, but the re-deposit shall be made on a separate deposit slip, clearly marked "re-deposit".

(8) Where a cash shortfall comes to light, the amount shall immediately be paid in by the responsible person, and a suitable entry shall be made in the book of account concerned: Provided that, if the council is of the opinion that the responsible person should not be held accountable for the shortfall, it shall be dealt with in terms of the provisions of paragraph 6 (1).

(9) Where any surplus in cash occurs the amount shall be accounted for without delay by the issuing of a receipt in the name of the principal of the school by the responsible person.

(10) At least once every week, a person designated in writing by the council and who is not the responsible person, shall check all moneys received to ensure that—

- (a) the cash on hand is correct;
- (b) no money which should have been deposited is held back;
- (c) a receipt has been issued for every cheque, bank draft, money order, postal order, or travellers' cheque included in a bank deposit;
- (d) such moneys where possible are deposited on the date of receipt, and any moneys not thus deposited, are deposited on the first following official working day, unless a deviation from this provision is approved by the council on account of factors such as the availability of banking facilities, facilities for the safe-keeping of the moneys and the economical use of transport;
- (e) the cash book is kept up to date daily, and is reconciled with the receipts issued and deposits made; and
- (f) the other provisions contained in these directions have been complied with.

(11) The cash book shall be balanced every month, reconciled with the bank statement and submitted to the person referred to in subparagraph (10) to be checked.

#### **Expenditure**

4. (1) The Department shall be responsible for the defrayal of the following expenses of a school:

- (a) The remuneration of staff employed by the Department;
- (b) the provision, maintenance and replacement of buildings and prefabricated buildings, in respect of the curricular and extra curricular activities of the school;
- (c) the provision, maintenance and replacement of equipment in respect of the curricular and extra curricular activities of the school; and
- (d) any deficiency which may occur in the operating account and which, in the opinion of the Executive Director is justified.

(2) Alle uitgawes soos van tyd tot tyd deur die Uitvoerende Direkteur bepaal, ten opsigte van die bedryf van 'n skool met inbegrip van die aangeleenthede in subparagrafe (1) (b) en (1) (c) na verwys, word uit die bedryfsrekening bestry.

(3) Die raad stel jaarliks voor of op 31 Oktober 'n gespesifiseerde begroting van verwagte inkomste en uitgawes van die bedryfsrekening vir die komende boekjaar op en lê dit aan die Uitvoerende Direkteur voor vir goedkeuring.

(4) Geen uitgawe waarvoor nie in die begroting voorsiening gemaak is nie, word sonder die voorafverkreë goedkeuring van die raad aangegaan nie.

(5) Alle betalings uitgesonderd kleinkasbetalings geskied per tjek wat deur twee persone deur die raad daartoe gemagtig onderteken word.

(6) Die bankrekening van die bedryfsrekening mag nie oortrek word nie.

(7) 'n Tjek vir 'n bedrag deur die raad bepaal kan van tyd tot tyd getrek word vir kleinkas waaruit toevalige klein uitgawes betaal word.

(8) Alle uitgawes word gestaaf deur fakture of gesertifiseerde eise en word onverwyld te boek gestel.

#### **Boekhouding**

5. (1) 'n Persoon skriftelik deur die raad aangewys is verantwoordelik vir die algemene beheer oor alle rekeningaangeleenthede betreffende die bedryfsrekening asook vir—

- (a) die hou van boeke, aantekeninge en state waarin die besonderhede van alle ontvangste en uitgawes aangeteken word; en
- (b) die veilige bewaring van alle boeke, aantekeninge, state, bewysstukke en ander dokumente wat daarop betrekking het.

(2) Die boeke, aantekeninge en state moet op so 'n wyse gehou word dat die inkomste en uitgawes met betrekking tot die aangeleenthede in paragraaf 1 (c) bedoel, afsonderlik weergegee word sodat dit onderskei kan word van ander inkomste en uitgawes.

(3) Die boeke, aantekeninge en state van die bedryfsrekening word jaarliks deur 'n persoon wat ingevolge die Wet op Openbare Rekenmeesters en Ouditeurs, 1951 (Wet No. 51 van 1951), as rekenmeester en ouditeur geregistreer is, geouditeer: Met dien verstande dat indien die inkomste nie R30 000 per jaar oorskry nie die ouditering deur 'n beampete in diens van die Departement deur die Uitvoerende Direkteur aangewys, gedoen kan word.

(4) Die raad moet na ontvangs van die verslag van die ouditeur of beampete, na gelang van die geval, daardie verslag nie later nie as by die tweede daaropvolgende vergadering van die raad oorweeg en besluit watter regstellende stappe gedoen moet word indien enige onbevredigende aangeleentheid of onreëlmatigheid uit die verslag blyk.

(5) Binne twee maande na die datum van die vergadering in subparagraaf (4) bedoel, lê die voorsitter van die raad 'n afskrif van die notule van daardie vergadering waarin die kommentaar van die raad aangaande die verslag vervat is en aangedui word watter stappe gedoen is of beoog word in verband met alle onbevredigende aangeleenthede of onreëlmatighede wat uit die verslag blyk, aan die Uitvoerende Direkteur voor, wat die verdere stappe kan doen wat hy nodig ag.

(2) All expenses as determined from time to time by the Executive Director, in respect of the operation of a school, including the matters referred to in subparagraphs (1) (b) and (1) (c), shall be defrayed from the operating account.

(3) The council shall annually on or before 31 October draw up a specified estimate of anticipated income and expenditure of the operating account for the coming financial year, and shall submit it to the Executive Director for approval.

(4) No expenditure for which no provision has been made in the estimates shall be incurred without the prior approval of the council.

(5) All payments excluding petty cash payments, shall be made by cheque, signed by two persons authorized thereto by the council.

(6) The bank account of the operating account may not be overdrawn.

(7) A cheque for an amount determined by the council, may from time to time be drawn for petty cash from which casual petty expenses shall be paid.

(8) All expenditure shall be substantiated by invoices or certified claims, and shall be recorded without delay.

#### **Accounting**

5. (1) A person designated in writing by the council shall be responsible for the general control of all accounting matters relating to the operating account, as well as for—

- (a) the keeping of books of account, records and statements in which particulars of all receipts and expenditure shall be recorded; and
- (b) the safe custody of all books of account, records, statements, vouchers and other documents relating thereto.

(2) The books of account, records and statements shall be kept in such a way that the revenue and expenditure in regard to the matters referred to in paragraph 1 (c), are reflected separately so that they can be distinguished from other revenue and expenditure.

(3) The books of account, records and statements of the operating account shall annually be audited by a person registered as an accountant and auditor in terms of the Public Accountants' and Auditors' Act, 1951 (Act No. 51 of 1951): Provided that if the income does not exceed R30 000 per year, the auditing may be performed by an officer in the service of the Department, designated by the Executive Director.

(4) The council shall after receipt of the report of the auditor or officer, as the case may be, consider that report not later than at the second succeeding meeting of the council, and decide what corrective steps are to be taken should the report reveal any unsatisfactory matter or irregularity.

(5) Within two months after the date of the meeting referred to in subparagraph (4), the chairman of the council shall submit a copy of the minutes of that meeting containing the comments of the council in regard to the report and indicating what steps were taken or are to be taken in connection with all unsatisfactory matters or irregularities revealed by the report, to the Executive Director, who may take such further steps as he may deem necessary.

(6) Die raad moet so spoedig moontlik na die datum van die vergadering in subparagraaf (4) bedoel, afskrifte van die geouditeerde state en die verslag van die ouditeur of beampte, na gelang van die geval, aan die Ouditeur-generaal stuur wat enige verdere inligting wat hy benodig kan aanvra en enige verdere ondersoek wat hy nodig ag kan onderneem.

(7) Pligte anders as die uitvoering van 'n audit kan slegs deur die ouditeur uitgevoer word met die voorafgoedkeuring van die raad en besonderhede van sodanige pligte wat uitgevoer is, moet in die verslag van die ouditeur vervat word.

#### **Procedure in verband met verliese**

6. (1) Behoudens die bepalings van paragraaf 3 (8) word enige verlies van gelde of ander bates van die bedryfsrekening onmiddellik deur die persoon in paragraaf 3 (10) bedoel gerapporteer aan—

- (a) die raad, tensy die verlies deur die persoon wat daarvoor verantwoordelik is, aangesuiwer is; en
- (b) die naaste polisiekantoor indien hy van mening is dat 'n strafregtelike oortreding begaan is.

(2) Na ontvangs van die rapport in subparagraaf (1) (a) bedoel, doen die raad die stappe wat hy nodig ag om die verlies te verhaal en verliese wat nie verhaal kan word nie, word deur die bedryfsrekening gedra.

#### **Sluiting van skool**

7. Wanneer 'n skool gesluit word moet enige kredietbalans in die bedryfsrekening, in die Inkomste-rekening: Volksraad inbetaal word.

#### **Funksies te vervul deur 'n ander liggaam**

8. Ondanks die bepalings van hierdie voorskrifte kan die Uitvoerende Direkteur 'n skoolraads- of departementele kantoor magtig om die funksies te verrig wat 'n raad ingevolge die bepalings van hierdie voorskrifte verrig.

### **DEPARTEMENT VAN ONDERWYS EN KULTUUR**

No. R. 1654 19 Junie 1992

#### **REGULASIES BETREFFENDE KOLLEGERADE EN SENATE**

#### **VERBETERINGSKENNISGEWING**

Goewermentskennisgewing No. R. 1407 van 29 Mei 1992 word hierby verbeter deur in regulasie 6 (1) (g) van die Bylae die woord "universiteit" deur die woord "provinsie" te vervang.

(19 Junie 1992)

### **DEPARTEMENT VAN FINANSIES**

No. R. 1643 19 Junie 1992

#### **DOEANE- EN AKSYNSWET, 1964**

#### **WYSIGING VAN BYLAE No. 1 (No. 1/1/482)**

Kragtens artikel 48 van die Doeane- en Aksynswet, 1964, word Deel 1 van Bylae No. 1 by genoemde Wet hiermee gewysig in die mate in die Bylae hiervan aangetoon.

**J. A. VAN WYK,**

Adjunkminister van Finansies.

(6) The council shall, as soon as possible after the date of the meeting referred to in subparagraph (4), send copies of the audited statements and the report of the auditor or officer, as the case may be, to the Auditor-General, who may request any further information he may require and undertake any further investigation he may deem necessary. (50)

(7) Duties other than the execution of an audit may only be performed by the auditor with the prior approval of the council, and details of such duties performed, shall be included in the report of the auditor.

#### **Procedure in connection with losses**

6. (1) Subject to the provisions of paragraph 3 (8), any loss of moneys or other assets of the operating account shall be reported immediately by the person referred to in paragraph 3 (10) to—

- (a) the council, unless the loss has been made good by the person responsible therefore; and
- (b) the nearest police station, if he is of the opinion that a criminal offence has been committed.

(2) After receipt of the report referred to in subparagraph (1) (a), the council shall take such steps as it may deem necessary to recover the loss, and losses not recovered shall be borne by the operating account.

#### **Closure of school**

7. When a school is closed, any credit balance in the operating account shall be paid into the Revenue Account: House of Assembly.

#### **Functions to be performed by another body**

8. Notwithstanding the provisions of these directions, the Executive Director may authorize a school board or departmental office to perform the functions which a council performs in terms of these directions.

### **DEPARTMENT OF EDUCATION AND CULTURE**

No. R. 1654

19 June 1992

#### **REGULATIONS RELATING TO COLLEGE COUNCILS AND SENATES**

#### **CORRECTION NOTICE**

Government Notice No. R. 1407 of 29 May 1992, is hereby corrected by the substitution for the word "universiteit" in the Afrikaans text of regulation 6 (1) (g) of the Schedule, of the word "provinsie".

(19 June 1992)

### **DEPARTMENT OF FINANCE**

No. R. 1643

19 June 1992

#### **CUSTOMS AND EXCISE ACT, 1964**

#### **AMENDMENT OF SCHEDULE No.1 (No. 1/1/482)**

Under section 48 of the Customs and Excise Act, 1964, Part 1 of Schedule No. 1 to the said Act is hereby amended to the extent set out in the Schedule hereto.

**J. A. VAN WYK,**

Deputy Minister of Finance.

## R56m damage to schools (50)

Political Staff (10)

CT 25/6/92  
DAMAGE of more than R56 million had been caused to black schools outside the homelands over the past five years, the Minister of Education and Training, Mr Sam de Beer, revealed yesterday.

Replying in Parliament to Dr Francois Pauw (CP indirectly elected), he said that R9 649 588 of this damage was caused last year.

Mr De Beer said that in 1987 damage amounting to R11m was caused to school buildings and equipment at schools under the control of his department.

In 1988, R20,1m damage was caused, R3,5m in 1989 and R12,2m in 1990.

# Positive signs in education - Anglo boss

SO

Sobietan 25/6/92

THERE were some positive developments taking place in education which represent a significant redistribution of resources and opportunities for the underprivileged, says Anglo American chairman Mr Julian Ogilvie-Thompson.

Ogilvie-Thompson was speaking at the opening of the media centre at Promat College, east of Pretoria, yesterday.

"The era of racially-based schooling is now behind us as a result of a free and conscious decision by black and white parents," he said.

Ogilvie-Thompson added this had been accompanied by a willingness by parents to assume a greater financial responsibility

for their children's schooling.

He warned there would be increasing demand on already over strained resources and cited Promat as an important success story in education.

Promat, he said, had shown a commitment to high education standards, underpinned by values such as individual initiative, self-discipline and professionalism. This had been done without a lavish budget.

The Promat project near Pretoria includes a matric college, a teacher training facility, a correspondence college for distance education, and a science project to stimulate mathematical and scientific skills. - Sapa.

The better part of the implications of the Aids epidemic

# These aren't all the alternatives

W/MCAG (Supp) 6-21-92  
MCGREGOR'S EDUCATION  
ALTERNATIVES edited by Robin and Anne  
McGregor (Juta, R49,95) (SO)

THIS book attempts to provide an overview of the various aspects of South Africa's education system and how they have to be transformed. Each of its 20 essays highlights the failings of the present education system and goes on to say why its particular field or aspect of education should receive priority in the "new" South Africa.

One of the continuous themes through each of the diverse chapters is devolution of power to the schools, democratisation and reducing the power of bureaucrats.

Each of the contributors has a different ideological agenda, as can be imagined from contributors as varying as the Congress of South African Trade Unions and Bobby Godsell, the African National Congress and free-marketeer Frank Vorhies.

While this book provides a much needed overview of the prospects facing South African education, it also has a number of

limitations.

A major one is the almost religious fervour with which free market principles are advocated to the disadvantage of other options. While this is not totally unexpected in a book coming from the McGregor who publishes *Who Owns Whom?*, it is disappointing in a work that goes to the trouble of including contributions by the ANC and Cosatu.

There are also many alternatives that are not even mentioned in this work. For instance, how can syllabi be changed to be made more acceptable? And how can students participate more actively in their own education?

Richard Bartlett

can be obtained



## EDUCATION

# 'W(h)ither the Curriculum' focus

w/mail 26/6-27/92

By ERIC NAKI: East London

THE undemocratic manner in which the government introduced Model C status to white schools will feature prominently at the 104th conference of the white South African Teachers' Association (Sata), starting in East London today. w/mail 26/6-27/92

The estimated 250 delegates are also expected to focus on retrenchments resulting from the closure of a number of schools under the Department of National Education, a Sata statement said.

Some branches have indicated that a strong resolution may be taken on the matter. For instance, Sata's Cape Town branch has condemned retrenchments while the country is short of qualified teachers.

The issue of retrenchments will also feature prominently in panel discussions on Sata's relationships with the Teachers' Federal Council, the National Professional Teachers' Union and the predominantly black South African Democratic Teachers' Union.

The conference, entitled "W(h)ither the Curriculum", will also examine Aids education, working conditions for teachers, a language medium, outdoor education and strategies to cope with pupil-teacher ratios.

The conference is to be addressed by Professor David Freer, dean of education at the University of the Witwatersrand, who intends discussing various curriculum models that have been proposed for South Africa. — elnews

# Updated list of those available to SA students

SO  
5 APR 26 1992

26/6/92

**African Bursary Fund**  
SACC, Box 4921, Johannesburg, 2000.

*Who can apply:* All students mainly from rural areas

*Closing date:* August 31

**Aggrey Bursary Fund**  
Hon Secretary Bursaries Fund, Box 1032, Pretoria, 0001.

*Who can apply:* All communicant members of the Anglican Diocese of Pretoria

*Closing date:* Jan - April 1, 1992

Bursaries offered 2nd semester of current year June/Dec 92.

For 1993

Jan - April 1 Bursaries offered 2nd semester of current year June/Dec 93.

**Atteridgeville City Council Bursary Fund**  
PO Box 90, Atteridgeville, 0008

*Who can apply:* Only residents of Atteridgeville based on financial need and merit. Pupils to direct bursary applications to their schools through their principal.

Only tenable in Atteridgeville/Saulsville  
*Closing date:* October 31, 1992

**Cape Teacher's Professional Association Education Trust Fund**  
Private Bag X12, Kasselvlei, 7533

*Who can apply:* All students. Only applicants without State Bursaries. Criteria are need and merit.

*Closing date:* February 15, 1993

**Catholic Education Aid Programme (CEAP)**  
37a Somerset Road, Cape Town, 8001

*Who can apply:* Only for students whose permanent home is in the Western Cape, or who enrol at an educational institution in the Western Cape. Open to students of all religions. Criteria are need, academic promise and involvement in community life.

*Closing date:* October 31, 1992

**Ecumenical Bursary Fund**

Ecumenical Centre, 20

The latest, updated edition of the **EIC Bursary Register** of the Education Information Centre has just been published by Don Nelson. Here are some of the bursaries for Standards Nine and Ten pupils.

**St Andrew St, Durban**

*Who can apply:* All residents of Natal from disadvantaged backgrounds

*Closing date:* 31 October

**Evangelical Lutheran Church**

Loans and Scholarship committee, Private Bag X9204, Mapumulo 4470

*Who can apply:* Lutheran students belonging to the ELCSA-SED. Bursars to refund 1/3 of total amount used upon completion of study

*Closing date:* 30 September

**Harry Adams Bursary Fund**

PO Box 1287, Pretoria 0001

Applications obtainable from high school principals who in turn will submit to Rotary Club of Pretoria

*Who can apply:* All promising scholars who are needy, attending schools in the Pretoria district only. Must attain above average marks

*Closing date:* 31 January 1993

**Homeland Bursaries**

Department of Education, Secretary, P/Bag X817, Witsieshoek 9870

*Who can apply:* blacks coming from urban areas, but at school in homelands

*Closing date:* 30 November 1992

**LEAF Senior Colleges**  
The Registrar, PO Box 32629, Braamfontein 2017

*Who can apply:* All students. For Std 9 only. JMB matriculation certificate. Admission of LEAF colleges is by entrance exami-

nation. Details of dates and venues from registrar. Student must attend a LEAF college. Bursary based on merit only

*Closing date:* 30 September

**National Catholic Bursary and Scholarship Fund**

PO Box 47489, Greyville 4023

*Who can apply:* All students who belong to the Catholic Church and live in the Durban Archdiocese

*Closing date:* 31 January 1993

**SA Institute of Race Relations (SAIRR)**

Bursary Dept, Box 32597, 2017 Braamfontein

*Who can apply:* black, coloured and Indian residents of SA and independent black states, formerly part of the Republic. Applicant must satisfy company's criteria viz financial need and academic merit

*Closing date:* 31 October

**Studietrust**

PO Box 29192 • 2109 Melville

*Who can apply:* Students from anywhere in SA. Awarded for achievement and need

*Closing date:* 15 September

**Transkei Education Department Merit Bursaries**

Department of Education, Private Bag X5033 • Umtata, Transkei

*Who can apply:* Transkei citizens doing matric at St John's College, Umtata, with Maths and Physical Science for Matric.

**Trust for Christian Education Outreach and Education (TCOE)**

*Who can apply:* All students. Criteria are need and involvement in community life.

Apply to regional office:

Regional Co-ordinator, Community Care Centre, Box 497.

*Closing date:* 30 October

# Boys will be boys, but girls need much more

By PORTIA MAURICE

GENDER inequality in South African classrooms needs to be challenged by more extensive research, says senior University of South Africa (Unisa) education lecturer Dr Eleanor Lemmer.

Postgraduate research would hopefully be stimulated by the introduction this year by Unisa's Department of Comparative Education and Educational Management of a compulsory theme on gender issues in international perspective as part of its BEd (Honours) course.

Delivering yesterday's high noon lecture at the campus' Centre for Women's Studies, Lemmer said the schooling of South African women reflected the worldwide trends of discrimination and neglect — with the added constraints of racial inequality.

Although the number of girls attending school had increased dramatically in the 1970s and 1980s, their dropout rate remained higher than among boys.

Increased access to education had put more women in the workplace, albeit often in traditionally feminine jobs, but it had not provided income equality.

Among the issues which Lemmer said needed urgent attention were the attitudes and modes of behaviour in the classroom, which could either lull scholars into submission or nurture their natural tal-

ents.

The "hidden curriculum" — those things other than academic skills which scholars learn — remained gender differentiated, she said. "Masculine toys are varied, complex, active and social. They encourage spatial, mathematical and scientific skills. Feminine toys are more passive and solitary."

Power relations within schools strengthen perceptions that women teach and men control, she added.

In virtually all Western countries, the majority of teachers are female, whereas most school managers, who control the policy and decision-making apparatus, are male.

Lemmer also blamed teachers for cultivating different self-images for boys and girls: "Teachers generally consider girls to be appreciative, calm, co-operative and sensitive, but less independent, creative and autonomous than boys."

"Their expectations of boys are more varied and challenging. They believe them to be more logical and quicker to grasp concepts. Girls, on the other hand, are encouraged to be more precise and neat."

"Boys are regarded as naughty but essentially intelligent, and are given more attention in the form of rewards or punishment. Their failures are seen as the result of a lack of effort, rather than a lack of skill."

"Girls, on the other hand, are more often rewarded for conforming behaviour than for ability."

# Library muddle

**JEAN LE MAY,**

Weekend Argus Reporter

THE reading public had a nasty shock when news leaked that the City Council was considering closing six of its 32 libraries.

Then the decision was reversed — no libraries would close.

Now the council is considering making borrowers pay.

And worse — there is talk of moving the central library, in the City Hall, to the concrete boomdocks of the Civic Centre.

It can only be assumed that the council is trying to discourage people from reading. There are suggestion boxes in the central library asking for comments on the move.

"We're supposed to be impartial," said a librarian. "But, please, if you have anything to say, now is the time."

Reasons given for the mooted closures was that the libraries did not pay and were "under-used". In fact, library usage has increased substantially: half-a-million more books were issued last year than in 1990.

As for libraries not paying, council spokesman Mr Ted Doman ex-

plained that what the council really meant was that "a library can never be a self-supporting, income-generating service".

But in November 1981 the council adopted the Unesco public library manifesto. This says a public library "should be maintained wholly by public funds and no direct charge should be levied on anyone for its service".

The council is on pretty thin ice here anyway: people who live outside the municipal area have to pay R8,72 for each library card and there is a substantially higher fee for sound recordings and video cassettes.

The men and women in the Cape Town libraries are invariably knowledgeable and helpful. It is distressing to read in the city library services' latest annual report that "the freezing of posts and the carrying of vacancies has created a feel-

ing of anxiety and general fatigue among branch staff".

It's no good trying to talk to any of them about their working conditions, however, because they shut up like clams: there is a municipal regulation which imposes silence on employees, a form of censorship which no book-loving person should have to tolerate.

But it is common knowledge that library hours have been curtailed greatly to save the council having to spend more money on staff.

The new hours are confusing and often inconvenient.

For instance, open hours in the central library differ for adults and children, so family trips to the library are out.

But in the long run shorter library hours are better than no libraries at all.

Another statistic in the report

makes equally depressing reading. The library has 692 886 titles on its shelves and last year it added 6 615 adult and 1 045 juvenile titles in English, Afrikaans and Xhosa. In 1989 more than 54 000 new books were published in Britain alone.

This means that the quality of the city's library services is deteriorating.

The library budget for this year is R25 million, up from R22 million last year.

Calls must be met from it for staff salaries (a huge chunk), maintenance, and so on.

The basic equipment without which there would be no library service, the books themselves, accounted for just over R3 million, according to the latest report.

There is something wrong here, especially when the council subsidises the Cape Town Symphony Orchestra to the tune of R4,1 million a year.

No doubt a city orchestra is a laudable asset, but is it really necessary to starve the citizens of books while spending lavishly on a cultural exercise enjoyed for the most part by people who, in this day and age, have access to the most sophisticated recordings?

# Study in (SO) Egypt or the USA

*Sowetan 30/6/92.*  
THIRTY-FIVE scholarships for study at Harvard University in the United States and at medical schools in Egypt, North Africa, are in the offing.

The Educational Opportunities Council has 25 scholarships for study at medical schools in Egypt.

This is part of an agreement between the Egyptian government and the United Nations Education and Training Programme for South Africa.

To qualify for the scholarships people should have passed matric with good passes in mathematics, biology and chemistry.

They must be prepared to start their studies in September this year. As time is of the essence, those interested should telephone Hosia Mohlabane at (011) 833-1510 today.

The South African Institute of Race Relations has places for eight people for a year's study in business management, public policy and administration, education and labour relations.

The eight will study at Harvard University for a year. The institute will pay all costs for the applicant, but does not have funds for family support.

Those interested should be aged between 30 and 40. People who have just completed junior degrees or are completing their degrees are not necessarily selected. However, this does not apply if applicants did these degrees, or are doing them to improve their skills in the jobs they hold.

Those interested should write to the Harvard/South Africa Fellowship Programme, South African Institute of Race Relations, PO Box 32597, Braamfontein 2017 or phone (011) 403-3600.

# Visiting experts to help improve literacy

By TSHIDI THINANE

RENOWNED international educationists Marion Welchman and Roger Saunders are to launch a literacy trust in South Africa this month.

The Marion Welchman Dylexia, Literacy and Education Upliftment Trust has been registered by reading expert and principal of the Rebecca Ostrowiak School of Reading in Germiston, Edna Freinkel.

She said figures showed that in any country with over 40 percent illiteracy, little growth can be expected.

"We are fast approaching this desperate situation in South Africa with half the adult black population and another nine million fractionally illiterate. The trust is an attempt to reverse this trend," said Freinkel.

Welchman and Saunders will be touring SA and addressing education professionals and members of the public.

"The formation of the trust - whereby those in need can improve their education status in spite of financial stringencies is vital for all in the new SA," Freinkel said.

## EDUCATION AND BURSARIES

# How to finance

# Your studies

**A** **LT**HOUGH there are a number of organisations and companies offering bursaries, it is not easy for every needy and promising child to get one.

Financial institutions and private organisations offer study loans, which have to be repaid after graduation, at a reasonable interest. A study loan is different from a bursary because:

It has to be repaid, usually over the same length of time as the loan was taken for;

Usually you have to pay interest on your loan each year; and

You will have to ask someone who is working to stand security for your loan. That person, who is known as surety or guarantor, will have to pay the money back if you fail to do so.

Where to go for a study loan: Banks, training institutions such as universities and private organisations give

Some loans are not given for all fields of study, for example, some banks do not grant loans for BA.

When you apply you will need to sign a contract, promising to pay back the loan within a certain time. The surety or guarantor must be older than 21 and be working and earning enough money, or own enough property to be able to pay back the loan within the time stated by contract. This person must be prepared to pay back the loan if you are unable to.

Hot hints:

It is best to go to the bank where you already have an account.

Some organisations offer loans at very low interest rates, sometimes interest free.

Check the conditions of the loan carefully - some loans state that if the student fails at any point, the money must be paid back immediately and the loan would be cancelled.

Be careful of fly-by-night loan sharks. Check out the individual's or private organisation's background before attaching your signature.

Once they ask for an exorbitant non-refundable fee, back off and try somewhere else.



Last minute biod to study. But what will happen after you matriculate though?

# Tips for bursaries

IT costs nothing less than R10 000 a year at university and the present economic state means few parents can afford it. But generous wealthy individuals, well-meaning foreign governments and companies who put their money where their mouths are have come in handy.

Through their bursaries and study loans, the country yearly manages to produce talented and dedicated doctors, scientists, teachers, accountants and technicians who may not have had a chance to pursue their chosen careers.

A bursary is a grant to study. It may be repayable either through services or cash.

It is usually awarded because of academic excellence or financial need.

For a year and can be renewed because of good performance;

There are more bursaries for science, engineering, business and teaching faculties; and

The amount depends the faculty;

Where to find bursaries? Training institutions usually have information about where to get them; Your parents employers may have a bursary scheme find out;

\* Religious bodies, like the South African Council of Churches;

Your municipality, contact the town clerk for details;

The council of a career field you wish to follow; and

Your library, careers centre, school may have a list of people offering bursaries.

Hot tips:

Apply only for bursaries for which you are eligible;

Apply to several bursars;

Apply early - a year before you will need the bursary; and;

Fill you application form properly and observe the closing dates.

Handwritten notes: *Sowetan 30/6/92* and circled numbers *50* and *50*.

(50) ARG 1/7/92

# User-charges among changes for libraries

## Municipal Reporter

CHANGES in the pipeline for libraries include opening smaller branches on alternate days, using volunteers and user-charges.

Meanwhile, a recommendation that the loan period for books, magazines and records be extended to three weeks has been sent back to the city council amenities and health committee.

Mrs Ruth Ortlepp said the extended period — at present books can be borrowed for two weeks and renewed — should be introduced as a five-month experiment at the Claremont branch once it was computerised.

Mr John Muir said too many tickets were issued and borrowers took out more material than they used. A user-charge would make people more selective about what they borrowed.

Mrs Eulalie Stott said many books borrowed were not read.

Mr Peter Muller urged the speeding up of computerisation of libraries. He had visited libraries at the universities of Cape Town and Stellenbosch which made the municipal libraries "look like kindergarten".

Acting amenities and health com-

mittee chairman Dr John Sonnenberg said it would be no undue hardship for a borrower to wait for a reserved book if the loan period was extended.

Extending the loan period would reduce the length of queues of people waiting to renew books.

It was invalid to compare academic libraries to municipal libraries — "like comparing a racehorse to a carthorse", Dr Sonnenberg said.

In a separate item, councillors voted to let Maitland and Brooklyn libraries open on alternate days only.

A city administrator's report said that apart from a recent vote of R165 000 to unfreeze posts, other measures were in the pipeline for libraries. These included smaller libraries opening on certain days only, using volunteers and user-charges.

● The Library and Information Workers' Organisation has come out strongly against the proposed introduction of user fees for libraries.

It said it opposed treating the information given by libraries as a commodity. Public libraries were a community resource and access should not be restricted by charging user fees.



**EDUCATION**

# SADF to occupy empty white school

Wimail 3/7-9/17/92

**T**HE municipality of a western Transvaal town has given its go-ahead to the handing over of a defunct school for white children to the South African Defence Force, despite pleas from a community-based organisation that it be maintained for education purposes. In a recent issue of the *Rustenberg Herald*, the local city council recommends that Werda School — a "special school" for court-committed pupils, which closed at the end of last year — be made available as a base to the army's Group 19 headquarters.

Yet there are no schools at Boitekong, a new site-and-service housing development at Paardekraal, about 10km from the Werda facility.

Talent, a community-based grouping, has

*Despite pleas from a black community for an empty white school to be retained for educational purposes, the army will take over the premises, reports PORTIA MAURICE*

because of dwindling enrolments) should first be offered to other ethnically based education departments. The Department of Local Government, Housing and Works handles the transaction.

Rustenberg municipality official Willie van Zyl said the SADF had "asked us to support them", and that he was aware neither of any other tenders nor that the school should be maintained for schooling as a first option. He said plans for the new housing settlement — "which could take up to 200.000 people" — included a school, but could not say who would be responsible for erecting the building. Residents are expected to move to Boitekong in the next month or two.

Talent spokesman Brother Finbar Murphy

pointed out that constructing a new building could take at least a year, while existing resources were being wasted. His organisation wanted the school to be used as a training centre, comprehensive school, clinic and creche.

Local Government, Housing and Works spokesman Gordon Versier said Werda School had not yet been "formally offered" to anyone, but confirmed that the SADF had applied for its use.

He said his department was waiting for the white education department to remove its equipment, and could not say when the school would be allocated.

The South African Police is also said to have applied to use the school, but this could not be confirmed at the time of going to press.

## Painful truths from

## Now Billie



■THERE was going to be less state involvement in education and increased responsibilities for parents, pupils and the community, National Education Minister Piet Marais said in Pretoria on Tuesday.

3/1 mail 317-917192

Addressing a seminar of the Suid-Afrikaanse Vrouefederasie, Marais said government was spending a high percentage of the country's total budget on education — R1 out of R5 — and it would be difficult to increase this.

He said: "Within the current economic parameters the state could not afford to extend the policy (currently applicable to white pupils) to all pupils".

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■SASCO will hold an



# Focus on achieving a unitary education system - Sonat

New Nation (People's Forum)

317-917192

SO

**T**HE Society of Natal Teachers (Sonat) has challenged the community to focus on how to achieve a unitary and democratic future education system.

The challenge was made by Sonat president Green Thompson during the 60th annual conference under the theme "Freedom and Responsibility", held in Durban at the weekend.

He said teachers, parents, students and organised communities have to decide if they are pro-active and participative in the struggle against forces which enforce class, race and gender inequalities in schooling.

Parents, he said, should be committed to the development of an education culture which needed him/her to strive for the best - to unlock the full potential of the child.

He urged parents to participate in fund raising, sporting and extra curricular programmes for school improvement and for the development of human and material resources - the responsibility and housekeeping of ground, equipment and buildings. Turning to students, he said they

should take part in school improvement projects like literacy, art and cultural workshops and leadership dynamics. He also urged them to encourage the development of independent thinking, discussion and reading.

Suggesting that parents visit schools, he said: "Such visits make possible the meeting and the sharing of ideas and give dimension to open days and evenings and afford meaningful scope to Parents Teachers Students Associations (PTSA).

### Successes

"Parents and teachers get to know the problems, the frowns, the successes and the smiles which are pertinent in educating", he said. He also urged parents to volunteer for school work.

Thompson also appealed to teachers to improve their skills and their calibre by making full use of teaching programmes, seminars and workshops offered by different organisations to broaden their science of teaching.

"Keep up the teaching spirit. Fight against giving in under the weight of the overload and insufficient time off for study improvement. Do not let the

tyrannical syllabus and curriculum content wear you down," he said.

He blamed the continuing education crisis and violence in the township schools on the government.

"This is a legacy of apartheid. The poor authority response in solving the education crisis does not weaken the position taken by the black majority. Racist discrimination and insensitivity brought bitter dissatisfaction and painful disruptions to education and to life," Thompson explained.

He said there was a massive and expensive bureaucracy running education and the country which included 14 education departments, 11 presidents, prime ministers and chief ministers, who in the end, are costly to maintain.

"We are told the 'no money story'. "The consequences are well known, that there is, teacher retrenchment, inadequate monetary allocation to buy school books and equipment, poor libraries and insufficient attention to school repairs, renovation and painting," Thompson added.

# 'SA English' is proposed as official language

SITimes 5/7/92 SO

ENGLISH is alive in South Africa, but it is not well. To thrive it will have to divorce itself from "standard British English" and accept an injection of local culture.

While there is no risk of a pidgin English gaining ground in South Africa, teachers of English will have to learn to accept that an ability to communicate well in "South African English" is as important as the need for strictly correct grammar.

These are among the conclusions drawn this week at a conference — "How do we ensure access to English in a post-apartheid South Africa" — hosted by the English Academy of Southern Africa and organised by the education department of the University of Cape Town.

The three-day conference was attended by many of South Africa's top educationists, language academics, poets and writers, as well as by delegates from the US, Britain and Canada.

Speakers criticised the academy for its submission to Codesa that English should be the main official language of South Africa and that the official standard of English be standard British English.

They argued that English should be promoted as a "bridging" language to "link" people who spoke other mother-tongue languages.

Professor Peter Titlestad of the University of Pretoria, a member of the academy executive, said the proposal would be "reworded".

## Nurture

In his address, Dr Neville Alexander, director of the National Language Project and chairman of the Workers' Organisation for Socialist Action, called for the disbandment of the English Academy, with its "colonial" heritage, the recently founded Stigting vir Afrikaans (Foundation for Afrikaans) and other "language boards".

He said that a new national institute of South African languages should be set up in their place to

By EVELYN  
HOLTZHAUSEN

nurture the use of all the languages spoken in South Africa.

Dr Alexander argued that English should be adopted as South Africa's *lingua franca*. The language's international significance made it a "key to power", he said.

## Developed

The use of all other languages spoken in South Africa, however, should be encouraged and developed.

He warned that all South Africans would have to learn to speak at least one regional African language to be able to communicate with civil servants who, in a future South Africa, might not be fluent in English.

In an interview after the conference, Professor Elwyn Jenkins, president of the 8 000-member academy, founded in 1961, said the academy would "consider" the proposal to disband at its annual meeting in Johannesburg in September.

In his opening address Professor Manganyi, vice-chancellor of the University of the North, questioned the value of teaching standard British English and why black students should be forced to study poems such as *Daffodils* by William Wordsworth when there was a rich tradition of local writing, particularly by black authors, which had more local relevance.

## Leave education alone - Ndebele 50

SOUTH Africans have learnt the hard way that no political struggle, no matter how important, should be waged at the expense of the education of the children. CP/MS 5/7/92

Whatever mass actions are being planned, the education of our children should continue. This was the message delivered by Professor Njabulu Ndebele during the official opening and unveiling of a plaque at the newly built Duduza Resource Centre.

The centre, built at a cost of R3-million is the brainchild of Kennedy Skosana and a milestone in the history of the township.

The centre will focus on teacher development; activities complementary to pre-school, secondary and post-school education; job creation and literacy development.

■ Reports by CP Reporters, Sapa

## Book loans extended

Municipal Reporter

PRG 7/7/92 (S)  
THE loan period for library books and records has been extended to three weeks for a trial period of five months.

The city council amenities and health committee yesterday asked the city librarian to report back at the end of the experiment.

A report said that extending the loan period would cut requests for renewals, shorten queues and cut down the number of people who had to pay fines.

# TV shot in arm for education

50  
STAR 21/1/72

Television could solve the problems of student overcrowding and the need for students to travel vast distances, reports HELEN GRANGE.

TELEVISION may be the key to solving one of the largest problems in South African education: too many pupils and too few teachers.

The University of Pretoria (UP), a pioneer of the television approach, is researching what is known as "electronic distance education", involving live transmission of lectures or educational material to students outside the lecture theatre.

The UP has launched several test projects involving various lecturers and students to test the new teaching method.

A number of lectures have been transmitted from the main campus to postgraduate students in a locale at their place of employment.

Later this year, lectures will be transmitted from the main campus to the Witbank campus (a distance of 100 km) — and a test project will be conducted in the Eerstes area, where the technology may be used for further training of teachers.

Satellite communication systems which may provide national and international coverage are also being investigated.

The system works by means of video cameras, audio equipment, video mixing and processing equipment, set up in an existing lecture hall.

The video image is transmitted by microwave dish, optical fibres or by landing from one lecture hall to the locale, where it may be viewed on a large video screen or monitor.

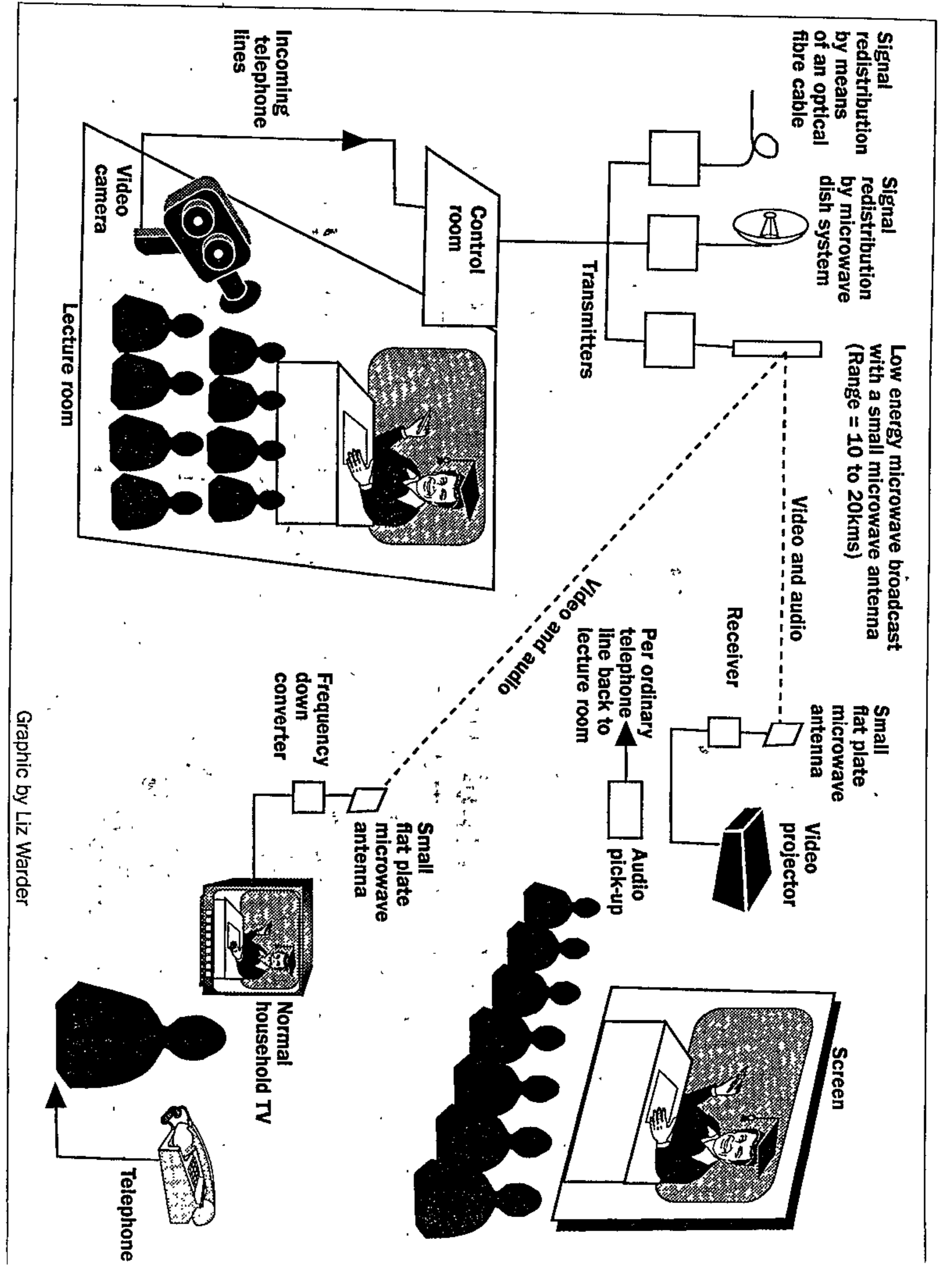
One lecturer will therefore be able to teach a large number of students in various locales without disrupting the normal teaching process.

The UP facility makes feedback from locales to the lecturer possible with the aid of an ordinary telephone and an audio system attached to it.

Students can therefore not only see and hear what the lecturer and students in the actual lecture hall are doing and saying, but may also speak to the lecturer directly.

This teaching method, if economically feasible, could open many doors for those disadvantaged by distance.

Bridging programmes which develop academic expertise and skills of pupils so that they can gain entrance to a tertiary institution may also be presented. Even domestic television sets can receive the lectures if a small electronic addition is made to TV sets. □



Graphic by Liz Warder

# TV could be answer to schools problem

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■ Education problem: Television could eliminate student overcrowding and cancel exhausting travelling distances for rural students.  
**HELEN GRANGE reports:** 50

*Sowetan* 8/11/92

The system works by means of video cameras, audio equipment, video mixing and processing equipment, which are set up in an existing lecture hall.

Video and audio signals are mixed in a small control room where the operator decides which information is to be transmitted at a particular moment.

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This teaching method, if proved economically feasible, could open many doors for those disadvantaged by distance, a factor well known in South Africa where pupils and students travel several hours every day to attend school or university.

Various distance locales such as community centres and schools in densely populated areas could "tune in" to a specific lecture.

Bridging programmes which develop the academic expertise and skills of pupils for the purpose of gaining entrance to a tertiary institution may also be presented in this way.

Even ordinary domestic television sets can receive the lectures if a small electronic addition is made to television sets.

Students wishing to follow the lectures at



# TV shot in arm for education

STAR 8/17/72

50

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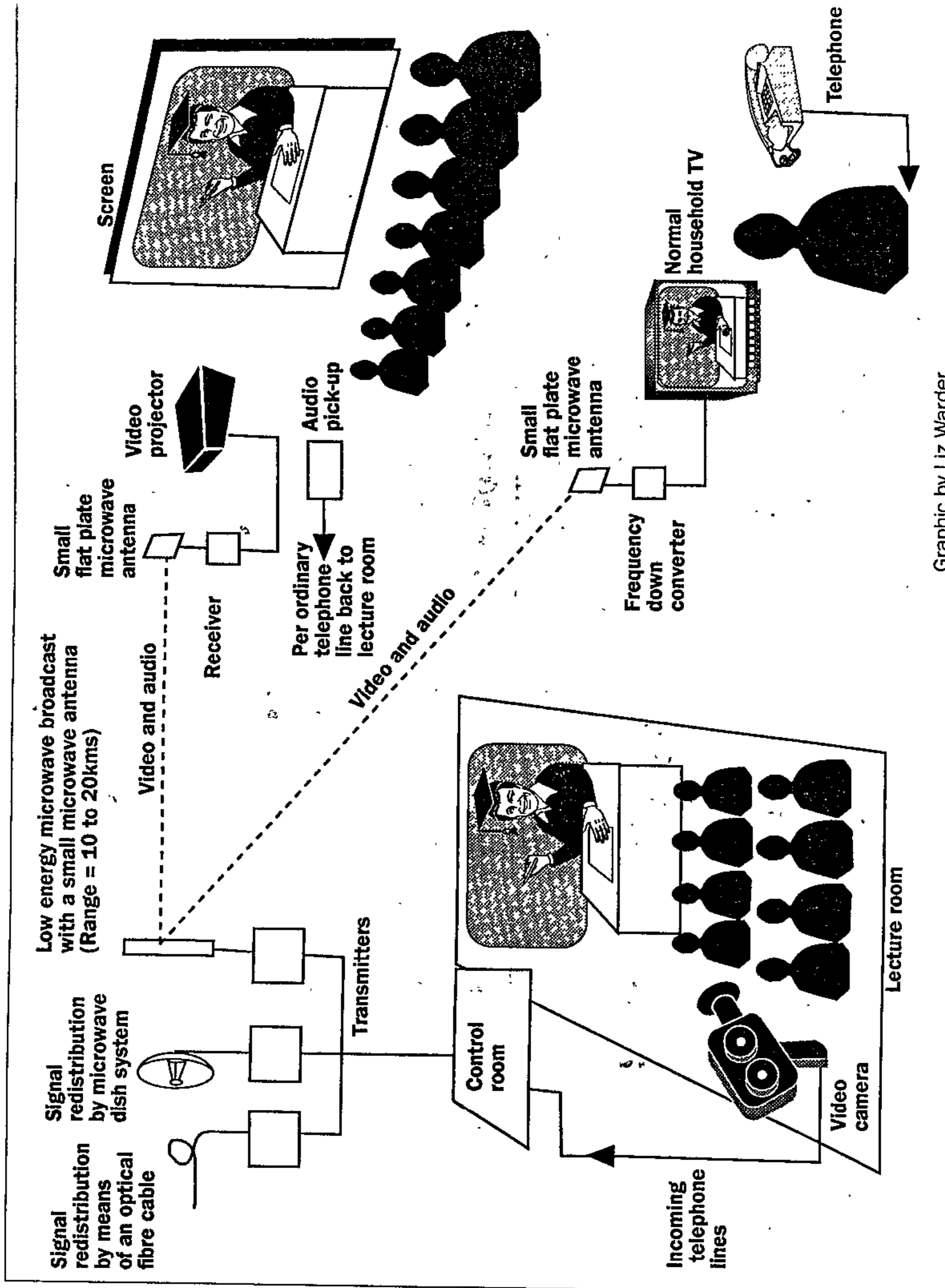
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Satellite communication sys-

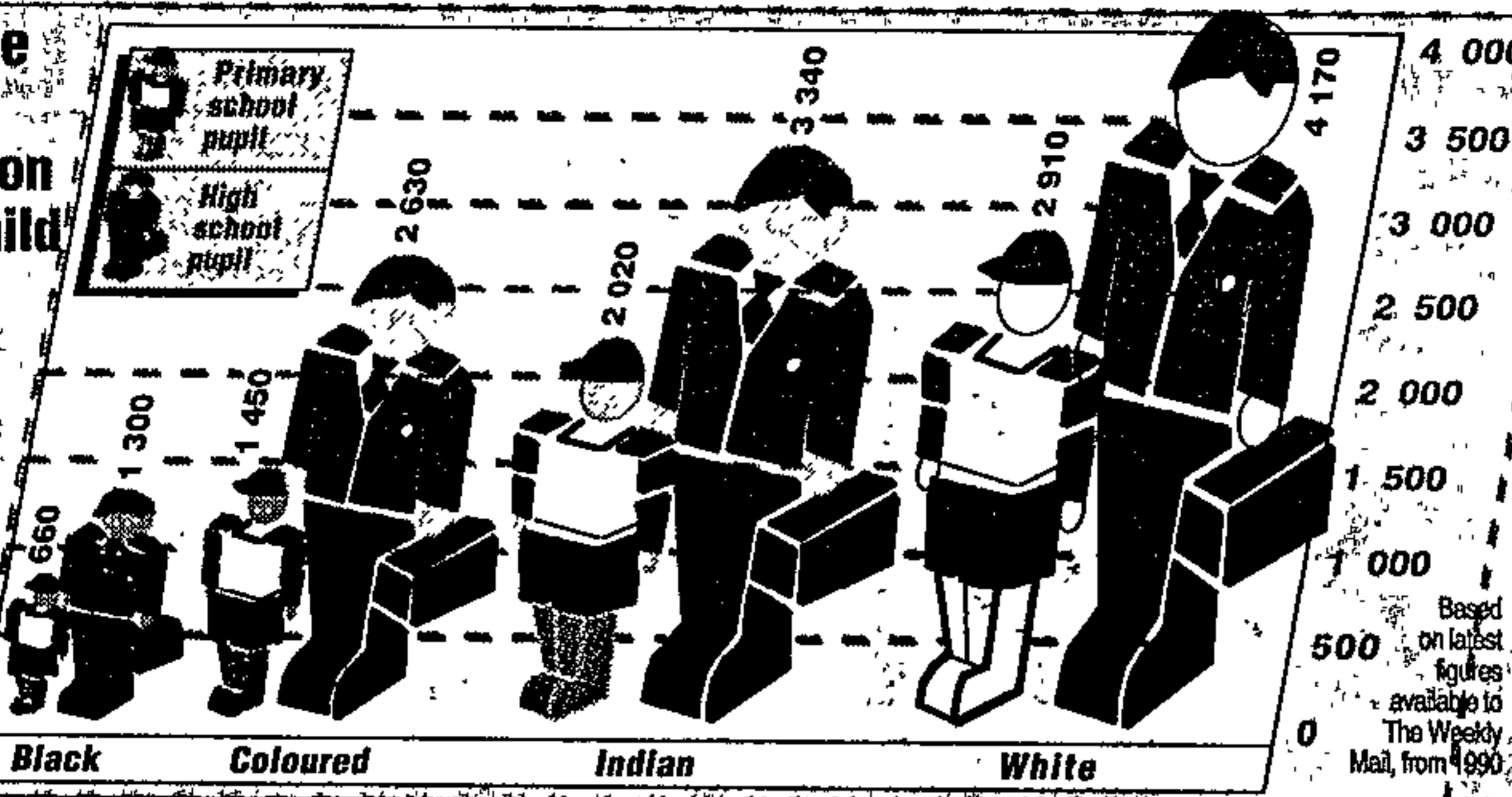


Graphic by Liz Warder

Review/The rands and cents of schooling

What the state spends on each child

Despite increases in spending on black education, vast disparities remain as this graph, based on spending per child, reveals



Model C (50) a delicate way to say 'no blacks'?

W/Mail 10/7-16/7/92  
**A** NATIONAL admissions framework is needed if the government's new Model C system for white schooling is not to be yet another recipe for racial exclusivity.

So says Urban Foundation researcher Anne McLennan, who believes the change allows for greater parental involvement and moves towards redistributing resources. But, she says, "if you really want to equalise, admissions cannot be left to parents".

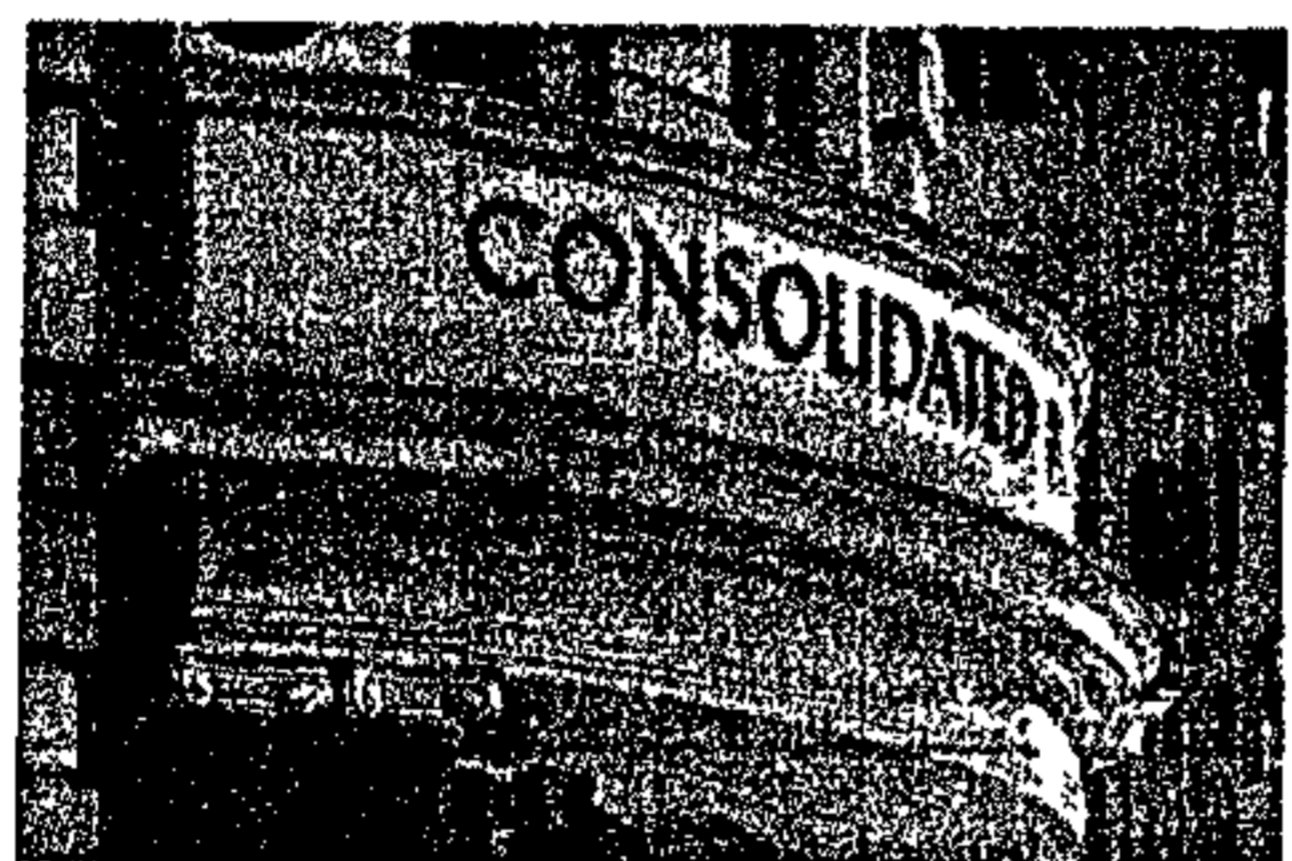
**The integration of white schools does not ease the township schooling crisis.**  
 By PORTIA MAURICE

new governing body, manage and control; the appointment of teachers; admissions policy, additions to the curriculum, the use of buildings and financial policy.  
 ●A certain quota of staff salaries is paid by the state. Any additional staff are paid by the school.  
 ●Day-to-day running costs are paid for by compulsory school fees and other means which involve parents and the wider community.

Conservatism runs deep among racially privileged South Africans. Even with evolving integration of white government schooling — which began with then education minister Piet Clase's 1990 A, B and C models — there have been obstacles towards entry for black pupils. English second language learning puts them at an historical disadvantage; academic standards differ greatly at the schools from which they come; transport from township to suburban school is problematic; and fees are sometimes prohibitive. Currently not much more than 10 per cent of pupils at these "open" schools are black.

Even under Model C, schools must remain 51 percent white and black pupils are culturally assimilated into a white world. "Any pupil enrolling him/herself at a school under the control of the Administration: House of Assembly, is taught according to the approved curriculum which has as its point of departure the culture of the target group," says the government manual on Model C schools. Education, it says, must remain Christian and national.

Quality schooling may further elude black pupils with Model C Governing bodies can decide to exclude pupils without controls to ban racism, as McLennan suggests. For those who are still baffled, a Model C school is one in which:  
 ●Parents, through a



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Johannesburg Consolidated Investment Company, Limited

Next week's focus in The Weekly Mail: SAVING THE SEAS

# Financing Education

Special focus on the rands and cents of schooling

Twelve-page section

July 10 to 16 1992

## Playing the numbers game

Solving the education budget problem seems easy at a quick glance: spend less on the military, cut down the bloated bureaucracy ... Alas, none of these quick-fixes stands up to close scrutiny.

By PORTIA MAURICE

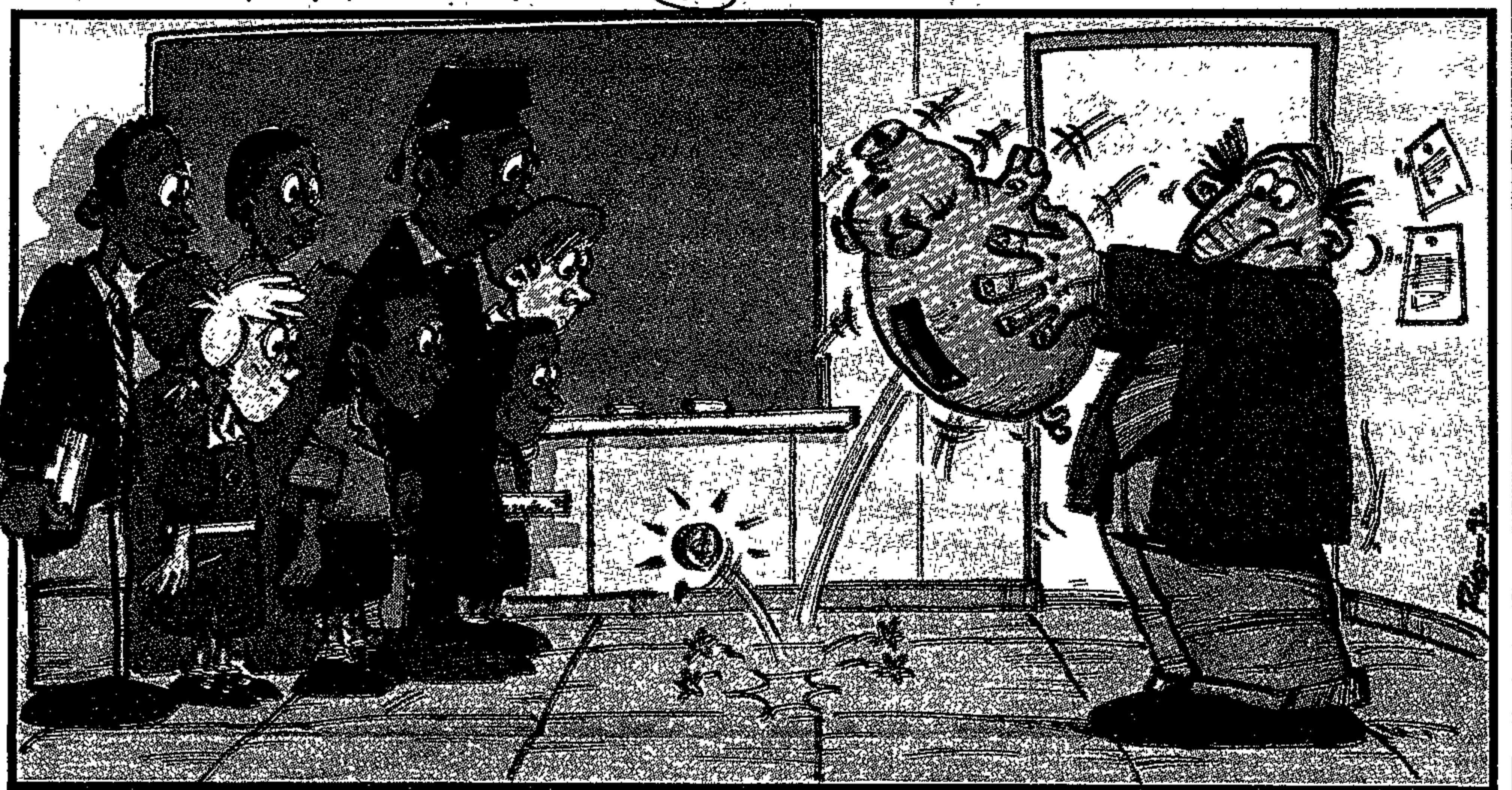
**D**OING the numbers game with schooling can be a disheartening exercise. Juggling figures to equalise huge discrepancies produces no quick-fixes. Warning signals have been sounding for some time that the constraints of limited resources may inhibit fundamental change.

The argument for bringing the goalposts closer goes something like this:

South Africa has an average economy, ranking alongside such countries as Malaysia, Brazil, Portugal and Mexico. A high economic growth rate is unlikely in the short- to medium-term. In fact, it has been less than two percent annually since 1981 and per capita income has declined by up to one percent.

Two major milch cows have been identified: the bloated defence budget and the wasteful bureaucracy required to administer 14 ethnic education departments.

But, say the Urban Foundation's Jane Hofmeyr and Anne McLennan in a paper entitled "How to Equalise", cutting the defence budget will not give much leeway for education. And the amounts saved through dismantling the bureaucracy are unlikely to solve our equalising problems. It has even been argued that more officials will be needed to administer a more democratic, account-



able system.

A new government is unlikely to make more money available for education, as it competes with pressing bread-and-butter demands for improved health, housing and social welfare. As it is, government education spending (including homelands) comprised 23,6 percent of the budget in 1990, or about 7,1 percent of the gross national product (GNP) — high by international standards.

**H**owever, the inequities are vast — by race, region, gender and class. Bleak statistics often appear to paint glibly over the palpable effects of deprivation on children's daily lives. They are only indicators to the extent of the problem.

In 1989 and 1990 respectively, there were 31 white university students compared with only three Africans per thousand head of population; and Africans constituted only 20,1 percent of

the enrolment at technikons.

For every R1 100 the government spent on an African student last year, it gave R4 504 to its white counterpart. And although girls now have more than equal access at schooling level, women are still significantly under-represented in higher education.

Only three percent of our working population have degrees or diplomas, 30 percent have no education, 36 percent have primary schooling only and 31 percent secondary schooling — according to Standard Bank's 1990 Economic Review.

"The striking feature of the pattern of education spending in South Africa is that government outlays serve to reinforce the inequalities of opportunity associated with income and wealth," says Rhodes University economics lecturer Andrew Donaldson in a paper on possible ways of reorganising education for the year 2000 — an input to the National Education

Policy Investigation.

White youngsters continue to gobble most of the education cake. Whereas those aged between five and 19 comprise about 10 percent of the school population and about 2,5 percent of total education enrolment, about one third of all money is spent on their needs.

**S**o, what will it mean to provide good quality basic education for all South Africa's children?

Discarding racial labels, Donaldson estimates that spending per high school student — using a seven years primary and five years secondary model — could amount to R1 410 in a low growth economy, R1 710 if growth is medium strength, and R2 070 if growth rates are high. For white students, this would mean a drop in spending of between 50 and 66 percent.

● Continued on PAGE 26

For every R1 100 the state gave to a black pupil, it gave R4 054 to a white pupil.

“Upon the education of the people of this country, the fate of this country depends.”

Benjamin Disraeli 1804-1881



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BSB/Bates 1830/CT/7E

# A green (well, amber) light for tax breaks

1017-1617  
Tax breaks for bursaries have been broadened and aimed at those who really need it, reports

**REG RUNNEY**

**T**AX breaks for bursaries and scholarships have got the green light again — well almost. It's more like an amber light.

The government has backtracked on the decision it made last year to cancel all tax relief on bursaries and scholarships. The decision to end all such tax relief was made because of "widespread abuse".

The changes are contained in the Income Tax Amendment Bill, tabled last month. The reversal is no big deal, particularly for employees with children.

The new system puts paid to tax avoidance schemes, where employees saved on tax purely by diverting money from their salaries to bursaries for their children.

Before the government clamped down on such schemes all the employer had to do was to set up an approved bursary scheme. The employee would make a "salary sacrifice", that is, give up part of his salary for the perk. That amount would be paid into the bursary scheme, which would then pay his child or children a bursary.

Now tax relief will only be available for employees paid R3 000 a month or less and it will be limited to the first R1 200 of the bursary.

Previously the tax-free amount was only available for secondary and tertiary education, and the tax-free amount available for secondary education was R750. There was no tax



relief for primary education.

The explanatory amendment makes no mention of education levels, and KMPG Aiken & Peat partner Alistair MacKenzie considers that the limit applies to all levels of education.

The tax relief now available will benefit mainly poorer employees and their children.

He notes that the government does seem to have targeted the tax relief to those who need it most and it might induce employers to direct funds to poorer employees for this purpose.

He adds that the previous tax legislation stipulated a "bona fide" bursary scheme. This suggests that salary sacrifices were not allowed. But in practice, few did not involve some sort of salary sacrifice.

Bursaries advanced to employees to further their education will escape tax.

The proviso is that, again, there is no salary sacrifice by the employee. In other words he or she cannot give up part of a salary to have it paid back as a bursary.

Ernst & Young partner Ian MacKenzie reckons that if the Receiver decides that there is a salary sacrifice there is a "double whammy": the employee would be taxed on the bursary received, and the company operating the bursary scheme would

receive no tax deduction for the bursary.

"It can be quite hard to decide whether there is a salary sacrifice," he adds. Say an employee is paid R100 000 a year. His employer gives him a bursary for him to do an MBA.

When, after a year he has completed his MBA, he returns to his job and his employer continues to pay him R100 000 a year. But shouldn't he, in the light of his newly won qualification, be paid more now, say R120 000?

Finally, when the bursary scheme is an open one, and family connection with a company employee is not a condition for getting the bursary, the bursaries will be tax exempt.

And if a bursary or scholarship is granted to someone outside the employ of the company, whether he is contracted to work for the company when he finishes his education or not, the bursary is exempt from tax.

Deputy Finance Minister Theo Alant said in a statement, announcing the change: "The limitation in regard to bursaries awarded to relatives of employees applies only where the bursary is granted in consequence of the employee's services.

"Where, for example, a company operates a bursary scheme which is open to the general public, and a bursary is granted in accordance with all the normal criteria applicable, to a person who happens to be related to an employee of the company, the restrictions will not apply."

The story may not end there. Alant made a not-so-veiled threat that even these exemptions could be withdrawn.

"It is to be hoped," stated Alant, "that employers will in future abide by the spirit of what this exemption is intended to achieve, and not seek to exploit the measure, as happened in the past, to the extent that it is once again necessary to withdraw the concession, to the detriment particularly of the lower-paid employees who sorely need educational assistance."

## Rates could sink the 'Cs'

*W/ma*  
10/7-16/7/92  
FEES at Model C schools may soar from next year if government does not exempt them from paying property rates. **(50)**

These schools, already under immense pressure to cope financially, have been let off the hook for this financial year. But, in tandem with their newly privatised status, Model C schools, like any business, may be liable for municipal rates from next year. For some schools on prime land, such as Pretoria Boys High, payment could amount to as much as R1-million a year.

A decision is awaited from cabinet level on the issue. Education and Culture spokesman Eddie Brown said his department was "negotiating with the relevant parties" to resolve future rates payments.

Independent schools in Natal are also liable to pay rates from this month following an amendment to a provincial ordinance, according to Independent Schools Council spokesman Mark Henning.

# Resources are there - but hard to find

w/maif

10/7-16/7/92

50

By PORTIA MAURICE

THERE are more resources available to restructure schooling than meets the eye, and we should not allow conventional wisdom to restrain the boundaries of possibility.

This idealism was expressed to *The Weekly Mail* this week by African National Congress education head Dr John Samuel, responding to a query about how South Africa could move towards equity.

Samuel says many options are still to be explored for funding education. Among these are local taxation — “not a cent of which goes to schooling at present”; where most fat could be trimmed off the education budget and how much international assistance we can get “without tying ourselves up into huge loans”.

Equity — a fair chance for everyone — can only be achieved through growth, and it is possible that in the first five to six years of a new dispensation certain education sectors may be “shortchanged”.

However, the ANC — should it come to power — has committed itself to 10 years’ free and compulsory schooling for all. The “best resources”, in the form of teachers support, supplementary material and so on, should go to the first three years of early childhood development from age five. Primary school

will ideally be completed at age 11, after which there will be two years of junior secondary and three years of senior secondary.

Equality should be possible within a school cycle of about 10 years, Samuel says.

Flexible, innovative and “quite unique” institutions will need to be designed to meet the special needs of millions of unemployed youth who cannot re-enter formal schooling.

Tertiary education funding is unlikely to be further cut, he says, but the private sector will have to make a greater contribution. “If we cut subsidies further there is a danger of undermining a very important educational sector.”

Semi-privatised schooling — like the current Model C and independent sector — is likely to co-exist with a fully-subsidised state sector to redress imbalances. “It has been a clear indecency that national resources have for so long been handed over to a white minority,” Samuel says angrily of the huge disparities in education spending. The ANC is likely to maintain the principle that those who can afford to pay should do so, but the balancing principle of state responsibility to provide education for all was equally important.

Affirmative action will be needed to improve quality in township schools.

For a full list of bursaries,  
turn to PAGES 32 & 33

## Review/ The rands and cents of schooling

**P**OLITICAL change has made education the main benefactor of foreign funding with overseas agencies now directing their money away from political projects to development orientated projects.

Also, there is a possibility that once a political settlement is reached, political organisations will be prohibited from receiving foreign funding and the money intended for them will then be channeled towards education.

Already there have been moves towards stopping funding of political organisations and tying aid to educational projects undertaken by anti-apartheid bodies. Cases in point are recent monies donated by the Canadian and Swedish government to assist the African National Congress in voter education programmes. But as time goes by this will also end and education and infrastructural development will benefit.

Contrary to the popular belief of a year ago that funding would dry up and head towards eastern Europe, which is a more immediate concern than South Africa, funding has actually increased. The European Community's budget, for instance, has increased in the past two years and South Africa director Tim Sheehy says it

# Foreign funders may be our white knights

W/ Mail 10/7 - 16/7/92

Though economic conditions are tight there is hope that international funding for education will increase, reports **MONDLI MAKHANYA**

will increase this year. USAID, which handles the United States's aid, has also increased its budget as have various other countries including Australia, Canada and the Scandinavian states. The World Bank and International Monetary Fund are also set to make their debut in the country late this year or early next year and education is one of their priorities.

Education Development Trust director Nick Taylor says the country will not experience fundraising problems in the next five years, but after that funders will move off to poorer areas of the globe.

"South Africa has the advantage that there is work already being done and all that is needed is money. With places like eastern Europe, everything is in chaos and the funders just don't know what to do with it," says Taylor.

But the manner in which education will benefit is not very clear. It is likely that once a new order is in place, a lot of funding will be channelled via the existing government, as is the case in most developing countries.

"Once there is an interim government we will

have to consult them and find out what their priorities are," says Sheehy.

There will have to be trade offs within the education sphere. The World Bank prioritises adult and pre-primary education but, Taylor notes, they have realised that in South Africa they will have to put a lot of stress on primary and tertiary education.

A new government may also have its own ideas about the way in which foreign funding should be used.

As Kagiso Trust's Joe Adams points out: "At the moment most funding goes to tertiary education. But when a new government is in place it may decide that pre-primary education is more important and prioritise its expenditure in this way."

Development agencies handling foreign money may also have to be rationalised in the future. Foreign governments — which want a measure of control over how their money is spent — are increasingly putting their cash directly into university coffers rather than bur-sary organisations.

"This makes for very good cost effectiveness and is likely to become the trend," says Taylor.

# Insights into tomorrow

W/M/Wed 16/7 - 16/7/92

SO

**T**HE Apex (Assessing Policies for Educational Excellence) computer system, developed by the Education Foundation and the Research Triangle Institute, allows policy makers to project and simulate the behaviour of a future education system, and to understand the financial consequences of their policy decisions.

Apex is a population/enrolment projection model, based on a fully-costed statistical overview of the 1990 education system, including the TBVC states.

In terms of cost, Apex calculates all projections in "real rands". In other words, rands held constant in terms of their present value, with an assumed average annual gross national product/budget growth of 2,5 percent.

Using this measure, an examination of the equalisation issue rapidly reflects the fact that equalising state expenditure per pupil at present white levels will consume over 50 percent of the entire national budget by the year 2000.

Clearly, given the competing interests of other social sectors and the demands of transition, these levels would be fiscally unrealistic. So where does that leave the future decision-makers?

First, the gross cost of the education system is driven by population pressures reflected by enrolment. For each pupil there are various inputs including, for example, textbooks, classrooms, pedagogical materials and teachers. Decisions about these are prime determinants of the gross cost of the system.

Thus, growth in the system and equalisation of per-pupil expenditure necessitate a wide range of policy decisions regarding both the cost and volume of these inputs, if some acceptable balance is to be found. This may translate into higher pupil/teacher or pupil/classroom ratios, or might mean lowering the unit costs of textbooks through the use of alternative materials.

Options may also be sensitive. For example, teachers account for about 83 percent of the total education budget; thus any decision in regard to salaries or pupil/teacher ratios will have a profound effect. If the pupil/teacher ratio, on an equalised basis, was to average 15:1 as against

35:1, it would account for a 107 percent increase in the cost of education. By contrast, if pupils were to be given not just the eight textbooks a year they need, but an oversupply of 24 each, this would only account for a 5,4 percent increase.

Among the illustrative policy examples thrown up by Apex are the following targets for the year 2000:

● A future system should be unified, non-racial and non-sexist and decentralised at least to some degree.

● A reduction of the present African and coloured rates of repetition in Sub A/Grade One to those of white and Indian pupils, of between two and five percent.

● Some revision of teacher-training to put trainee-teachers into the system as interns, ahead of their final qualification. A system involving two years of pre-service training and two years internship could have a significant cost-reducing effect, as could some other variant.

● Pupil:teacher ratios at primary level equalised from the present range of whites at 22:1 and Africans at 49:1, to an average of 35:1, and at secondary level from the present range of whites at 17:1 and Africans at 31:1 to an average 35:1.

● Pupil:teacher ratios throughout the system equalised at 40:1, against the present primary range of white at 22:1 and Africans at 51:1, and the secondary range of whites at 17:1 and Africans at 41:1.

● An equalisation of per-pupil annual expenditure by the government (excluding private sector/parental contribution) of around R2 250.

● An assumption that parents and the private sector will, on average, contribute 10 percent to the cost of primary education and around 30 percent to secondary education.

If this range of options were exercised, by way of example, they would contribute to an escalation in the gross cost of the school system of over 25 percent by the year 2000. If the education budget were to be held constant at present levels, we could anticipate a deficit of around 15 percent, or about R3-billion in the year 2000.

● Peter Badcock-Walters is development director of the Education Foundation.

A computer model has been designed to assist education planning, reports PETER BADCOCK-WALTERS

Walters is development director of the Education Foundation.



# SACP to revive its night schools

1/1/1972 [Pupils Forum] 10/7-16/1/72

(SO)

**T**HE South African Communist Party (SACP) is geared to revive its night school literacy programmes, which were operating in early fifties, within the next two months.

SACP spokesperson Stanley Khanyile, told PUPILS' FORUM they had already received a remarkable response from hundreds of people from Johannesburg hostels, including Kaserne and Van Beck, who have indicated interest in the classes.

### Awareness

He said his party was initially forced to send scores of people to other education structures, such as the Education Awareness Project and Workers School at the Uni-

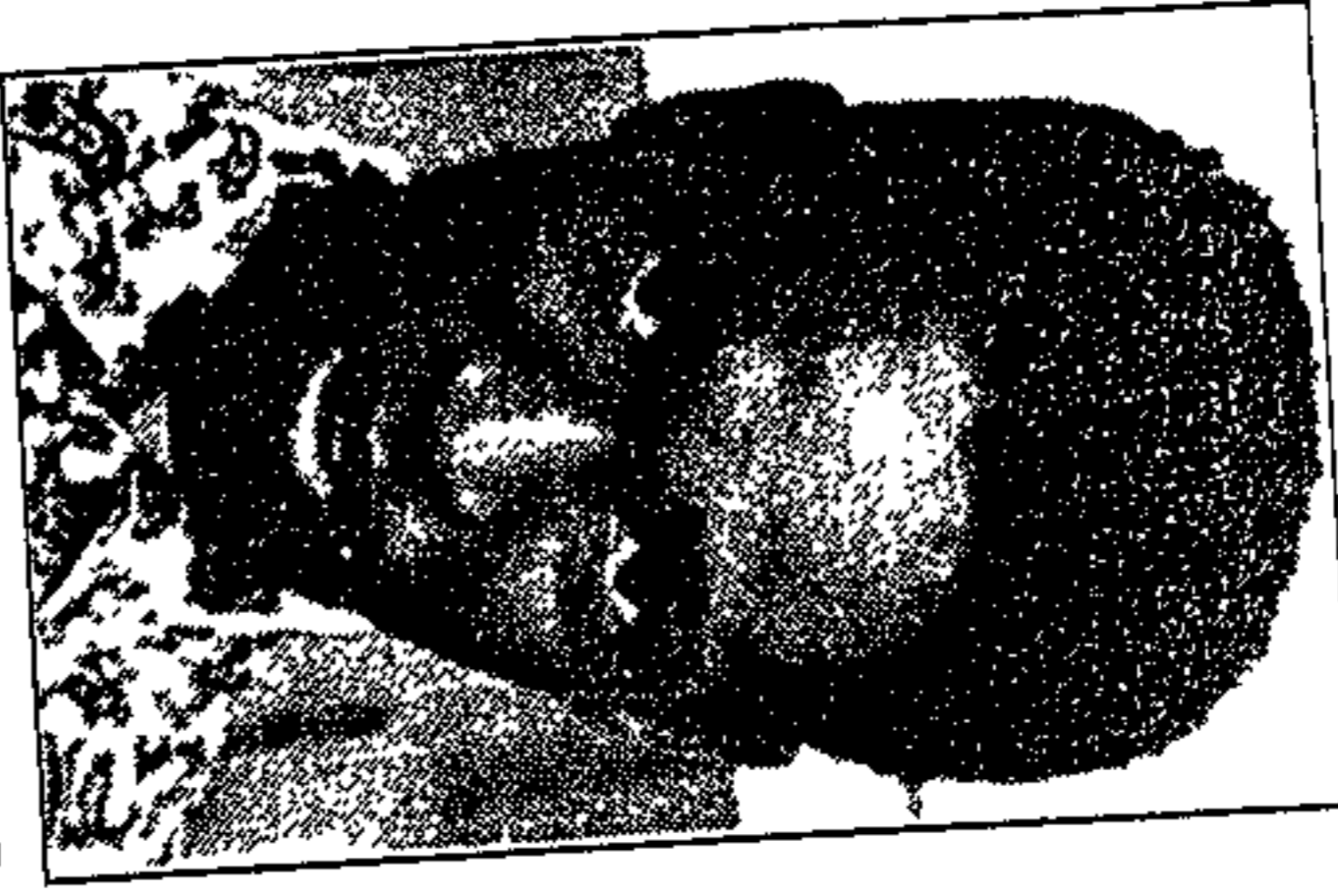
versity of Witwatersrand, as the formal education provided by the state seemed inadequate.

Later, they started issuing forms to hundreds of workers to determine whether they felt the SACP should revive its education project of the early fifties. The response was positive, he said.

### Programme

Khanyile said the SACP night school was supposed to have started on June 17 but due to the current volatile political situation, they postponed the programme to August 5.

"We want to ensure that the workers can read and write so that they can communicate with their employers. Furthermore, we will embark on another project



Stanley Khanyile SACP spokesperson

where workers would be exposed to political discussions with some of the lead-

ing SACP members. We are duty-bound to enrich our people with political understanding," explained Khanyile.

He said although the night-school project was directed by the SACP, classes were not restricted to party supporters only.

### Education

"There is no need for political issues to be involved in literacy education. There is only a common ground for those who will be attending these classes, that is, learning," Khanyile said.

He said they were at the moment working hard to get funds so that the night school system became a successful literacy project in the long term.

that pupils would be exposed to political discussions with some of the leading SACP members.



# Warning not to disrupt schooling

A university educationist warned that whatever mass action was being planned it should not disrupt schooling.

Professor Njabulo Ndebele of Wits University was speaking at the opening of the Duduza Resource Centre (DRC) on the East Rand last week.

"We cannot bring back the culture of learning through disruptive closures of schools. Freedom means learning and growth. This does not mean that schools must close themselves to the realities of life outside," stated Ndebele.

He said at this moment, the community needed two most valuable things which people have: the mind and the spirit.

"They are our greatest possessions. That's why no school should ever be closed, for whatever reason. The doors of learning must be open and be kept open forever," he said.

He suggested that people must formulate an educational policy. According to Ndebele, teachers, parents and students

needed to get involved in decisions regarding the building of schools, determining the general nature of the school curriculum and the financing and general development of educational facilities.

"The burden of bringing up our children should not be left to the teachers only. The teachers need the assistance of the parent more than ever," he said.

## Decisions

He further explained that one of the terrible "pleasures" of being oppressed is that one does not have to make any major decisions or carry too many responsibilities.

"It is a terrible kind of 'freedom' that prevents you from growing. When you are oppressed, you are prevented from thinking, soon you may even begin to experience that lack of responsibility is a kind of freedom. You are told: send your children to school, you sent them. You are told, the bus or train leaves at

there before seven. You'll be there if you do not want to lose your job. There is someone out there who plans everything; your task is simply to do what you are told."

He also dealt with the issue of punctuality, saying there is nothing called "African time". According to Ndebele, people who appreciate the importance of time, are people who make decisions.

"To people who make decisions, life is made up of time in which to carry out decisions. The more decisions you have to make, the more time-conscious you become. Decision-makers have goals. They have to meet those goals at given times. Keeping time then has nothing to do with your race; it has nothing to do with your colour. It has a lot to do with your freedom to plan your life and make decisions that will lead you to your goals," he said.



# Insurance tips <sup>50</sup>

STANGEN has developed an insurance policy, the Alma Mater, for Model C schools, of which governing bodies become responsible from next month.

The bodies will be made up mainly of parents with little experience of insurance and risk management. Stangen has set up a risk management advisory service to help them.

The insurance company has produced an ABC of school risk management. It highlights what the State covers and will continue to cover, and what the governing bodies' liabilities might be. *SI Times (Bus) 12/17/92*

Risks to assets and liabilities for claims of negligence, personal injury, pupil safety and political vulnerability are explained. Special governing bodies' legal liability cover is also offered.

# ANC starts voter education programme for supporters

*B10A-1 15/7/92*  
THE ANC has embarked on a "mass voter education programme" and will establish regional "election commissions" ahead of elections for a constituent assembly.

ANC election planning committee head Popo Molefe said in an interview yesterday about 4 000 ANC supporters had been trained in "basic voter education" and would be training others.

The US-based National Democratic Institute for International Affairs and local training groups were helping the ANC with the "technical aspects", he said.

Molefe said the high-powered election planning committee included representatives of ANC president Nelson Mandela's office and involved at least eight other ANC departments.

He criticised government for going ahead with election preparations without waiting for Codesa to resume. He said government planned to "spring" an election on the ANC.

He said issues such as identification and the registration of those with prison re-

ords for political offences were yet to be discussed.

Responding to reports government was already preparing ballot boxes and polling booths, Molefe accused it of taking "unilateral decisions on matters that are not partisan".

Molefe said the ANC would have difficulty accepting an election organised unilaterally by government as free and fair. "The government is determined to continue acting as the referee and the player in this whole business."

Home Affairs spokesman Thomas Dreyer said although elections were "obviously closely linked to the current negotiations" his department was responsible for getting ready "to conduct an election within a reasonable period of time".

He said planning only entailed the manufacture of polling booths and ballot boxes at this stage.

*(50)*  
RAY HARTLEY

## Civics to discuss bond boycott with lenders

*B10A-1 15/7/92*  
THE Civics Association of the Southern Transvaal (Cast) has agreed to meet representatives of the Association of Mortgage Lenders to discuss the impending national bond repayment boycott.

Cast general secretary Dan Mofokeng said the meeting next week would probably include representatives from the SA National Civic Organisation (Sanco), which called for the boycott earlier this month.

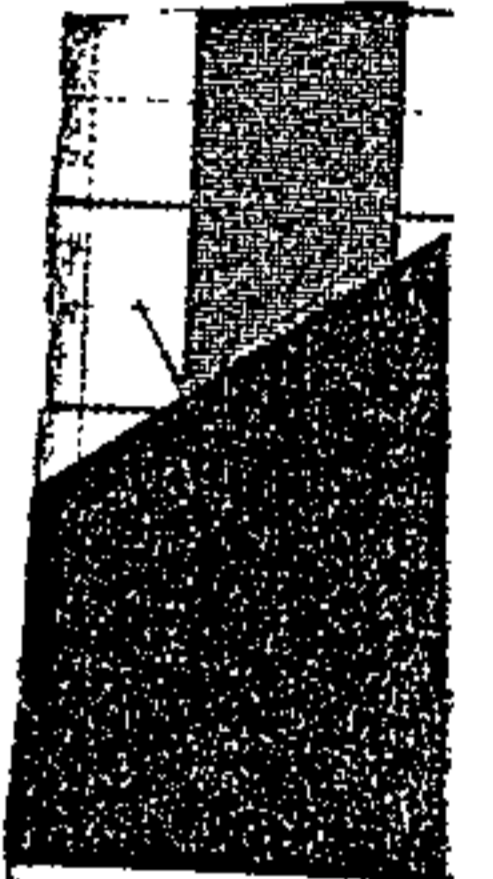
Whether there would be a bond boycott

*(21)* ADRIAN HADLAND *(28)*  
from August 1 would depend on the attitude of the financial institutions, he said.

Mofokeng indicated Cast would request a commitment from the association to put pressure on the government with regard to an interim political dispensation.

Sanco would also request greater participation in the regulation of financial institutions' lending and credit policies, Mofokeng said.

VG



C P E R T Y



## R5m to boost local education

(56) CT 15/7/92  
SANLAM is to donate over R5m for education and training next year. Sanlam public affairs manager Leon Koen said R3m would be made available for educational projects from pre-school to tertiary levels and for upgrading teachers' qualifications, while over R2m would be used for bursaries at universities and technikons in SA and Namibia.

# 'Cultural' <sup>(S)</sup> rethink' for Afrikaners

**Political Correspondent**  
AFRIKANERS would have to rethink the relationship between the state and culture in the new South Africa, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said last night.

Opening the congress of the Federasie van Afrikaanse Kultuurverenigings at the Belville Civic Centre, he said that in the past the South African state had often reflected and in effect protected Afrikaner culture.

But in order to meet the demands of democratisation in a multicultural society, it was essential that the state not merely represent the interests of a limited national or cultural group.

**RAADSKENNISGEWING 186 VAN 1992****STADSRAAD VAN BRITS****WYSIGING VAN STANDAARD BIBLIOTEEK-  
VERORDENINGE**

Daar word hierby ingevolge die bepalings van artikel 96 van die Ordonnansie op Plaaslike Bestuur, No. 17 van 1939, bekendgemaak dat die Raad van voornemens is om die Standaard Biblioteekverordeninge te wysig.

Die algemene strekking van die wysiging is om die gebruik van biblioteekgeriewe tot slegs lede van die biblioteek te beperk en die verordening te hernommer.

Afskrifte van genoemde besluit en besonderhede van die wysiging lê ter insae by die kantoor van die Stadsekretaris, Kamer 212, Stadskantoor, Brits, vir 'n tydperk van 14 dae met ingang van datum van publikasie hiervan in die *Staatskoerant*.

Enige persoon wat beswaar teen die genoemde wysiging wens aan te teken, moet dit skriftelik binne 14 dae na datum van publikasie van hierdie kennisgewing in die *Staatskoerant* by ondergetekende doen.

**A. J. BRINK,**

Stadsklerk.

Stadskantoor  
Van Veldenstraat  
BRITS  
0250.

25 Junie 1992.

(Kennisgewing No. 66/1992)

(17 Julie 1992)

**RAADSKENNISGEWING 187 VAN 1992****STADSRAAD VAN PIET RETIEF****PERMANENTE SLUITING VAN UITSPANSERWITUUT OP DIE PLAAS PIET RETIEF TOWN AND TOWNLANDS 149 HT: DISTRIK PIET RETIEF**

Ingevolge die bepalings van artikel 55 (1) (d) van die Padordonnansie, 1957 (Ordonnansie 22 van 1957), sluit die Stadsklerk permanent uitspanserwituut, groot 41,5550 ha, soos aangetoon op LG Kaart A2670/75 en geleë op die plaas Piet Retief Town and Townlands 149 HT, distrik Piet Retief.

**H. J. VAN ZYL,**

Stadsklerk.

Posbus 23  
PIET RETIEF  
2380.

17 Julie 1992.

(Kennisgewing No. 33/92)

(17 Julie 1992)

**BOARD NOTICE 186 OF 1992****TOWN COUNCIL OF BRITS** (50)**AMENDMENT TO STANDARD LIBRARY BY-LAWS**

Notice is hereby given in terms of section 96 of the Local Government Ordinance No. 17 of 1939, that the Town Council of Brits intends to amend the Standard Library By-laws.

The general purport of the amendment is to limit the use of library amenities to library members only and to renumber the by-laws.

A copy of the said resolution and particulars of the amendment is open for inspection at the office of the Town Secretary, Room 212, Town Offices, Brits, for a period of 14 days from the date of publication hereof in the *Government Gazette*.

Any person who wishes to object to the amendment must lodge such objection in writing with the undersigned within 14 days from date of publication hereof in the *Government Gazette*.

**A. J. BRINK,**

Town Clerk.

Town Offices  
Van Velden Street  
BRITS  
0250.

25 June 1992.

(Notice No. 66/1992)

(17 July 1992)

**BOARD NOTICE 187 OF 1992****TOWN COUNCIL OF PIET RETIEF****PERMANENT CLOSING OF OUTSPAN ON THE FARM PIET RETIEF TOWN AND TOWNLANDS 149 HT: DISTRICT OF PIET RETIEF**

In terms of the provisions of section 55 (1) (d) of the Roads Ordinance, 1957 (Ordinance 22 of 1957), the Town Clerk hereby permanently closes the outspan, in extent 41,5550 ha, as shown on SG Diagram A2670/75 and situated on the farm Piet Retief Town and Townlands 149 HT, District of Piet Retief.

**H. J. VAN ZYL,**

Town Clerk.

P.O. Box 23  
PIET RETIEF  
2380.

17 July 1992.

(Notice No. 33/92)

(17 July 1992)

# Education breakdown

## Worries Dr Mottlana

STYL 1717192

(50)



Dr Mottlana . . . critical of "pass one, pass all" generation by-passed by an age of intensive learning.

NO one in his right mind would dream of labelling Dr Nthato Mottlana an Uncle Tom. The Soweto doctor has dedicated his life to the fight against apartheid and the upliftment of his people.

This revered Soweto community leader, who is the driving force behind the Get Ahead Foundation, an organisation dedicated to creating employment in the informal sector, has always believed that by mastering the free market system, blacks shall save themselves. "Our people must realise," he says, "that the flip side to political empowerment is economic empowerment."

Dr Mottlana is equally, if not more passionate about education. That is where it all begins, he insists. Nothing saddens him more than the thought that, in the present climate of unrest, a culture of learning has been completely lost for many black children in the urban areas.

That both teachers and pupils are turning to the boycott weapon almost as a knee-jerk reaction saddens him deeply.

"You know," he says, "we often talk today of the 'lost generation' when referring to our children, a generation of children who have had very little access to effective learning. But the phrase 'lost generation', in fact, is misleading. A more apt description would be a generation that has been

by-passed by an age of intensive learning."

His voice betrays exasperation, almost anger, as well as sorrow as he continues. "That generation is not lost. It is very much with us: rebellious, often ill-disciplined, some times under-educated — even by the standards set by Pretoria."

Tragically, says Dr Mottlana, it is a generation that doesn't even realise it is ill-prepared for the job market or for further education.

"These young men and women write job applications in the most atrocious English and when corrected become arrogant, even abusive to those who try to help. They seem to see no reason why their tortured English shouldn't be acceptable as the standard."

"This is the generation of 'Pass one, pass all'. They object to doing homework, they see no need to cram their heads with facts. They even turn on teachers and burn down their homes."

Dr Mottlana pointed out that the average pass rate for



Shafto's People

white matriculants was more than 90 percent, between 85-90 percent among Indians and 70-75 percent among coloured students. "The average among blacks is said to be 40 percent, but my opinion is this figure is dishonestly inflated. A more accurate figure is probably closer to 20 percent."

No one can love his country more. Though he has travelled widely, he is on record as saying: "South Africa is my home. It is where my people settled before Christ. We have problems but they are for me and mine and my colleagues to solve." Yet he angrily takes to task pupils who boast of taking control of schools, dismissing educators, admitting twice the carrying capacity of their school, and barring inspectors from visiting schools.

It grieves him that few — if any — of the 62 high schools in Soweto, except Pace College, can boast of any kind of effective learning. He is equally critical of teachers who see themselves as "relevant", and talk of school shutdowns and chalk-down strikes.

The answer, says Dr Mottlana, is privatising the schools by turning them into community projects, paid for by the State and run by a board elected by the local community. "Too often we've used the evils of apartheid to hide our own failure to apply ourselves. Now let's get on with it — let's do it!"

MICHAEL SHAFTO



**EDUCATION BRIEFS**

**50** **THE** mass action campaign of the African National Congress/South African Communist Party/Congress of South African Trade Unions alliance may spread to the education arena. **171-2317172**

The 38 000-strong South African Democratic Teachers' Union this week said the "time for mass action had arrived" as the government was "not lifting a finger" to resolve the serious education crisis. The union has for two years waged an unsuccessful battle for recognition with education authorities.

Meanwhile, sources within the National Education Forum say it will soon unveil a set of practical proposals for resolving the crisis.

**171-2317172**  
**171-2317172**  
**171-2317172**

# 'Steps' challenges gender inequality

SOUTH

18/7-22/7/92

~~2008~~ ~~2007~~

**E**DUCATORS and trainers trying to change attitudes and structures that oppress women have a new handbook at their disposal.

"On Our Feet: Taking Steps to Challenge Women's Oppression" has been published by the Centre for Adult and Continuing Education (CACE) at the University of the Western Cape.

The book gives background information to gender inequality and step-by-step guidelines on how to run workshops to change attitudes and structures that oppress women.

Women work 67 percent of the world's working hours, earn less than 10 percent of the world's income and own less than one percent of the world's property.

Half the women in South Africa have been raped.

These are some shocking statistics which educators can use in workshops to challenge gender bias in organisations and educational programmes.

"On Our Feet" is based on workshops run by CACE in 1990 and 1991. The workshops were part of an ongoing project on gender and popular education and explored participants'.

The handbook is illustrated with photographs of and quotes from participants.

"On Our Feet" was written by Ms Liz MacKenzie, who is developing non-formal adult education materials and co-ordinates CACE publications.

**REHANA ROSSOUW**

# Parents now need to plan for education

The new, more costly school system will be implemented from August 1. The possibility of having serious financial implications as a result of poor planning is a very real danger now.

"In the past parents hardly needed to plan or budget really seriously for their children's schooling," says Otto Jaekel, general manager of Sanlam Unit Trusts.

"Provision used to be made only once tertiary studies at a university or technikon were involved."

However, owing to the introduction of the new school system and the additional costs, parents will have to provide for all education.

"If they want to keep their heads above water, this provision will have to be planned from Grade 1 up to the last day of university or technikon," Mr Jaekel said.

Education which was largely financed by the government in the past will have to be subsidised increasingly by parents.

Although parents now have an option with reference to the system they wish to support, the Model C — which will probably be the predominant system — will result in compulsory school fees, varying from R400 to R1 100.

The actual amount will vary according to factors such as the ratio of teachers to pupils, the cultural events available, school publications and the types of sport offered and coached.

"Parents must not rely too much on their child obtaining a study bursary," warns Mr Jaekel.

"Bursaries are scarce and applicants are legion."

The major expenses in a child's training are incurred after matriculation. The expenses involved in schooling are minimal in comparison.

The 12 years' expense for primary and high-school education will be less than the cost of three years at university.

Gaining a qualification at a university or technikon is expensive.

Everything points to expenses becoming even greater. Study costs inflation exceeded the consumer price index in 1990.

Last year study costs exceeded the CPI by 3.2 percent and, according to the figures, these costs will continue to increase more sharply than consumer goods.

A three-year bachelor of commerce degree, which includes tuition fees and boarding, costs an average of R33 523 this year.

In 10 years' time the same qualification will cost about R175 459.

Four-year qualifications and six-year qualifications will obviously be even more expensive.

"These figures are alarmingly high," says Mr Jaekel. "The child who started school this year goes to university directly after matriculation and completes a B Comm will cost his parents about R300 000," he said.

"This six-digit amount makes many parents gasp and wonder whether there is any hope. There is, but parents must not postpone."

The severest discipline is not to panic when the stock market suddenly declines.

"Rather use the opportunity to invest while unit prices are low," Mr Jaekel says.

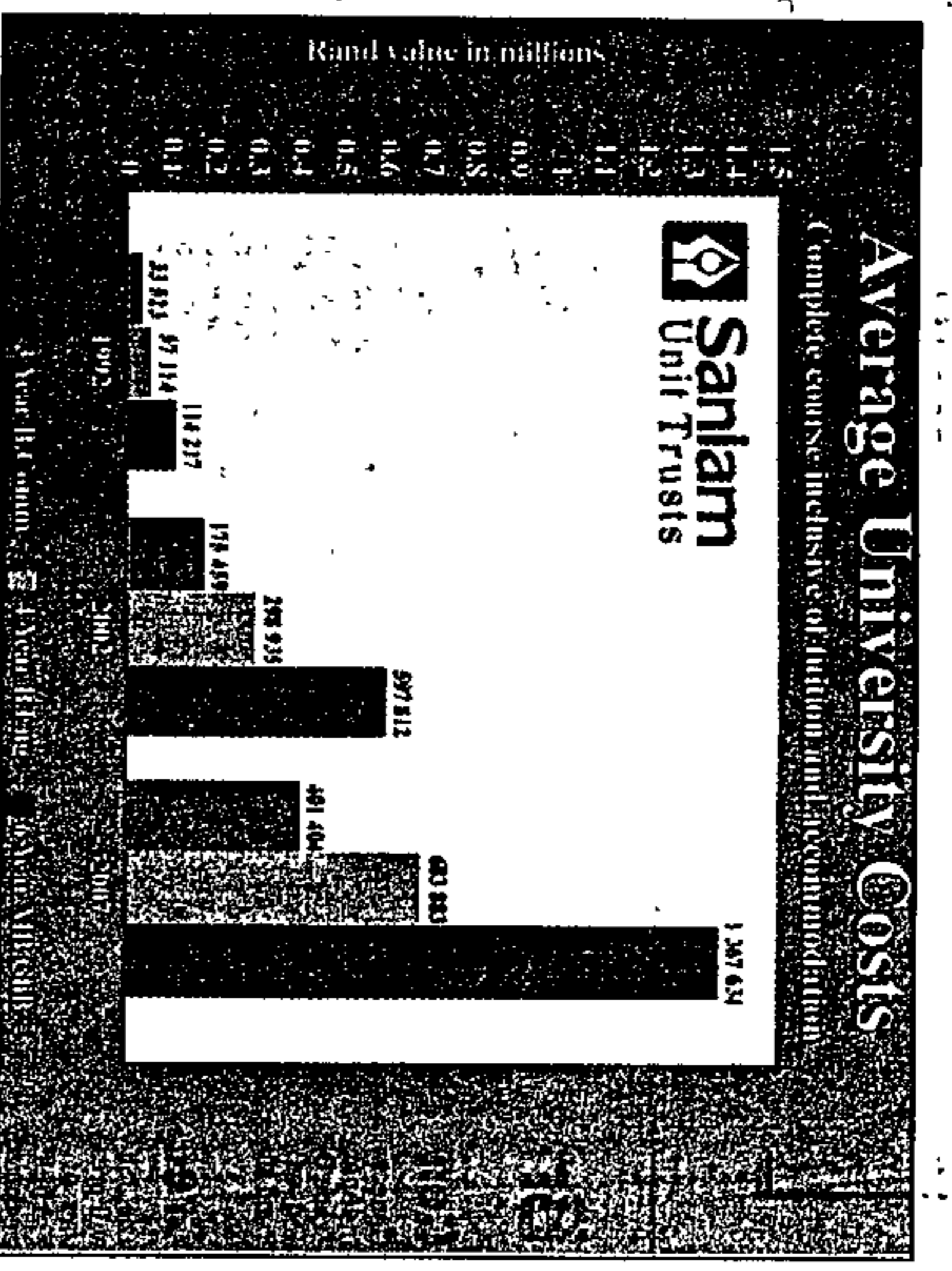
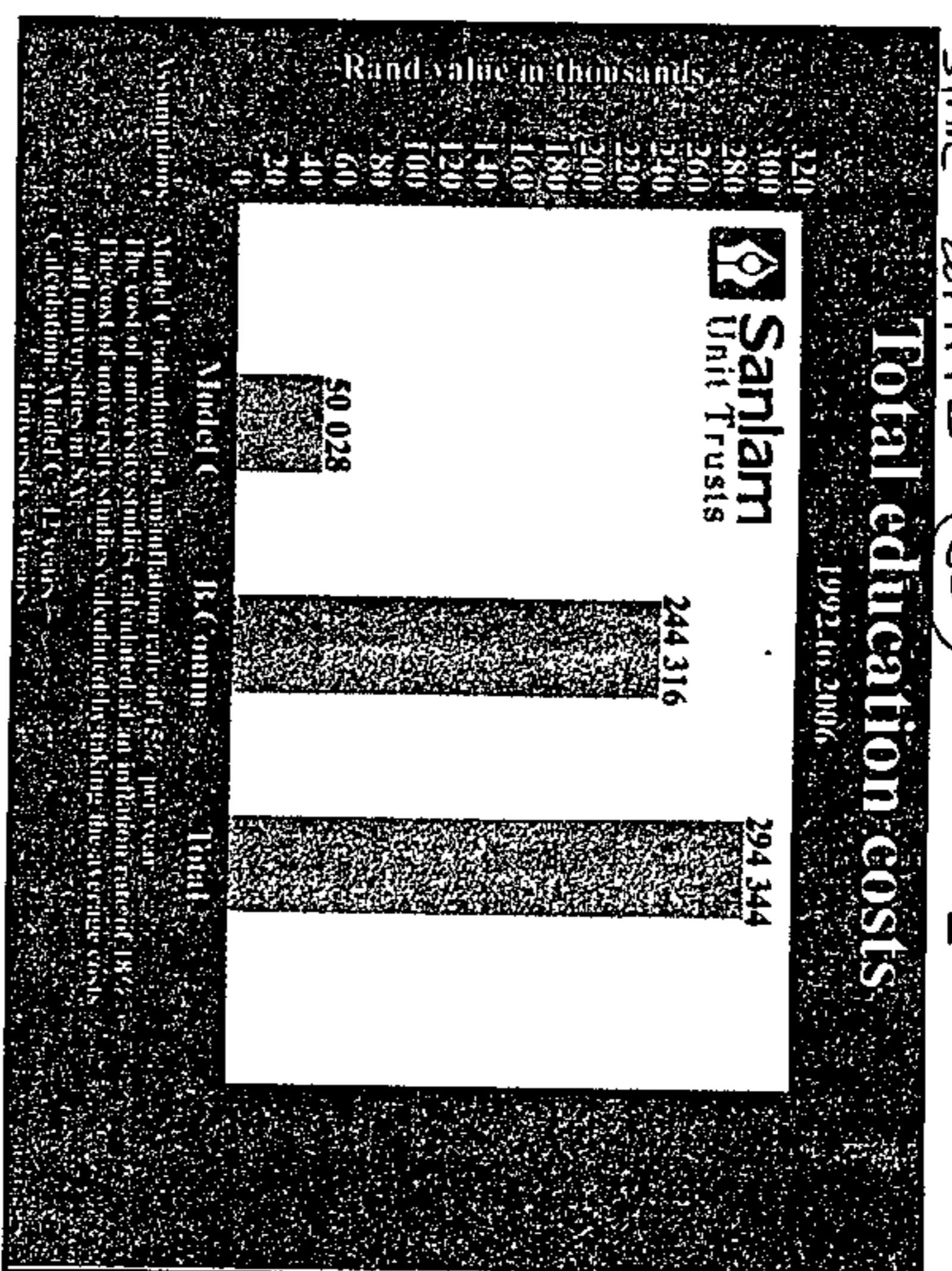
He says long-term investors, in particular, do not have to fear poor performance — "time is always an ally to unit trusts".

"Investors must merely see to it that they maintain their investments."

"The long-term upward trend of the JSE will provide yields which will curb inflation," he says.

"Since time is so important, parents must start providing for the costs involved in education at the birth of their child — or even sooner as many prospective parents have already done."

"Later on, when the child is



Otto Jaekel... General manager of Sanlam Unit Trusts.

## Fees set to soar with new system

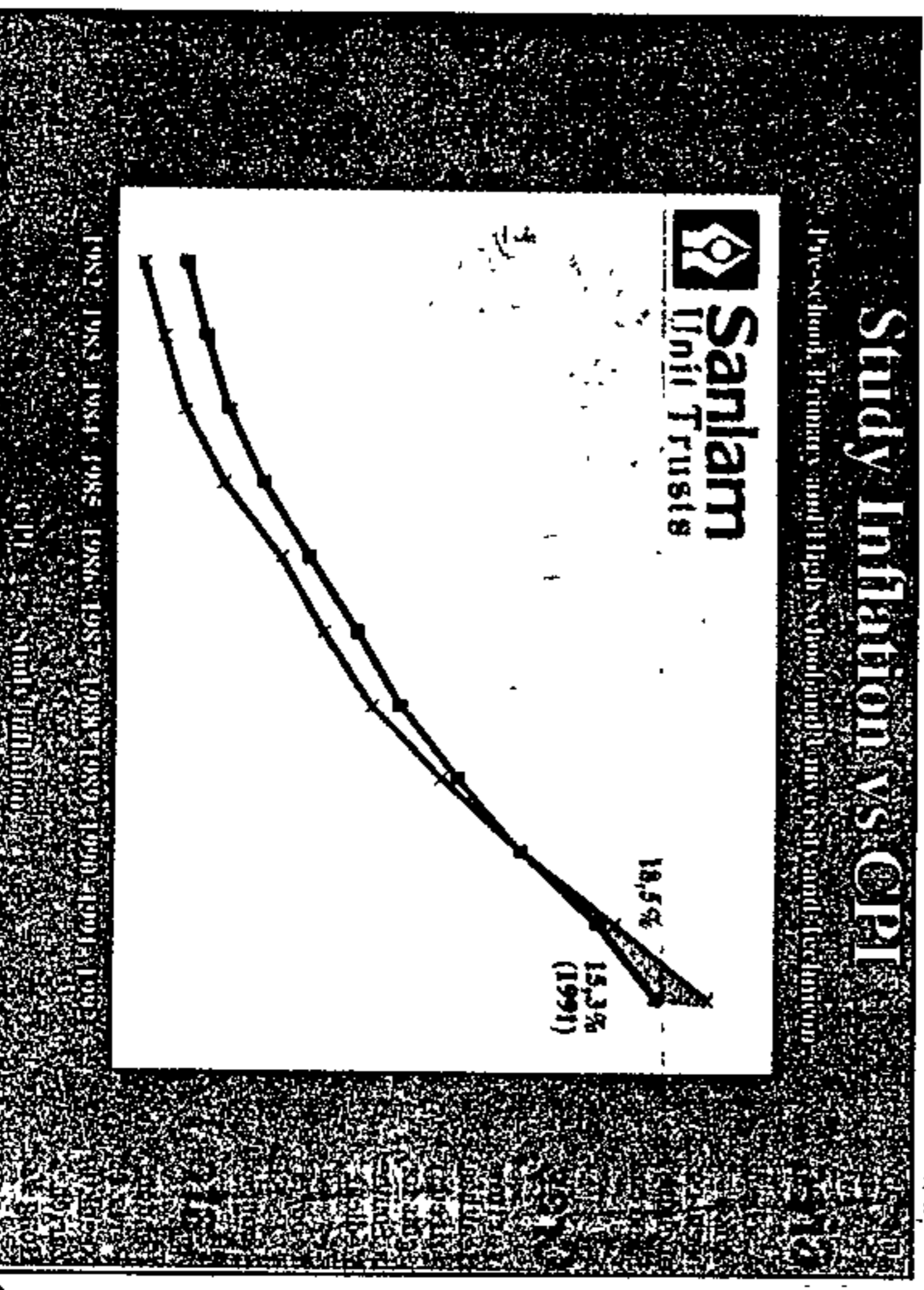
Mr Jaekel said, "This multiplier is known as interest on interest, or growth on growth."

"In the case of regular monthly investment, rand-cost averaging sees to it that investors receive their units at a lower average price than in the case of lump sum investments," he said.

Mr Jaekel adds that the investor needs to be disciplined. Money must be invested monthly and savings earmarked for studies must not be withdrawn for other purposes such as holidays.

However, the severest discipline is not to panic when the stock market suddenly declines.

"Since time is important, parents must start providing



- 5026.

## Eskom to electrify schools

ESKOM will spend nearly R2-million on the electrification of 84 schools countrywide this year, and has plans for more than 100 others to be linked to its grid before the year-end, a spokesman said yesterday. *Sowetan 21/7/92*

He said the utility, which last year introduced electricity to 10 schools, had firm plans for 84 schools and was identifying 116 others for electrification before the end of the year. - *Sapa.*

## Eskom to electrify schools (50)

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## 25 arrested after sit-in (30)

TWENTY-FIVE youths were arrested yesterday after they occupied the town council's offices in Mohlakeng, near Randfontein. *(30)*

West Rand police spokesman Major Henriette Bester said about 30 people had gone to the offices to demand the Government's resignation.

A charge of trespassing was laid and 25 of the protesters were arrested. *Sowetan 21/7/92*

They were expected to appear in the Randfontein Magistrate's Court late yesterday. - *Sapa*.

## Giwu funeral plans

MR MICHAEL Malizo Giwu (68) of 7124 Malie Street, Orlando West, Soweto will be buried on Thursday at Avalon cemetery.

The service will be at his home at 9am and the cortege leaves at 10am.

# 'Instant' V.O.C.E. U test

## Schools, parents in fees calm before storm as axe falls on teachers, subjects

JOHN VILJOEN  
Education Reporter

THE switch to Model C in formerly white schools has been effected with staggering speed and, while authorities say the transition has been smooth, several aspects of the new system have yet to be tested.

White Education Minister Piet Marais announced the abrupt switch to Model C in February and the transformation, which began on May 1, enters its next phase on August 1 when new staffing scales are introduced and teacher numbers cut.

Faced with a 17 percent cut in its budget earlier this year, while education was forced to scrap thousands of teaching posts. Negotiating the Model C system meant the national figure was cut from a possible 11 000 to about 4 000 retrenchments.

On August 1, 473 posts at the Cape's 642 Model C schools will be abolished. By the end of the year 1 363 posts will have been scrapped, but many are temporary and Model C has saved 1 000 posts in the Cape, say CED officials.

As a result, some schools will have to revise their subject choices and phase out subjects such as needlework, woodwork and home economics and the CED is concerned about these subjects' future.

Another price of cutbacks is that remedial and art teachers face redundancy in order to retain as many class teachers as possible, CED officials said.

Certain schools will have to make timetable adjustments, but pupils and parents are not expected to experience any "negative effects," according to the CED.

The department has pledged that no child in Standard 8, 9 or matric will be forced to change their subject choices. Temporary teachers will be provided to cover certain subjects if necessary.

The switch to Model C is being watched with interest from abroad and one foreign observer has said the move was done in "record time".

Writing in the British journal *Education* after a recent visit to South Africa, English educational consultant Mr Brian Knight said Model C was a worldwide first.

"If there is an entry in the *Gunness Book of Records* for the most rapid change in an education system... it must surely be filled by South Africa in 1992," he said.

But others have been less impressed that the change was made in record time.

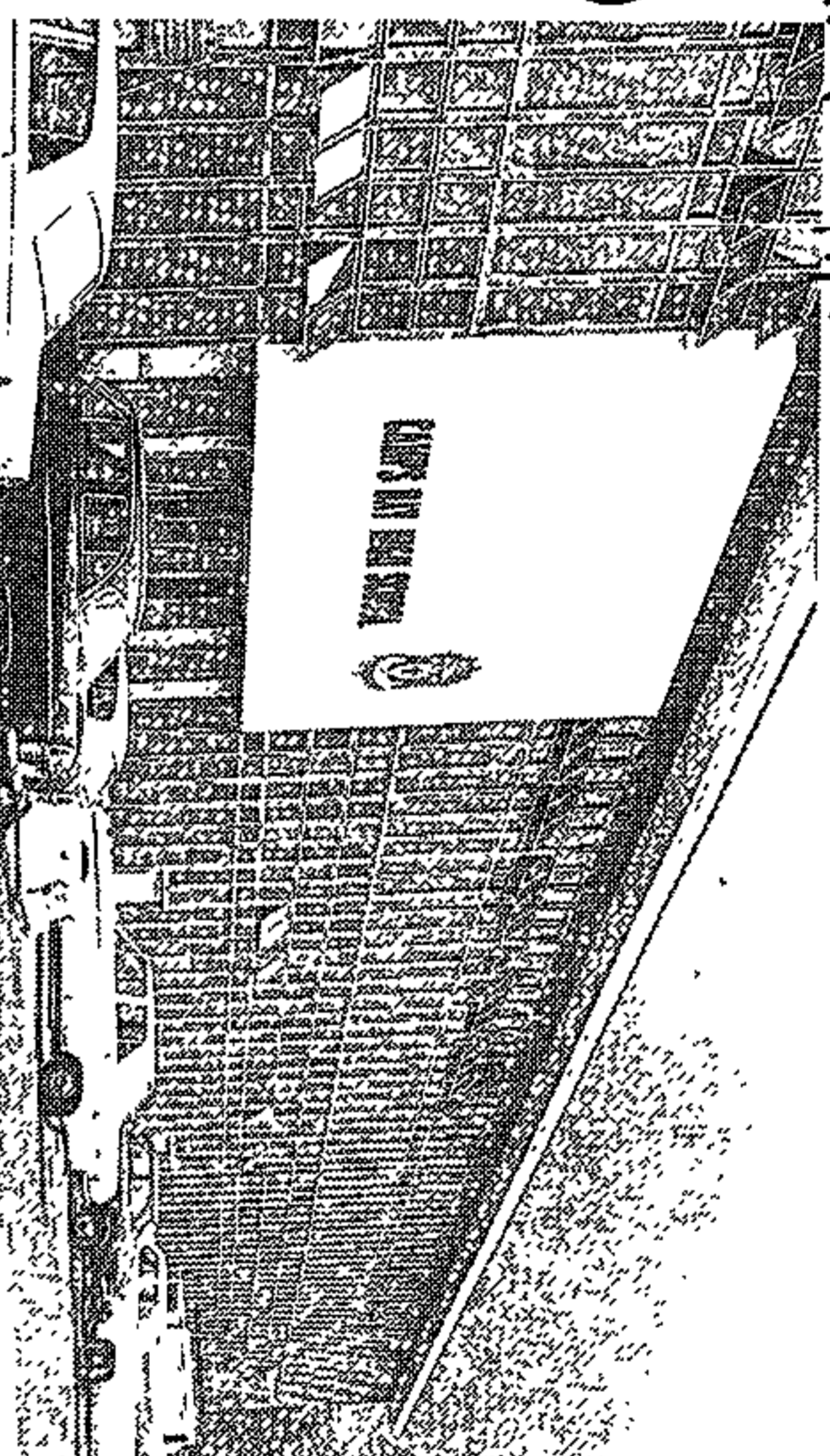
"Parents have not had time to budget for these fees," said Mrs Naomi Peagam, head of the Cape Parents Association (Cappa). "It was done so suddenly and parents essentially have no choice, but to pay."

Just how parents will bear the added strain of compulsory and often increased fees remains to be seen, but some are already appealing for help.

There have been no complaints yet, but there is concern that schools will go overboard in setting unreasonable fees, according to Dr Francois Knoetze, a chief director in the CED.

Cape annual fees under Model C ranged from about R300 to R600 for primary schools and from R600 to more than R1 000 a year at high schools, he said. Many schools had not increased fees, but their payment had become compulsory.

Needy parents can apply to the department for State subsidies



**CAMPUS BAY HIGH:** The fees at this school will be more than R1 400 a year, and some parents will find this hard to meet.

which provided up to R400 for a primary school child and R500 for a high school child, depending on parents' means.

Dr Knoetze said the CED expected governing bodies and schools to be "very sympathetic" to the predicament of parents who could not pay immediately.

If parents were ineligible for subsidies, further assistance would have to be worked out at school level, he said.

Schools say they will be sympathetic to parents struggling to pay fees — to a point. Parents can, technically, be taken to court if they don't pay.

Camps Bay High School governing body chairman Mr Barry Gie said the school, whose fees were R1 440 a year, would be as sympathetic to struggling parents as circumstances allowed.

"We would like to assist, but we have to balance our books," he said.

Mr Lyndon Phillips, deputy principal of Cape Town High, said the school had to be sympathetic to parents' circumstances, but it also had to be run as a business.

Several Cape Town High parents had applied to the CED for government subsidies to help them pay the R880 annual fee, he said.



**Mr Allan Powell, head of the Teachers' Federal Council.**

SACS principal Mr Gordon Law said: "We are sympathetic, but we are entitled to make school fees compulsory." The annual fee at SACS is R1 360.

The CED reports fewer applications for state subsidies than it anticipated. More applications had been expected from drought-stricken country areas, a CED official said.

But apart from increased fees and teacher retrenchments, what else is potentially good and bad about the system? Here are some of the points in Model C's favour, although time will provide the true test:

- School governing bodies, which must be in place by September 27, can decide on the character and atmosphere of schools.

- Buildings, grounds and equipment belong to the schools. This should lead to better control and supervision of property. Teachers' Federal Council chairman Mr Allan Powell believes Model C will see money spent on schools with far greater accountability and probably more effectively.

- Governing bodies can negotiate prices for textbooks and equipment to help cut expenditure.

- Aside from having to cater first for pupils from their own area, governing bodies can determine their own admissions policy.

- School buildings can be used at the governing body's discretion to the advantage of the community as a whole.

- And the Bad? Mr Powell warns that parents may try to interfere in the way teachers operate in the classroom, by adopting a "we pay, so we want more say" attitude.

- He could not tolerate such interference in the activities of his profession, and called for a clear demarcation of the role of teachers and where parent involvement ended.

- Dr Knoetze shares Mr Powell's concern. There could be a misconception by governing bodies of their autonomy, he said. Some believed they could hire and fire teachers, but there were legal prescriptions controlling this.

- Clear demarcation of the role of governing bodies with regard to interference with the professional work of teachers had been left out of the Model C provisions, he contended.

NEWS FEATURE New works extol the gr

# Tutu is reminded of oppression

Sowetan 24/7/92



■ **NEW GROUND** Archbishop at launch

of trilogy of books called "Know Africa":

By Mathatha Tsedu

**A**rchbishop Desmond Mpilo Tutu this week recalled the first time he was in a plane whose crew was all black.

It was, he said, an incident that had become indelibly cemented in his mind, what with having grown up in South Africa, where black people were not supposed to be capable of anything technical.

"I sat there and felt proud that here were Africans really getting this big aeroplane off the ground and keeping it afloat," he said. "Then there was turbulence in the air and the plane started jerking."

### Mental oppression

"And I am telling you the truth when I say I was scared and started thinking, 'will these Africans be able to control this plane. Would it not be better if there was a white man in the cockpit'."

Tutu said the incident clearly showed the mental oppression that had been almost permanently indented in black minds by white colonialism.

He said there was a greater need to get blacks to believe in themselves as a person who had no proud history can never fight for freedom and be able to keep it.

He was speaking at the launch on Monday night of the 'Know Africa' book series, published by a Nigerian writer, Chief Ralph Uwechue.

The trilogy of books, *Africa Today*, *Makers of Modern Africa*, and *Africa's Who is Who*, are the only books of their kind that have been compiled by Africans for an African audience.

Uwechue, who had travelled to South Africa for the occasion, said the motivation behind the books was to correct stereotypes that have been created by non-African writers who have presented Africa as a backward area.

This was despite the fact that Africa gave humanity writing skills, created kingdoms that ruled democratically in Monomotapa and Timbuktu, the latter also a major intellectual centre when Europeans were still living in caves.

The books are not confined to Africans in Africa but extend to black people all over the world, who are described as Africans in the diaspora.

Their achievements, including the first open heart surgery in 1893 conducted by a black American, are recorded in this immensely useful collection that is a must for schools and families that can afford. The books sell at R1 980 but are presently available at a discounted price of R1 782.

Those interested should contact the agents at tel:(011) 643 8471 or write to them at Box 1700, Johannesburg 2000.

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## Covering risks (SO)

With an estimated 95% of previously white schools opting for Model C status, their new governors — mainly parents — face complicated insurance decisions and will need to practise elementary risk management.

Many of the risks have been spelt out by Tempa (Transvaal English Medium Parents' Association):

- School assets, which will probably include non-owned assets which the school has an obligation to protect;
- Money, records and documents;
- Portable equipment and motor vehicles;
- Liabilities arising from potential claims for negligence;
- Personal injuries, to either staff or scholars; and
- Political risks.

As schools are handed over these will need to be insured, or self-insured through suitable reserving. The government will temporarily accept some interim responsibility for damage to school buildings due to natural causes.

Standard General Insurance, which sponsored Tempa's project, has introduced its *alma mater* policy, combining most of the insurances which school governing bodies may need. These include: reinstatement value cover for all assets and all perils, including burglary, accident cover for staff and scholars, cover for damage to sports fields and facilities, broad form legal liability cover and a special legal liability cover.

Few schools can afford unlimited insurance so governors will need to understand risk management principles. In many cases, this would will involve:

- Identifying all potential risks;
- Deciding which are so unlikely that a

suitable reserving programme can allow the school to meet its obligations; and  
 Usually, to insure the more probable contingencies. ■



# They got standards

FM 24/7/92



Scarcely a day goes by that there isn't a letter in the paper complaining about the poor quality of English used on the SABC.

I went to see the man in charge up at the SABC. His title was on the door of his office: Dr Professor Vleisbal Vogelman — Chief Langwaytschiss Adviser Director (English Langwaytchiss Broadcasts). He greeted me with warmth.

"You know, it aren't often that us get a chance to state the case on behalf of the corporation on this moment in time," he said cheerily.

"Do you feel that there is some validity in the numerous complaints about the lack of any noticeable standards in SABC English?" I asked.

"Pardon?"

"Why does SABC English stink?"

Dr Professor Vogelman furrowed his sweeping brow. "Yes and no, but probable maybe," he said. "You see, on the moment we have a transition that is lacking. And it are not for me to say that we are now perfect or anything. It just happen that we haven't got a particular high education levels with the English Langwaytch announcers. Specially those working by the television services. I mean, I tuned in by Six On One last Monday and that one with the yellow wig is talking about how the ANC must now stop all this 'degeneration' of Mr De Klerk. I mean now really!"

"Could you specify accurately what mini-

mum educational qualifications, if any, the SABC requires in its Language Advisers?" I asked testily.

"Pardon?"

"Have they got to be educated?"

"No of course yes. First they got to have at least a degree. But by the end of the day they must also be bilingual because you see often the news pieces got to be translate straight off the original Afrikaans and they don't want to get into habits."

"Are you the only Language Adviser employed by the SABC?"

"No, not of course. The SABC Board has appoint a Langwaytschiss Advisory Committee consisting of people who are each one of them an expert in his own meadow, so that all matters of concern radiating from English are under consideration continually and on a day-to-day basis as well."

"Do you believe that this committee will have the effect of improving the present ghastly standards of SABC English?"

"On the bottom line probably not, but at least we are trying," he answered warmly. He stood up. "But let me show you the new Langwaytch Laboratory."

Dr Professor Vogelman led me down a long SABC passage. He put his finger to his lips as he opened a door. We slipped into a large classroom. Sitting at desks with ear-phones clamped to their heads were a group of men and women whose faces daily adorn SA television news bulletins. They were hav-

ing a lesson on The Verb. (50)

"Never mind all that nonsense about Transitive and Imperative and Subjunctive and Present Perfect and Past Indefinite and Future Pluperfect," growled their instructor. "Here by the SABC we got only two kinds of verb: Present Imperfect and Future Doubtful."

Dr Professor Vogelman lent over. "Fascinating stuff, no?" he hissed.

We watched and listened for a whole five minutes as the class was shown around some other important grammatical territory. The Syntax of the Adjective, Interrogative Pronouns, Irregular Comparison in Adverbs, Teutonic Suffixes and Special Prepositions were dealt with in a manner which showed that all our years in school had been a waste of time.

Dr Professor Vogelman was beaming. "Why has the SABC decided that a gross simplification of the English language is necessary?" I asked him.

"Well, what we must now achieve is that everyone on our news staff don't have as much trouble when they do their jobs. English is a very complicated langwaytch and it is not fair on our news reporters and announcers that they have to try so hard to understand it when it is expected the difficult way."

"Pardon?"

"They just aren't very bright," said Dr Professor Vogelman.

Robert Kirby

# Think-tank hiccups on proposals

By PORTIA MAURICE

THE think-tank set up to tackle South Africa's education crisis is on the brink of announcing its proposals — but it has hiccuped because of the African National Congress' mass action campaign.

Sources within the working committee of the National Education Conference said this week that the participants had agreed on principles to guide mass campaigns and an education negotiating forum with government and the private sector, but that the "timing" was not yet right for their release.

The committee represents all major trade union federations, political and education groupings — except the Pan

Africanist Congress and the National Professional Teachers' Association (Naptosa), with whom talks are continuing. The committee was established at a national education summit held in Broederstroom in March, which was attended by more than 200 delegates.

At the March summit, a set of core values for a future education system and a code of conduct for students and teachers were drafted. Three major campaigns were declared: to stop unilateral structural changes; to ensure equitable state expenditure; and for the recognition of democratic organisations such as parent-teacher-student associations and student representative councils.

Education authorities were to have

been invited to a first meeting next week, but groups within the committee felt such engagement would be "premature" and "insensitive" in the current "stand-off" climate around negotiations and militant action.

"Each organisation has laid its cards on the table and, although it has taken a long time, there are no major divisions about what we need to do," conference organiser Ahmed Essop told *The Weekly Mail*. He said an announcement would be made shortly, after which "the ball will be in government's court".

Regional forums would be convened to prepare the ground for campaigns and implementation of the code of conduct, Essop added.

**G**ENDER should be put on the education agenda and affirmative action — including a protective code upheld by an ombudsman — may be needed to ensure girls get equal treatment in South African classrooms.

This is the thrust of a study on how gender affects schooling, just completed as a working paper for the National Education Policy Investigation (Nepi).

"In general, women and girls have been treated cursorily in the education debate, with priority being given to issues of race and class," says researcher Kate Truscott.

Syllabi will have to be recast and text books rewritten with greater participation from women. A Gender in Education Code may be needed to secure girls' rights while learning and "gender watchdogs" to hear grievances from pupils, teachers or parents when it is broken.

Ironically, in many ways Truscott's findings fly in the face of popular belief. Girls are attending school in slightly greater numbers than boys. On the whole, school attendance for girls has grown in tandem with the whopping 536 percent increase in African pupils at secondary schools between 1970 and 1990.

They seem to have tremendous staying power — despite greater pres-

# Boys will be boys — but this

## must change

W/med 24/7-30/7/92.

*In an apartheid-ridden society gender discrimination has been sidelined. An in-depth study recommends positive counter-action must be taken.*

By **PORTIA MAURICE**

sure of domestic work and second-class classroom status. For every 100 African girls who started Standard 6 in 1970, only two managed to reach matric by 1974. Now, for every 100 who entered high school in 1986, 69 had reached matric within five years.

Participants in the Nepi study suggest that educational qualifications are now also being considered when determining *lobola*. One told a story about her friend whose parents are demanding 25 cows or R25 000 in

*lobola* payments because their daughter went to teacher training college.

Schoolgirl pregnancies are excessive. Nationally, says Truscott, the reported rate of teenage pregnancy (excluding the TBVC states) is 330 for every 1 000 women younger than 19 years old.

"Gender ghettoisation" — girls relegated to academic streams which prepare them for domesticity and women to certain job sectors — is common knowledge. But data from Truscott's study show just how sharply men and women are divided in education and training. For women, nursing and teaching are the most popular professional careers. Ninety per cent of women go into these, as well as clothing and textiles, leather and shoe, food and beverage, manufacturing, services, sales, clerical and agricultural work.

Truscott traces this sexual division of labour back to the classroom. Jobs that women do in paid employment reflect the caring, servicing role of wife and mother, she says; whereas society expects men to act in positions of authority and responsibility at work.

Gender differentiation is especially stark in technical schooling. At Wit Technikon, for example, male students gravitate towards the large engineering, business and mines schools, while women are in business school, biological and health technology, art and design and communications technology. At business school men concentrate on marketing and sales management, production management, computer data processing, cost and management accounting and company administration. Women, on the other hand, go for personnel management, marketing, retail business management and cost and management accounting.

At universities, more than 60 per cent of black women study languages and literature, education and social science — in contrast to white men for whom commerce, social sciences and law are the most popular.

Gender bias also permeates the curriculum. School subjects, she says, are taught with a "distinctly male (and racial) bias". Truscott points out that it

is not enough to add women to the list of examples given in textbooks. A range of practical skills should be taught to both boys and girls. This could include "home skills" — incorporating how to maintain home appliances, cooking and nutrition. Or "machines in our lives" — about how basic motors, hairdryers and washing machines work.

Other aspects of the "hidden curriculum" Truscott mentions are that:

- While most teachers are women, most principals, senior teachers and inspectors are men.
- The needlework/housecraft/typing vs woodwork/metalwork/technical drawing divide for girls and boys.
- Girls being discouraged from doing subjects like maths and science.
- High levels of corporal punishment, sexual harassment and classroom rape.

# Three-volume (50) encyclopaedia on Africa launched

*New Nation [paper] Forum 24/7-30/7/92*

A three-volume encyclopaedia on Africa was launched in South Africa in Johannesburg, last week.

A statement from Africa Books, the publication called "Know Africa", treats Africa as a geopolitical unit.

The encyclopaedia is divided into three volumes, each dealing with one topic:

- Africa Today deals with key historic texts and a

comprehensive survey of each African country;

- Africa Who's Who provides biographical information on today's leaders; and

- Makers of Modern Africa covers the life histories of eminent Africans.

Anglican Archbishop Desmond Tutu will launch the publication in Johannesburg this week.

24/7-30/7/92



# School funding changes loom

**O**N AUGUST 1 a new educational dispensation comes into operation in the Transvaal.

With most schools having chosen to go the Model C route, it means an even greater financial burden on parents with school-going children.

Some — especially people with large families — will not be able to afford the higher costs.

In terms of the Model

C option, the State will bear responsibility for basic funding of schools such as teachers' salaries and upkeep of school buildings.

All other costs associated with running the schools will be for the account of the schools — in essence the schools' parent bodies.

In exchange for taking on greater financial responsibility, the parent bodies will have control over the schools' admission policies.

The Model B schools will primarily be dependent on State assistance for their running.

## Onerous

Admission policy in these cases will remain in the hands of the State.

This new dispensation is going to place yet another onerous financial burden on parents, already cash-strapped by a four-year depression.

The nature of the increased cash obligations will vary from school to

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**MAGNUS**  
*Heystek*



**AUGUST 1 heralds the introduction of a school model system that is likely to force parents to make education a major budget item. The increase in costs will vary according to what the schools offer — a fairer system than before.**

school and will to a large extent depend on the kind of services offered by the school.

While this approach to schooling is infinitely fairer, I think, it is going to cost many parents more money.

According to Mark Henning, chairman of the Association of Independent Schools, the additional costs each year could vary from R1 500 to R3 000.

However, these schools are private schools and offer a variety of facilities not normally found in State-funded schools.

Model C State schools, on the other hand, will not face the same sharp rise in running costs.

Even so, parents are likely to be faced with additional fees ranging between R50 and R200 a month, once again depending on the range of facilities and activities offered by the schools.

The important thing is that the parent bodies will decide what they want for their children and how much they are prepared to pay for it.

But what happens if a cash-strapped family or parent cannot afford to pay anything more? Will this mean that the child(ren) will be forced to leave the school and go somewhere else?

No, says Transvaal Education Department (TED) executive director

Ken Paine.

Parents who cannot pass a certain means test will be allowed to approach the school and parent body for financial assistance.

Under certain conditions they will receive such assistance.

Only under extreme conditions will children have to be transferred to other schools.

## Budgets

Whichever way one looks at it, parents are from next month going to pay out more of their after-tax income — already under extreme pressure.

It will also force parents to get more involved in running their children's schools and facilities.

The bottom line is that educational costs will in future feature prominently on people's budgets.

While in the past schooling was merely an incidental expense, it will now rank alongside food, clothing and other major expense items in the budget.

Next I will be taking a look at the rapidly escalating costs of tertiary education, with a couple of suggestions on how to make this financial burden a little less onerous.

**PEOPLE'S LIVES** *Thandi Khumalo's home is full of children who want to learn*

# Literacy begins at home

Sowetan 27/7/92

■ **TOP CLASS** Education is a (50) subject close to Thandi's heart:

By Lulama Luti

**W**HEN MRS THANDI Khumalo set up literacy classes to help fellow employees at her Wade-

ville, Germiston, company she got more than she bargained for.

So good was she that parents recommended her to their children.

Now her home is a beehive of activity with the pitter-patter of little feet all over the place.

They are her young pupils who she has taken under her wing and have turned her place into a boarding house, as they sleep there after lessons.

Even likeable husband Robert no longer complains. The little ones are part of her lovely family.

Her children always look forward to their extended family members with whom they have to share their matchbox house in Motsamai section, Kaitlengong.

Says Khumalo about her seven-year-old daughter: "Ntombi loves her brothers and sisters very much. Sometimes she often asks after them. Robert does not complain anymore. The pupils have become a part of our family."

At a time when there is general disorder and chaos in the education system, many children consider Khumalo (38) a God send.

A B Sc graduate from the University of Fort Hare, Khumalo has had to abandon pursuing her studies because of the pressure she has as a result of the extra classes she gives to children from Kaitlengong, Thokoza and Daveyton.

While she has been charged with the task of seeing to the welfare of her company's employees, she also has to play educator to about 50 children whom she gives extra les-

sons in mathematics.

"I think teaching is up my alley. At some stage I thought of getting into it full force," she says.

Education is a subject close to her heart. And while there was no financial reward, nothing was more fulfilling than seeing her pupils pass.

"I don't know if I'm coping," she says with a frown, "but my biggest worry is that often I don't have time for my family. There's a lot of sacrificing to do, all at the expense of my family."

For Khumalo, life has never been a bed of roses. After she fell pregnant at the age of 15, she was shunned by her community.

But this setback proved an inspiration and the experience has always been the driving force behind the success of her teaching projects.

"Most of the schools do not have facilities. I have to do everything from training to photocopying material for them. It is emotionally draining, but I'm not complaining," she said.

Asked what the children's pressing problems were, Khumalo was adamant. Most are lazy.

"They are very lazy to think. Their biggest problem is they do not have the basic knowledge of mathematics.

"As a result, I spend most of the time concentrating on mathematics and neglecting physical science which I also teach."

So busy she is that she has given up her own private studies.

"It's no use. I just don't have time. Usually the busiest period is around exam time. Many of the children sleep over and we have to go over problems well into the night."

And her sacrifices do not go unrewarded.



Thandi Khumalo ... learn, my child, learn.

"I get such joy and satisfaction when the results come out. I'm not doing this for money. All they need to do is to pass and that in itself is fulfilling," she said.

A staunch disciplinarian, Khumalo believes the teacher's authority has to be restored and discipline brought back to the classroom.

"What kind of people are we producing from children who

come to school when they want to?

"What do they want in these premises? If they have not come to learn, why do they bother?"

"Somewhere along the line something is wrong. I can't put a finger to it, but something has gone wrong somewhere. Firm authority on the children has to be restored," she pointed out with great conviction.

Khumalo qualifies for the Sowetan/Eskom Woman of the Year Award.

woman of the  
**Week**

What kind of people are we producing from children who come to school when they want to?

Thandi Khumalo

# School boycott likely teachers

SHARON SOROUR  
Labour Reporter

50

REC 29/7/92

TALKS between Cosatu and the Cape Town Chamber of Commerce "went off well" yesterday, but Western Cape workers are still set to support the general strike as teachers signalled a school boycott was on the cards.

Sources close to the talks, aimed at limiting the effect of the mass stayaway, said the status quo remained.

Meanwhile, the SA Democratic Teachers' Union (Sadtu)

has called on teachers to observe the stayaway on Monday and Tuesday.

The union said it had "consulted broadly" with its members, who were committed to catch up on work and time lost through the action.

Teachers would negotiate with parents and pupils and hoped that examinations set for those days would be rescheduled.

In the latest Cape Town Chamber of Commerce Bulletin, chamber president Mr Her-

bert Hirsch appealed to employers to approach the mass stayaway on the basis of "no work, no pay", taking disciplinary action as a last resort.

Mr Hirsch asked both parties to display "understanding and empathy for each other's needs and difficulties" and discuss their problems "as a matter of urgency".

The chamber "noted with regret" the failure of Cosatu and Saccola (SA Consultative Committee on Labour Affairs) to reach an agreement last week to avert the mass action.

# Affirmative action alternative proposed

Wilson Zwane

THE number of blacks and women in supervisory and management positions ought to be increased by 30% within the next 10 years, says a manpower planning and development consultant.

In an article to be published in next month's Institute of Personnel Management's People Dynamics, Andrew Olivier offers an alternative to affirmative action, which he describes as "racist, elitist and an excuse used by companies for poor manpower planning".

Olivier says in place of affirmative action broad-based succession planning with limited but directed company intervention, should be designed.

Through interaction with mentors and managers, underutilised employees can be developed without preferential treatment.

"Each employee in the advancement programme will have customised development plans of his present and future positions. These will have been democratically agreed upon and worked into the forecasted strengths," says Olivier.

He adds that the eventual objective of such manpower planning development is a 30% increase of blacks and women in supervisory and management position within the next 10 years.

# Returned exiles offer hope to black youth

Theo Rawana

THREE returned exiles who fled SA in the wake of the 1976 Soweto riots, have launched a programme aimed at motivating township youths to improve themselves through education.

David Molapo, Abner Moriri, and Mankie Molapo are using the programme to advise on the importance of individual responsibility and the limitations of the mob spirit.

The three, who are based at KwaThema in Springs, all obtained degrees from US universities during their exile in the late '70s and '80s.

Molapo, 29, has a doctorate in education. His wife Mankie has a BA in human development and an MA in home economics. Moriri holds a BSc in political science.

Together they started the SA Students Christian Association (Sasca) while in the US, under which they developed a personal improvement programme called ICAN.

"The 'I' stands for insight, the 'C' for commitment to improve oneself, the 'A' for assuming responsibility for one's own development, and the 'N' for never giving up," David Molapo said.

Shocked by the state of schooling in SA, as well as the disillusionment among local youth, they began using the ICAN pro-



Returned exiles, from left, Abner Moriri, Mankie Molapo and David Molapo.

gramme on their return to SA to pass on their message of self-development.

Funded by private sector companies, the ICAN programme "transforms dejected youths into people for whom life has meaning", Molapo said.

In the past year they have travelled extensively on the Reef, addressing students and teachers, student representative councils and student organisations such as

Cosas.

The three, who recently started ICAN in Natal, have invited three black Americans to visit SA and assist with the programme from August 1.

They are Virginia Caples, president of the American Home Economics Association, Bernice Richardson, a family studies expert, and Leola Adams, also an authority on home economics.





# Rumpus over schools stayaway call

MICHAEL MORRIS  
Political Correspondent

A ROW has erupted over whether schoolteachers and pupils should join next week's two-day general stayaway.

The African National Congress and five education organisations aligned to it have called for a boycott of classes, while the Pan Africanist Congress, the Pan-Africanist Student Organisation and the Azanian Students Convention oppose the call.

Minister of Education and Training Mr Sam de Beer has

also opposed the stay-away call.

Groups supporting the ANC's position are the National Education Co-ordinating Committee, the Congress of SA Students, the SA Democratic Teachers' Union, the SA Students Congress, and the Union of Democratic University Staff Associations.

In a stay-away statement yesterday, the ANC said: "After discussions with the other five groups supporting the call we recognised that only a non-racial, non-sexist and democratic government can implement a uni-

form national education system to begin addressing the serious crisis at all levels of education.

"We therefore call upon all students, teachers and other workers in the education sector to observe the general strike on Monday and Tuesday — and to exercise maximum individual and collective discipline during this crucial time in our country's history."

The movement called on education authorities to defer all tests, practicals and exams scheduled for Monday and Tuesday.

# SECC to educate teachers and students

*Des Nkomo Parents Forum*

**T**HE Soweto Education Co-ordinating Committee (SECC) chairman, David Maepa, this week announced that there were plans to educate more than 3 000 members of the Parents Teachers Students Associations (PTSA's) in Soweto before the end of the year.

Maepa said through such training, the SECC hoped to intensify the learning campaign. The training will take place at the SECC Training Centre at Ipelegeng from August 8.

**Inequalities**

Already, there is another group which is undergoing intensive computer training offered by Open Learning Systems Education Trust (Olset), an independent, non-profit, non-government organisation aimed at addressing the inequalities and backlogs of the education system.

For some time, Maepa said, the black community had been denied access to technology. He said the SECC wanted to ensure that the leadership in student and teacher organisations were the first to receive the computer training because they would be central to the

success of the whole education campaign. 3117-618192

The training, Maepa said, will "open up a window of opportunities" to those students who will join commerce and industry next year.

"This will empower our people in the administration and management of their associations. But our major problem is that without the necessary funding, we will not be able to handle as many groups as we would like to."

**Interest**

However, we are confident that institutions will come to our assistance. We have noted that the Independent Development Trust (IDI) has shown interest in giving assistance to organisations like us," Maepa said.

He also announced that the SECC will embark on a "Leadership Guide for School Reform" project which would further enlighten parents, teachers and students belonging to PTSA's.

"We believe that parents, teachers and students are the key players who have a role to play in the improvement of schools," he concluded.



David Maepa, chairperson of the Soweto Education Co-ordinating Committee (SECC)

**QUNAWA WAWATA TA**



# Illiteracy rate in SA aggravates problems

THERE are at least 15-million illiterate adults in South Africa and the majority of them are women who live in the rural areas. *New Natal (Pupils Forum)*

This was revealed by National Literacy Co-operation (NLC) during its annual conference which was held in Johannesburg last week. *3/17-6/8/92 (50)*

NLC spokesperson Sherry Hamilton said her organisation had discovered that the illiteracy rate in this country aggravated problems such as unemployment, homelessness and poverty.

"The advent of a 'New South Africa' and the formal abolition of apartheid does not guarantee that existing inequalities will be eradicated. The current trend and strategy towards the privatisation of education may lead to an increase in the number of people who are illiterate. Education will be for those who can afford it, perpetuating the cycle of discrimination", she said.

## Future

Hamilton said literacy was a necessary component of meaningful, democratic political participation. The future electorate of South Africa needed to be empowered to make an informed decision about the kind of government that would best meet their needs, she said.

She further said the NLC would exert pressure on any future government to put literacy on its agenda, and ensure the provision of literacy to the millions who could not read and write.

Meanwhile, the police raided the home of one of the literacy project worker Ntlanla Damoyi in Alexandra township after he had attended the NLC conference.

He told PUPILS FORUM that the police informed him that they had received a tip off about the conference and about weapons hidden at his home.

Police, Damoyi said, informed him that both Rhodes and Wits universities were training grounds for "terrorists". Later, a police video team filmed the people and reading material they found in his house. They left after destroying his diary and took away family photographs, he said.

**EDUCATION  
BRIEFS**

*3/9/92*  
*28/8*  
*W/m*  
■ LITERACY learners on the Reef will celebrate the United Nations' Literacy Day (September 8) with a day of song, dance, drama and talks at the YMCA building in Braamfontein, Johannesburg, September 12 from 9am. Contact Theo Ndzadza from the Wits Workers' School at (011)716-3670 or John Tswen at (011)403-2660/1.

(56)

# Parents failing to pay schools

CT 4/8/92

(50)

Staff Reporter

THE abrupt transition to Model C in previously white schools has left many of them with a backlog in fees and at least one school is considering legal action against parents to ensure payment of tuition fees.

The transformation to Model C, which was announced by white Education Minister Mr Piet Marais in February, began on May 1 and entered its next phase on August 1.

Several schools called by the Cape Times yesterday expressed concern about outstanding compulsory fees and reported that they had had problems extracting fees from some parents.

However, most were sympathetic to struggling parents and said they encouraged them to apply for the government subsidy.

Dr O M Firmani, director of communication services in the

Cape Education Department, said parents who were unable to pay compulsory tuition fees might be granted assistance according to interdepartmental sliding scales.

Parents could obtain application forms from the school and the maximum assistance payable to schools (not parents) for a primary school pupil was R400 a year and R500 for secondary school pupils.

Although governing bodies have legal authority to levy school fees and enforce payment, a parent who does not qualify should discuss the problem with the principal, Dr Firmani said.

Mr De Wet Marais, school board chairman at Simonsberg Primary in Kraaifontein, said the Model C system had been democratically chosen by the parents.

The school would take legal action against parents who could afford to pay but would not. However, it was mostly needy parents who had outstanding fees.

Mr Hugh James, principal of Oude Molen High, said these were difficult times for all South Africans and they were doing their best to collect outstanding fees. The subsidy did not always suffice "and it would be an absolute disaster if the subsidy was phased out".

The transition had been sudden and parents had not budgeted for the R75 a month they had to pay "but people are paying their arrears".

The principal of SACS, Mr Gordon Law, where the annual fees are R1 360, said they were entitled to make school fees compulsory but hoped they did not have to resort to legal action to ensure payment.

Mr Barry Gie, governing body chairman at Camps Bay High, where the annual fees are R1 440, said the school would be sympathetic to needy parents and would assist where they could, but had to "balance the books".

Belfast car

Deputy Bank man

Workers catch

RINGS ON  
Sherrell spe

# The need for independence

B/DAY 4/8/92.

NEIL JARDINE

"PARENTS have a prior right to choose the kind of education that shall be given to their children." This clause from the Universal Declaration of Human Rights acknowledges and recognises that different schools suit different needs. This is why a variety of options and freedom of choice are so important in the provision of education in the present and future of our country.

Because the nightmare of apartheid has seen the exploitation of cultural diversity and legitimate ethnic identification for crudely selfish political ends, this is no reason to pretend that cultural and ethnic approaches to education do not exist. We simply do not need to over-compensate today. Freedom of choice will take care of that.

Independent schools in SA have been leaders since the mid-1970s in the quest for nonracial education. While their contribution has been small in terms of numbers, it has been significant in terms of "showing the way".

The growth and proliferation of privatised academies and legitimate schools are testimony to the thrust which independent schooling has given to the educational process in SA. They possess the inordinate merit of being relatively free from government intervention and strangulation by red tape. Above all else is the factor of accountability. Heads of in-

dependent schools are constrained to meet the needs of their investors — both children and money — or go out of business. There are no sinecures in these schools. If heads or teachers do not deliver quality education they are asked to move on.

While independent schools offer a generally enriching curriculum, the myth of an all-round education which worships at the altar of mediocrity is increasingly being laid to rest. Today any good school concerns itself with the creation of a climate in which pupils can realise their potential and grow as individuals. The secret is to be concerned about people as people and to educate with the child and the family so that goals and strategies are agreed.

At their best, independent schools are elitist without being snobbish, and they survive by providing a return on investment. A Human Sciences Research Council research project in 1978 reported that, in respect of academic achievement measured in terms of objective tests, pupils from independent schools appear to do better than their counterparts at provincial schools, that independent school pupils have a more

positive attitude towards homework, that they receive more assistance from teachers in planning their work, that classes are generally smaller, that independent school pupils have a more positive attitude towards religion and that they spend substantially more time on cultural and extramural activities.

In the quest for distributive justice, the desire of those who have been disadvantaged for an equitable system of education is understandable. How to achieve such equity, or even genuine equality of opportunity, in the wake of social, economic, historical and political injustices, is hard to visualise.

What is certain is that it is the duty of the state, both within the public and private sectors, to attempt to redress the imbalances of the past. Independent Schools Council of SA director Mark Henning writes: "The real causes of inequality in societies lie in the sources of power, and

schooling is greatly exaggerated as a means of access to this. The nepotism and corruption that are rife in some societies, the abilities to influence business decisions or political appointments, patronage, family dynasties and other manifestations of elitism have virtually nothing to do with schools, and those attacking the privatisation of education under the banner of egalitarianism need carefully to examine the real nature of elitist practices in their society. Any democratisation of institutions is a political venture, and politics, the root of power, is at the heart of elitism."

Stakeholders in politics and education in SA are becoming aware of the crucial though small role which independent schools can play. According to ANC education department head John Samuel there will be many changes in the way education is structured in the future and in which resources are allocated under a new dispensation. But independent schooling will survive because this will leave more resources free for a future government to divert to areas of greater need. It is important, Samuel says, that inde-

pendent schools must be open to all. There are 76 developing countries in the world which have well-developed systems of privatised education and independent schools. Thirty-four of these countries are in Africa. After independence in 1964, Zambia took the ideological route to egalitarianism but has since tried to establish a mix-and-match approach to private and public schooling. In Zimbabwe in 1980 there were 11 independent schools; today there are more than 40.

In the future, education role-players and planners should aim for a situation where there is "trade-off between quantity and quality in our education system", says Henning. It would be unrealistic to recommend blithely the privatisation of all education. The responsibility of each community for the education of children at primary, secondary and tertiary levels is wildly unrealistic. It would be equally foolish to expect government to do it all. Because independent schools play such a significant role in education, it is important that government continues to offer financial support.

Independent schools will continue to offer education rather than certification; they will continue to provide centres of excellence to children from all sectors of our society.  **Jardine is headmaster of Kingswood College, Grahamstown.**

LETTERS

# Life beyond knowledge (50) FM 7/8/92



**Malcolm Armstrong is headmaster of Saheti School in Bedfordview. Trained as an English teacher, he retired recently after 16 years as head of Pretoria Boys' High and having held senior posts at various schools.**

"Human history becomes more and more a race between education and catastrophe." That was the view of H G Wells. It is acutely relevant to our country now. For the bulk of our population, the blacks, the situation has become increasingly catastrophic since 1976.

Outside of politics, education has the potential to be the most powerful and promising force for change. If the quality of that education is of the right calibre, it could affect political change by producing voters who are capable of autonomous decisions.

Before commenting on the future of education, we need to focus on acceptable aims of education. There is an interesting unanimity in principle among the reformers and pioneers, from Comenius in the 17th Century to John Dewey in the 20th, concerning what education should achieve for the individual and for society.

Their emphasis is directed at two criteria: the acquisition of knowledge and the development of character. According to Dewey, the aim of education should be to nurture growth of personality, character and intellect — "to develop the moral principles of initiative, persistence, courage, judgment, integrity and vocational aspiration."

Such fine aims and ideals should surely have produced a better world for the current generation. Unfortunately, almost throughout the world, altruistic considerations have been cast aside for utilitarian purposes.

When people deplore the lack of education for blacks over the past 15 years, they probably have fixed in their minds the "knowledge" component that these generations have been denied or have themselves rejected. Just as important, however, is the fact that they have been deprived of exposure to the altruistic aims of education.

John Ruskin, the 19th Century English art

critic, writer and social reformer, propounded a philosophy of education that is particularly relevant: "Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers and then leaving them to turn their arithmetic to roguery and their literature to lust . . . It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all, by example."

The future approach to the "knowledge" component of education will need a drastic realignment in the light of rapidly expanding technology and the information explosion. Pupils will no longer be required to learn and retain information in their minds, but rather be taught how to store and retrieve it by means of the technology at their disposal.

Yet there is a danger of confusing acquiring skills with meaningful education.

In SA there is a long history of unequal and unfair spending on education in relation to racial classification. Any planning for the future must cater for equity. But it must be borne in mind that improving material services does not necessarily bring a corresponding improvement in the quality of education. This is a costly lesson that has been learnt in the US.

Pupil attitude is of prime importance. But success in education goes beyond that, for education is a responsibility shared among home, school and community.

We need some perspective about the crucial question of standards. If all our pupils follow courses designed for the well-prepared student, this would produce a soaring failure rate and an unacceptable drop-out level. If, on the other hand, courses and testing procedures are watered down to produce a politically acceptable pass rate, students from all sections of society will be cheated and standards will be meaningless.

Standards at the basic level must come to mean that all our citizens become literate and numerate and have enough tools of learning and sufficient background in the arts and sciences to be able to continue learning throughout life.

Economically, it is simply not feasible to upgrade our education system at every level. Perhaps the logical areas are pre-primary and primary at the one end and teacher training at the other. Primary schooling must be compulsory, with selective admission to secondary education based on aptitude — academic, technical, practical.

The most expensive form of education is in the technological and practical areas. It is costly and wasteful to duplicate expensive laboratories, computer facilities and workshops in a large number of schools. These facilities need to be centralised or, better still, could be provided by commerce and industry on their premises.

A consideration relating to planning, and one that has tremendous financial implications, is the teacher-pupil ratio. Given the will to learn, this ratio should be almost irrelevant — as has been proved by experience in technikons, universities and some successful private colleges.

There are frequent calls for the redistribution of wealth in the new SA and this demand extends to education. Many countries, including some African states, have realised that it is essential to maintain centres of excellence at all levels in the education spectrum, from primary to tertiary training. Even countries ruled by socialist governments discovered that.

In a major report on education presented to the British government recently, the three members of a Royal Commission condemned "the obsessive fear of anything that might be termed 'elitist' which led to the needs of the most able children being neglected." They also commented on the cry for "relevancy" in the curriculum: "To resist subjects on the grounds that they are inconsistent with children's views of the world is to confine them within their existing modes of thought and to deny them access to some of the most powerful tools for making sense of the world which human beings have devised."

If there is to be cause for optimism about our future, our seats of learning — primary, secondary and tertiary — need to be much more than factories of information.

Our schools and teachers must be the custodians of civilised values.

# Viva the future you must build yourself

**BE TOUGH, HANG IN**  
 A community of "culture of success" programme is telling township youth that no goals are unreachable for the self-motivated, personally ambitious young person who won't quit.  
**ADAM GORDON** reports.

**T**HE chant was all too familiar. But the words, at a recent South African Students Christian Association (Sasca) pilot seminar in Soweto, were worth hearing. "Viva education viva. Viva future doctor, viva future lawyer, viva future stockbroker. Viva."

"Do you want your freedom?" South African-born US actor Abner Morrin asks the group of 100 youth leaders? "Yes" (Clapping and whistling and foot stamping)

"Well my friends, freedom is responsibility, accountability, commitment, sacrifice. Are you sure you really want freedom?"

"South Africa is changing, opportunities will open up. But they won't open up for me. They will open up for the few individuals who qualify themselves."

"Don't fool yourself in the new South Africa. You can't rely on the Government. This Government, the next government, any government cannot take care of you. They cannot make your dreams come true."

"Who is going to solve unemployment? Who is going to give you a good job and a nice house and a big car? The Government? Never! Your friends? Never!"

"Rely on yourself. Stay in school. We are the only country in Africa with so many universities and technicians. Use them."

"Your parents are making huge sacrifices to bring you up. Take the opportunities given you. Build yourself. Repay them with your success."

This is the stark message of Sasca's "I Can" programme, currently being presented in Reef townships by Mr Morrin, another South African returnee



David Malopo... "If you stop dreaming, you start to die."

START 10/8/92



Dr David Malopo, his wife Mamkile, and other community leaders.

It amounts to systematic intervention on behalf of good-old-fashioned values: respect of parents, responsibility, purpose, self-discipline, fair play, hard work and self-improvement.

"Many township youths have lost these values," says Sasca director Dr Malopo. They have fallen by the wayside often just because they don't get the right guidance and good example.

"What they don't get growing up is a culture of success."

Dr Malopo developed the programme while studying in the US, for inner city "ghetto kids" who, he says, are in a situation comparable to township youths here. Despairing US parents and community leaders are fighting a similar rear-guard action against a syndrome of crime, violence and mob values.

Youths, he says, have tremendous expectations in the new South Africa, but are despondent and disillusioned and in danger of following the downward spiral to the well-documented US "permanent underclass."

The "I Can" success culture rests heavily on building up individual self-worth and valuing personal ambition and individual achievement. Delegates at the seminar are unashamedly told: "Get ahead of the pack."

They are urged to be performance oriented, judge themselves by their results and to assume individual responsibility for success. No goals are unreachable for the person who won't quit.

This sink-or-swim philosophy has no time for hard-luck stories and does not allow blaming of life's hardships on apartheid or anything else for failure. It scores the "pass one pass all" mentality.

"Your generation are not prisoners of apartheid, you are pioneers of the future, and you must prepare yourself to lead the way to that future," delegates are told.

Dr Malopo, who at 29 is a teacher and a church leader, with a PhD in living proof that growing up in a shack in KwaThema need not kill the spirit.

Says Dr Malopo, "I never stopped dreaming of what I wanted to become. If you stop dreaming you start to die. We are searching for a way to rekindle those dreams in our youth."

At the moment the "I Can" programme plays to invited high-school-age community representatives in Soweto, Alexandra and Dedura. With more funding it hopes to go national.

Dr Malopo specifically aims to get young leaders from across the political spectrum — ANC, PAC and Inkatha — into the same room. He then obliterates the agenda of political division by shifting the ground to individual and national fulfilment.

The programme has its base in Christian values, but is pitched at youths of any or no religious affiliation.



Kindling the spirit... a new programme is aimed at rekindling the dwindling fires of hope for a better future in children who are exposed daily to violence and despair.  
 Picture: Joao Silva



## Library shortage in PWV 'critical'

ADRIAN HADLAND SO

THE PWV was experiencing a critical shortage of library facilities which could affect community development and the elimination of illiteracy, speakers at a public library symposium in Randburg said yesterday.

Library and Museum Services MEC Willie Hoods said about 6-million people in SA were illiterate and a further 12-million were semiliterate.

He said the PWV alone required a further 1 196 libraries, at a cost of R800m, to attain parity in communities' access to libraries.

Literacy, erudition and reading went hand in hand with economic success, Hoods said, while "the highest possible development potential cannot be attained without a sufficient, appropriate infrastructure".

Library and Museum Services director Brigitte Hansen said the TPA had spent R24,8m on library services this year, a 45,6% increase on 1990/1991. *BIDAY 12/8/92*

She said 28 new library buildings would be built during 1992 for which 300 000 books would be required at a cost of R15m.

"There is still a great shortage of buildings in developing areas. To bring the supply of library services in these areas up to the same level as developed areas, a total of 1 196 new public libraries will have to be built in the PWV area alone," she said.

Hoods said every library played an important development role, providing a range of community services.

# Education's a business

w/m and 14/8 - 20/8/92  
Weekly Mail Reporter

BUSINESS has found a novel way of freeing some of its revenues for education — advertising in exercise books for free distribution to black schoolchildren.

The Unity Schoolbook Project was launched in Johannesburg this week with a donation of 40 000 books to Soweto pupils. The first recipient is the George Khosa Secondary School in Dobsonville.

Unity Media managing director Sharon Lloyd said she hoped to provide schools countrywide with 10-million books per quarter by the year 2000. Because of the changing political situation and a lack of clarity about new curricula, she said, they had decided on stationery rather than textbooks.

The Unity schoolbooks are A5 size and each book has 32 lined

pages. The full page adverts are placed on the inside covers, the outside back cover and within the body of the book.

George Khoza principal Dan Gabashane said although the Department of Education and Training provided stationery, children frequently had to buy their own books because supplies were destroyed by vandals or enrolments were higher than expected.

The “business to school” initiative is of mutual benefit to pupils and the private sector. Businesses corner a “captive market in a learning environment” and pupils get free books.

Unity says the book adverts “promote brand awareness and loyalty among young people — the market of the future”.

# Educate the masses, urges Boland

By AUDREY D'ANGELO  
Business Editor

ALTHOUGH "short-term prospects for the SA economy can be described as uninspiring" negative attitudes should not be allowed to destroy the potential this country still has, Boland Bank chief economist Louis Fourie says in his Economic Review.

Forecasting possible growth of more than 3% next year if the world economy recovers, Fourie stresses the need for structural adjustment.

But he says it is also vital to educate the majority of the population on how the economy works — particularly as

"their wealth demands will remain largely unanswered over the next 18 months as the economy struggles to get out of recession."

Fourie points out: "It is clear that a significant part of the SA population does not understand the concept of wealth creation."

"The ease with which these people are, for instance, dragged along on a destructive journey by political rhetoric confirms this deduction."

"Economic potential and opportunities simply disappear when the people who should be exploring these concepts misuse or ignore them."

(50) CT 15/8/92  
He says that many of the elements needed for economic success in SA are of a structural nature.

"This implies that no quick fix exists. The absence of a national strategy for communication about the economy contributes to the total lack of understanding of how the system is supposed to work."

"The concept of wealth creation must be popularised and the principles underlying and supporting it communicated in the most pragmatic way possible."

Discussing the outlook for the next 18 months, Fourie says: "A normal rainfall sea-

son, further lowering of interest rates and the resumption of political negotiations may trigger a turnabout in the economic growth rate from an estimated 0,8% in 1992 to 2,5% in 1993.

"Greater momentum in the world economy may push this growth rate to above 3%."

"A comfortable balance of payments situation should shield the weighted exchange rate of the rand from depreciating by more than 10% over the next 18 months."

"Consumer price inflation should taper off to 12,5% by year-end and fluctuate between 12% and 14% in 1993."

# CLOSED

## chapter for SA's book publishers?

SOUTH 118 - 518192  
 Has the bottom fallen out of the market for progressive books? **Karen Williams** flips through the issue in search of an answer.

**T**HE MAYIBUYE Centre at the University of the Western Cape this week launched its "History and Literature Series", which included the re-issue of books previously published by the International Defence and Aid Fund (Idaf) and Kiptown Books.

These books were published in London and subsequently banned in South Africa.

Titles to be re-issued include Govan Mbeki's seminal "South Africa: The Peasant Revolt"; Tim Jenkin's "Escape from Pretoria" and Joyce Sikakane's "A Window on Soweto".

But there is scepticism about whether people are still interested in "struggle books".

A manager of Exclusive Books — who did not want to be named — thinks the market for leftist publishers and booksellers has dried up.

"There is no market for leftist books anymore — two or three years ago it was definitely much bigger," she says.

She does not believe that big stockists like Exclusive Books are encroaching on progressive booksellers' market, now that they are stocking previously banned books.

There are not many independent booksellers left, she points out.

Barry Feinberg, Idaf's former director of information and now a staff member at the Mayibuye Centre, disagrees.

"I do not think it is true that there is no market left, because Exclusive Books is probably talking from its middle class constituency. Because the middle class have education and the money to put into books, people think middle class is synonymous with book buying," Feinberg says.

He concedes that there "is some truth in it", but believes that is not an unchanging fact, and "it also has to be tackled with liberation".

"We have been successfully distributing our books through David Philip publishers since the beginning of the year. They distribute large quantities nationally.

"We also brought large stocks of books with us from the London operation. And we will also be

publishing, so that is adding new titles," Feinberg continues.

There is great interest in the books in rural areas and in the townships, areas plagued with illiteracy and poverty, he says.

"As publishers we also hope to have a wider approach in areas which suffer most from the problems of illiteracy," Feinberg says.

Another network distributing books from the Mayibuye Centre is the Cape Town branch of the South African Literature Society (Sals).

The Sals bookshop was opened as a collective in Botswana nine years ago.

Before the February 2, 1990, period, many of the banned books which infiltrated the country came from its bookshop in Gaborone.

Now Sals wants to promote the distribution of low-priced books, especially in rural areas and townships, as well as stimulate interest in indigenous writing by working with grassroots structures.

Linda Pithers of Sals is optimistic: "The potential market is enormous, especially if you look at the incredible sales Mayibuye is making.

"It also depends on whether we can

reduce the prices because book prices in South Africa are sky high. People earning third world wages pay first world prices for books."

**B**ut whether initiatives like Sals and the Mayibuye Centre will be able to progress, and grow also depends on funding.

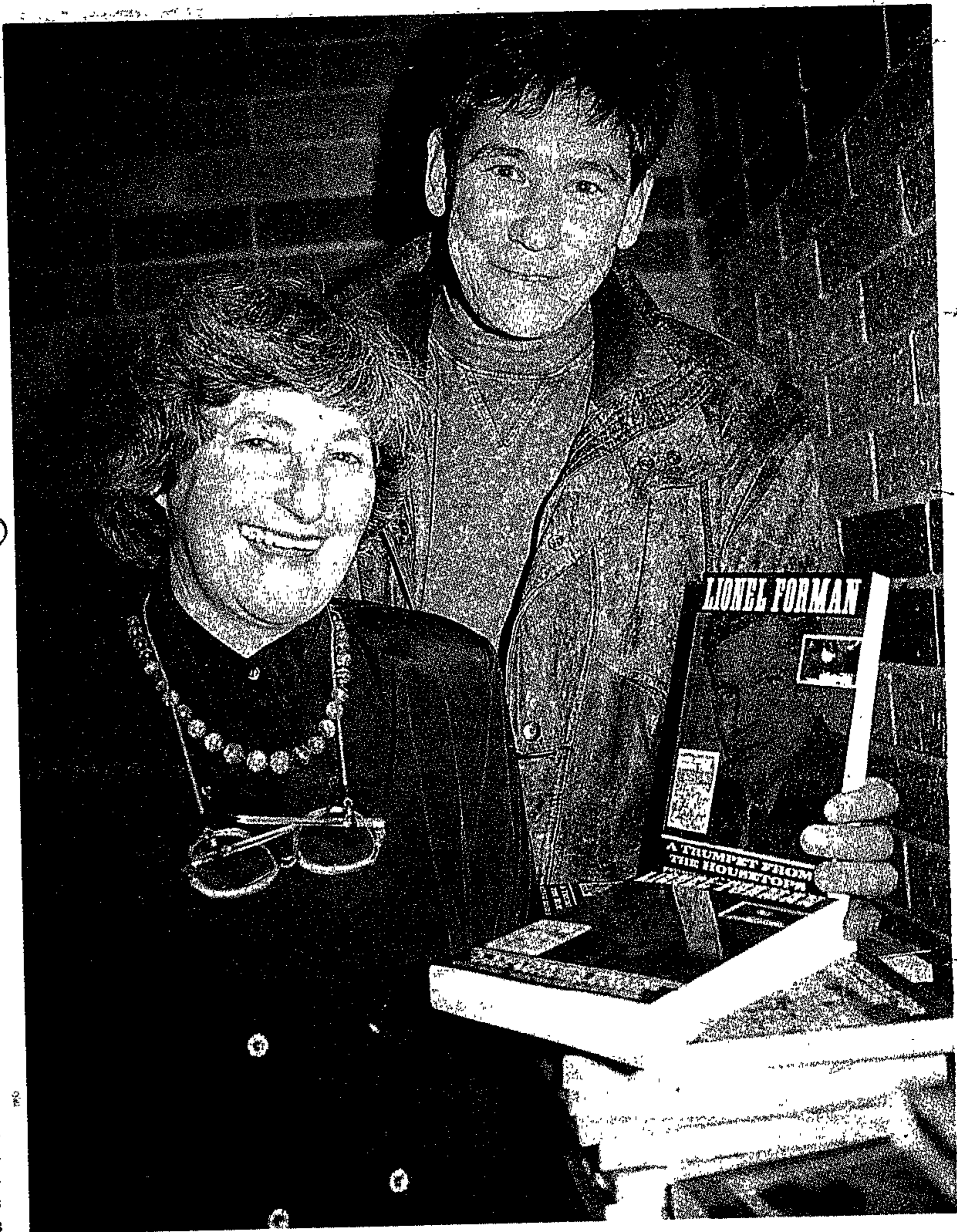
The Mayibuye Centre depends on funding but has no professional fund-raiser. If sufficient funds are raised, the centre hopes to become a regular publisher.

This would enable it to continue in Idaf's tradition, which started in the late sixties, of publishing documentary material, autobiographical and creative writing.

When Idaf disbanded after the unbanning of the ANC and other organisations in February 1990, it handed over its extensive archives to the Mayibuye Centre.

The centre now houses novels, newspapers, a film and video library, a photo library and exhibitions and visual art collections, as

*We published books because we wanted to keep discussion open and were concerned to encourage debate. The days when publishers were characterised by politics are over*  
 — David Philip



**PAGE FROM THE PAST:** Andre Odendaal of the Mayibuye Centre and Sadie Forman with the collected writings of her late husband Lionel Forman  
 Photo: Yunus Mohamed

well as audio tapes.

David Philip Publishers are distributing most of the books and also co-publishing a few titles with the Centre.

David Philip, one of the few independent publishers in the country, this year celebrates 21 years in publishing.

"We published books because we wanted to keep discussion open and we were concerned to encourage debate," says David Philip.

"I think that the days when publishers were characterised by politics are over, and I was very interested that other struggle publishers say the same thing," says David.

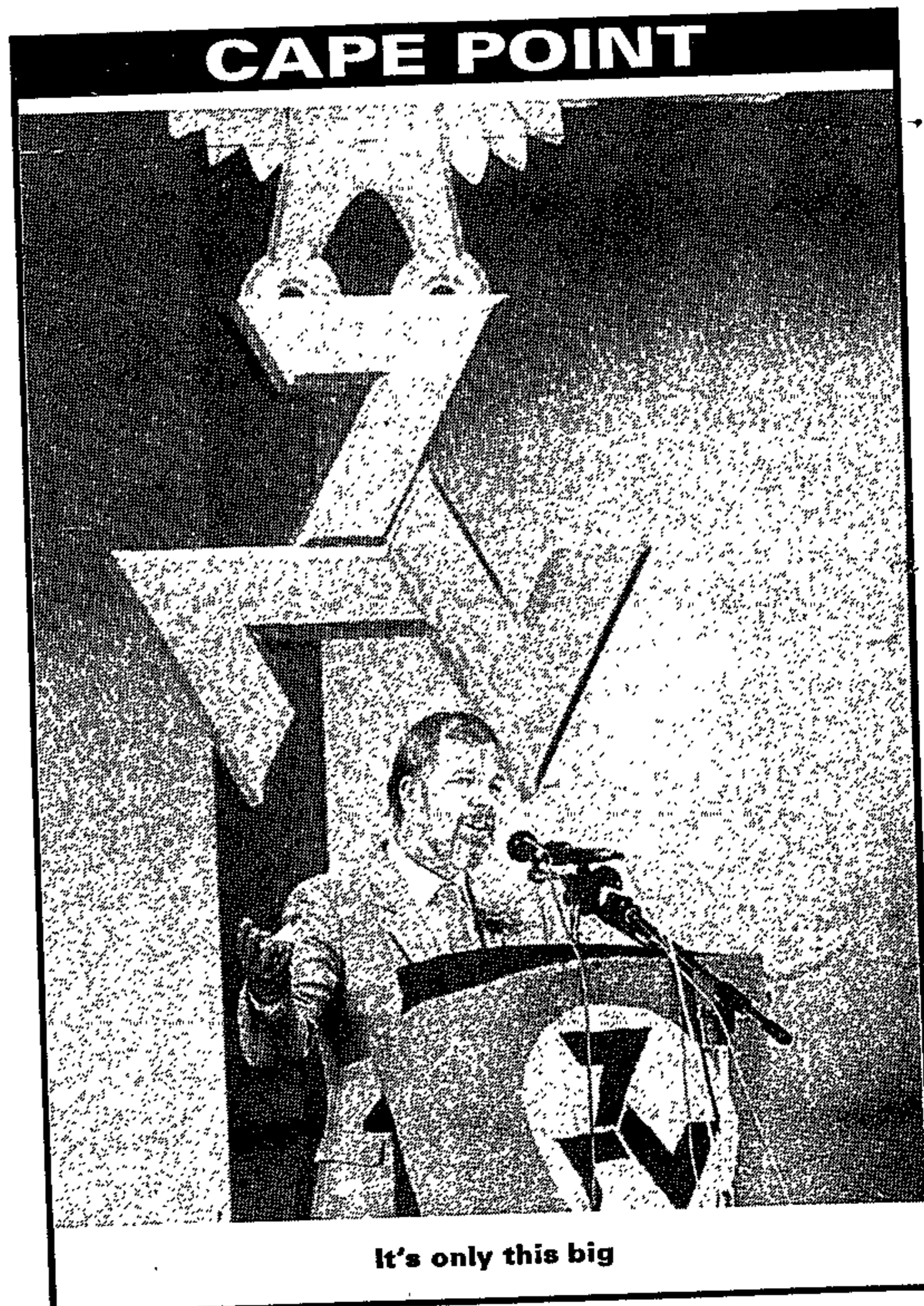
But Marie, his wife and co-publisher, disagrees that progressive publishers are losing their niche, either because there is no interest in progressive books, or because books are now more widely available.

"The niche changes all the time. The publishing road one would have followed in the past was to open doors and discussion in combatting apartheid as far as publishers were concerned.

"Now we are looking for new opportunities to discuss the changes and to analyse them.

"I don't think there can be any halt to keep debate going," Marie says.

David adds: "There was a niche to be filled at that time and somebody had to jump in and fill the gap."



It's only this big

# Education crucial ANC leader

## Political Correspondent

EDUCATION is more important than joining the struggle for democracy, ANC president Mr Nelson Mandela has told technikon students.

"We want you to be fully informed in the campaign to mobilise for democracy," he told an enthusiastic audience at the Peninsula Technikon yesterday.

"You must participate, but that should be the secondary aspect of your activities.

"The priority is to ensure that you obtain the necessary qualifications to improve your ability to serve the community. Education is of crucial importance to us."

Mr Mandela said that if young people wished to serve the community as the leaders of tomorrow, "it is absolutely necessary for you to equip yourself for that role".

"Education is crucial.

"The first challenge that faces you is to be able to raise yourself to the same level of education as your white counterparts, and I say this not in a spirit of antagonism.

"This is very difficult. These are the conditions under which we live, and it's a challenge for the whole country, the whole leadership ... the government, the leaders of the democratic movement and, in particular, the young people.

"We know the problems facing you, the poverty, but there are many educationists who have pulled themselves up by their bootstraps.

# Educationists must go back to the drawing board

SO

Star 20/8/92

IF ANYTHING has caused controversy in education circles in recent months, it is the issue of "open schools".

Once hailed as the "laboratory of the future", integrated schools, for some, have failed to offer mass provision of education to black pupils. Open schools, by their nature and size, cannot give a place to every child, but these schools also cannot escape criticism for failing to move meaningfully towards integrated education.

Desperate black parents have accused these schools of slamming the door in their faces by introducing highly restrictive admissions requirements and charging exorbitant fees.

The recent limited opening of previously "whites-only" State schools has added to the controversy.

As thousands of township pupils found their way into the new Model B schools, the Government shifted the goalposts and decreed that these schools had to change their status to semi-private insti-

tutions or lose a substantial number of teaching posts.

Many black parents might be forced to withdraw from the Model C option when their children's fees rocket.

The role played by these schools, including the Models A, B and C institutions, could be better understood against the background of the historical imbalances inherent in the unequal provision of education to children of various racial groups.

The movement towards desegregation in schools started in the wake of the 1976 nationwide student uprising. Some educationists hailed the advent of these schools, dubbed "laboratories of the future non-racial schooling", as a step in the right direction.

As experts and observers now try to ponder further the role integrated schools could play in the future education system, a team of renowned educationists have given their own suggestions in a series of 12 papers published in a book: "Towards Open Schools - possibilities and realities for non-

racial education in South Africa."

Edited by Professor David Freer of the University of the Witwatersrand, the book contains papers by some of the country's leading educationists.

Professor Freer and his colleagues observe that arguably the ugliest and the most unforgivable aspect of apartheid was the provision of a "disabling and inferior" education given to the African child while others enjoyed abundant resources.

It is within this context that papers in this book by Professors Freer and Johan Muller and educationists Pam Christie, Margie Gaganakis, Janine Lits, Terry Sacco and Michael Cross describe and explore pertinent issues in open schooling in the period leading up to 1991.

Professor Freer seeks to provide insights into what changes can be expected of children when they are placed in "open" classrooms in terms of their responses to one another and to general political issues.

According to Professor Freer, a

crucial semantic issue arose after the inception of the research project which funded the publication of this work. Should the goal of desegregated South African education lead to multicultural education, or to multiracial education or to non-racial education?

Professor Freer chooses a view that is shared by many - a non-racial education: "The strategy in the next decade must surely be aimed at the eradication of both material and perceived differences.

"As part of such a strategy, it may be necessary to establish a policy of non-racial education rather than to propound differences in children's needs related to notions of multiculturalism or multiracialism," Professor Freer writes.

Professor Muller of the University of Cape Town traces the history of private institutions and how the churches responded to the crisis in black education in 1976 by pioneering the movement to open their schools to all races.

The Roman Catholic Church

was the first to decide in principle to integrate their schools. They were supported in principle by the Anglicans and the Methodists. These schools served as a mirror in which South Africans could see what integrated schooling looked like.

Schools that opted for integration earned the wrath of the Government which had hitherto remained bitterly opposed to "open" schools.

In 1986, F W de Klerk, then Minister of National Education, said: "As long as the National Party has a say, we will stand by and favour the basic approach of own education in Government schools."

Nevertheless by 1986, 143 out of 170 English-medium private schools were admitting black pupils, albeit in relatively very small numbers.

The black community is not opposed to the principle of non-racial institutions per se but to the elitist image that these schools had assumed. Margie Gaganakis says pupils attending these

schools may claim they "fall between two worlds" or "two cultures".

One pupil at a private school commented: "Sometimes I don't know who I am. When I'm at home I feel black, when I'm at school I have to be white."

In her paper Pam Christie says: "Whichever way open schools are viewed, it would be unwise to regard them as models for future state education in South Africa. As a small group of private schools, able to regulate their student bodies through fees and admissions tests, they have not faced the issue of mass provision of education in a society riven by deep structural inequalities."

"Towards Open Schools" is one book that all involved in the debate about a future education system must read. □

● *Towards Open Schools - Possibilities and realities for non-racial education in South Africa.* Edited by David Freer. Published by Macmillan Boleswa (R19,95).

## EDUCATION

**V**ERLIGTE Afrikaners clashed with their conservative counterparts this week over the opening of school organisations to parents of all races.

In an historic move, the 60 000-strong Afrikaanse Ouervereniging vir Christelike Opvoeding en Onderwys in die Transvaal (AO) voted at its 10th annual general meeting on Saturday to remove the term "white" from its constitution and open it membership to all parents.

But in a hard-hitting statement the Conservative Party said the parent body (formerly known as the TAO) had "signed its death certificate" and would alienate itself from the majority of Afrikaners parents in the Transvaal. CP education spokesman Andrew Gerbers said by opening its doors the organisation "disqualified itself from continuing as a vehicle for own-education (*volkseie-onderwys*)", and threatened to launch a rival body.

However, the parent body believes its change of heart is visionary, and that it is now better-placed to deal with the impending dismantling of apartheid education. The move was also prompted by changed conditions on the ground: with black parents par-

# CP slams Verligtes' decision on all-races' parent organisations

*In a move prompted by the introduction of Model C schooling the first of four Afrikaners parent associations has opened its membership to all races. But the Conservative Party has condemned the decision. By PORTIA MAURICE*

ticipating, governing bodies of many multi-racial Model C schools would not be eligible for membership to a whites-only parent body.

The AO is the first of four Afrikaners parents' associations to open its doors to all, and its chairman, Dr Hennie van Deventer, told *The Weekly Mail* this week he was committed to convincing others to do likewise. As head of the Federation of Parents' Associations of South Africa, he is well placed to do so. The federation has seven affiliates,

among them the Parents' Association of Natal, the Vrystaatse Ouervereniging, the Cape Parents' Association and the Transvaal English-Medium Parents' Association.

Van Deventer said realism had forced them to accept as members "all Afrikaners-speaking people who adhere to our constitution", but that the AO would "fight hard" to maintain Christian National Education in its schools. He said this concept — schooling in pupils' own mother

tongue, language and culture — could be threatened by a new dispensation. "We have a new standpoint now," he said. "We think racial terms are educationally irrelevant. We are sure that in a new dispensation there will be no discrimination and we are trying to be proactive."

The organisation has also changed its name to embrace more decentralised schooling in the future. "We think soon education will move away from the tradition of provincial boundaries towards new regional demarcations," Van Deventer said.

He believes Afrikaners families are battling to pay the increased schooling costs since the introduction of the semi-private Model C system, and that school communities will have to make "innovative plans" to deal with difficulties. But, he says: "We are realistic enough to know that this (Model C) is one of those issues you just can't fight."

He foresees a rosy future for his organisation, despite CP threats. "I can understand that they want to dig a grave for our organisation, but they have their own problems now," Van Deventer said, referring to recent splits within that political party itself.

## ARTS

# Raising the dead from their brass coffins

21/8-27/8/92  
*The need to reshape our lopsided history as it moulders the nation's museums has been accepted. As to how this might best be done is a pressing question for curators. Responding to an article run in The Weekly Mail at the time of the recent Wits History Workshop, DAVID SAKS of the Africana Museum draws back the musty curtain to reveal rehearsals for a major revamp in progress*

THE Berlin Wall came down nearly three years ago. Two weeks ago, tens of thousands of unfranchised South Africans massed before the hitherto sacrosanct portals of white power in Pretoria and made it clear that they were not going to wait much longer. The times, they are indeed a-changing, and institutions that do not change with them will be left behind. All this is uppermost in the minds of the staff of the Africana Museum as they prepare new displays in anticipation of the long-awaited move into its new premises behind the Market Theatre.

Mounting a museum display that attracts visitors is a difficult task under any circumstances. In this Instant Age, which requires ready information, quick solutions and immediate satisfaction, museums are in danger of becoming an anachronism.

At first glance, museum objects on display are ineffective as a medium of communication. After all, they don't sing or dance, tell funny jokes or even take off their clothes. Instead they sit there and require the visitor to generate a response by using his or her own imagination, an optimistic demand in the age of television.

In this area, the Africana Museum is, at present, further hampered by the type of display cases it has inherited. If the object of a history museum is to make the past come alive, these self-important brass coffins effectively entomb it. Without imaginative display techniques, they can turn a museum into a mausoleum, an unkind but not inaccurate designation.

These problems are compounded in South Africa by the challenging but highly sensitive matter of having to radically revise displays so as to make them more representative of the history of all the country's people. This, of course, is justified in its own right, but another crucial motivation is to make visiting the Africana Museum a relevant part of black South Africans' recreational and educational curriculum.

It is little wonder that blacks have generally avoided established museums like the plague. When racists like Robert Godlonton and power-hungry fanatics like Sir Harry Smith are put on a pedestal, when slavery is claimed to be a result of "Hottentots" refusing to work for the white man and when white seizure of land is implicitly, and often explicitly, represented as being justified in the light of the black man's supposed inability to live in a civilised manner, only a masochist would come back for more.

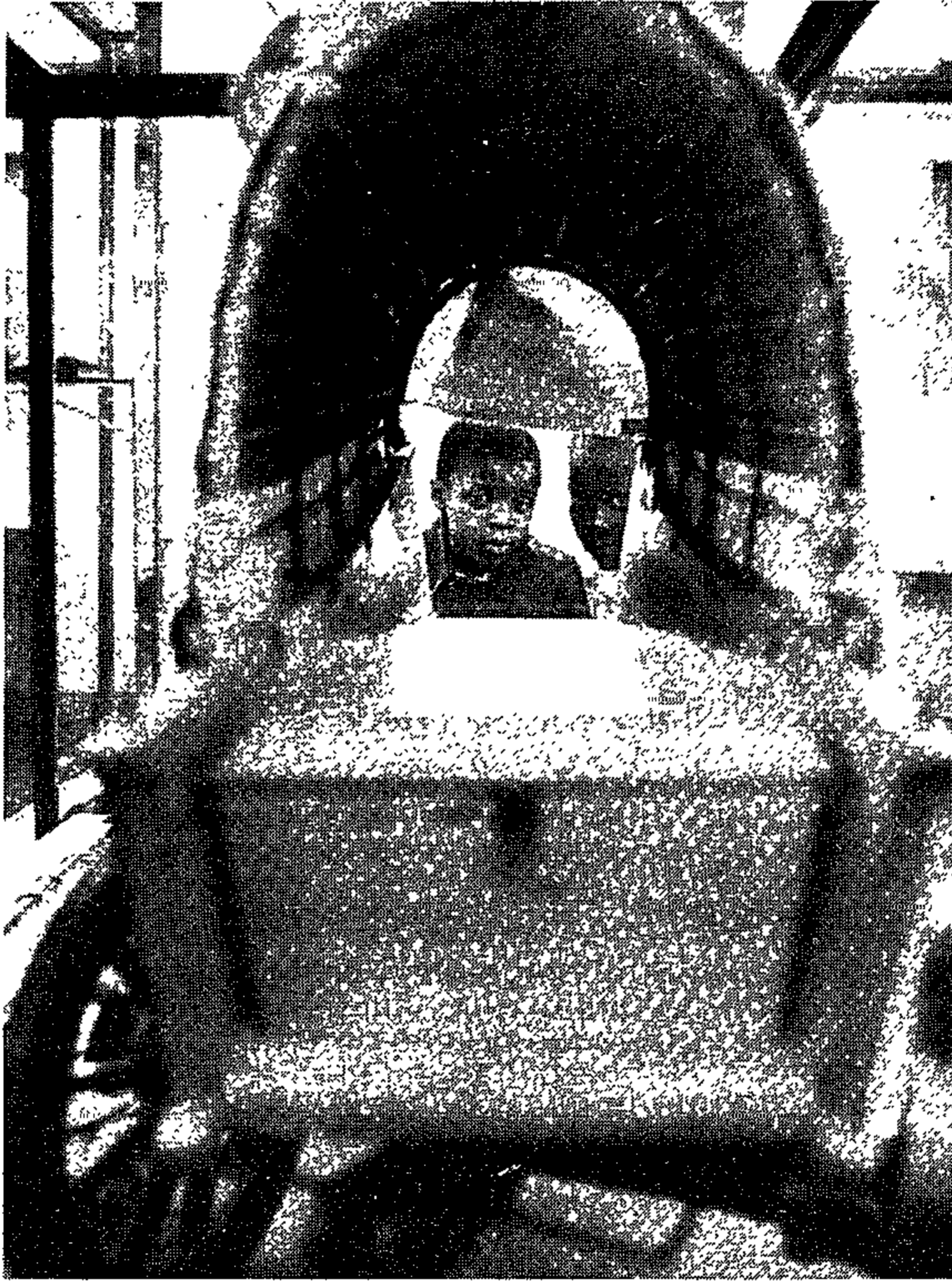
Moreover, little has been displayed on black history. The ploughshares and pruning hooks of the 1820 Settlers are interesting up to a point, but what about the material evidence of Shaka's kingdom? Or the Xhosa Cattle Killing?

Much thought about how to deal with these issues has gone into the planning of the chronological history displays for the new Africana Museum.

Take the well-worn Great Trek theme, for example. Instead of the usual Eurocentric "We were over here, found things intolerable and trekked over there" model reproduced ad nauseum in a zillion textbooks, a more Zulucentric paradigm (ie "We were over here minding our own business when suddenly a whole lot of wagons came rolling over the hill") is being experimented with.

Nor is the Mfecane to be represented merely as a period of destruction and devastation (melodramatically portrayed in the history books in such a manner as to give civilised white people gooseflesh and feel glad, after all, that they are in charge). Rather it is to be incorporated in a general theme covering African state formation in the early 19th century when nations like the Zulu, Swazi, Sotho and Ndebele came into being. Controversial issues will be confronted directly.

No more will visitors be given the impression that the Anglo-Boer War was all about commemorative mugs or an ox-wagon beautifully carved by a POW from the jawbone of an ass, playing cards depicting an avuncular Kruger and a portly Rhodes or jingoistic doggerel scribbled after the relief of Mafeking. There were also concentration camps, and not only white people died in them.



Ox-wagons ... Now what were they for again?

Photo: GUY ADAMS

The nightmarish world of apartheid South Africa needs to be recreated, the oppression and dispossession and struggle for freedom. One idea was to create "Apartheid Land", a surreal display of passbooks, newspaper headlines and "Whites Only" signs hanging at unusual angles from the ceilings.

Live casts showing Hector Peterson being carried away on June 16 1976 could be used, in the process concretising modern South Africa's most famous image. Up to date displays showing township violence, protest marches, referendums and negotiations would conclude the chronological sequence, indicating that the past is not dead but that, on the contrary, it has resulted in what we are today.

South African history did not, of course, begin with the arrival of the Dutch, and this will be made clear by displays detailing the lives of the early inhabitants. The 1652 settlement is regarded as just one more stage, albeit an important one, in the country's history.

Van Riebeeck, naturally, will have to be stripped of his iconographic status and reduced to his proper stature. Perhaps the conscious myth-making of later white historians might itself make an interesting subject for display.

What applies to individuals also applies to events which must also be scaled down when necessary.

A good example of an event in South African history whose significance has been blown out of all proportion is the (unjustifiably capitalised) First British Occupation 1795-1803.

Once given a great deal of attention in the old Africana Museum displays, it is to be drastically reduced and reincorporated within a general theme dealing with the evolution of government at the Cape.

Nor will the history of the eastern Cape be shown to have started with the 1820 Settlers. And without minimising the Anglo-Boer War, it will be demonstrated how the ruthless attrition employed by the British to bring the Republics to their knees was preceded by similar tactics by the Transvaal Boers during the Mapoch and Malaboch campaigns in the 1880s and 1890s.

These are just some of the approaches needed if "A New Museum for a New South Africa" is to be more than a trendy catch-phrase.

All across the spectrum, from sport, to education, to Miss South Africa competitions, South Africa is changing.

The Africana Museum aims to become a dynamic part of this process, not a belated reflection of it. Like living in South Africa today, it is often a frustrating and traumatic process, but there is also that optimism that comes with building a greater tomorrow.

## Jim Joel on at Wits

SIX of South Africa's brightest young musicians, all either final year or post-graduate students of the Wits School of Music, will compete for the JCI Jim Joel Scholarship in the Great Hall over the first few evenings in September.

They are baritone Adam Kirkaldy (fourth year B Mus), flautist Derek Pennell (post-graduate performer's diploma), pianist Nicola Harris (final year licentiate), and sopranos Lisa-Jeanne Lorenz (post-graduate), Orna Shifren and Natalie Lotkin (both final year licentiate and B Mus).

The schedule of performances is: Wednesday, September 2, from 8pm: Lotkin and Shifren, each accompanied at the piano by Wits B Mus graduate Waldo Malan.

Thursday, September 3, 8pm: Kirkaldy, with pianist Jacqueline McCarthy. Lorenz, with pianist Malcolm Nay.

Friday, September 4, 8pm: Harris, Pennell, with pianist Jill Richards.

Saturday, September 5, 8pm: Finalists' recital and announcement of the winner.

Attendance is free but for the Saturday recital a moderate admission fee will be charged.

## As a matter of fact ...

IT was incorrectly reported in last week's *Weekend Mail* that Santu Mofokeng had received the Mother Jones Award for his series of photographs showing men at work on the New York City subway restoration project. Mofokeng, in fact, has won the prize for his work-in-progress *Distorting Mirrors*, an examination of the relationship between the public and private images ordinary Soweto people hold of themselves. He will use the cash part of the Mother Jones Award to complete this series.



featuring:

JONAS GWANGWA  
 Back Waters Blues Band  
 Wits Band: Yumani

at the bozzoli hall, wits.  
 on friday the 21st of aug.  
 at 7:30 pm.

adm: R10 for students, R15 for non Students.  
 SOUTH AFRICAN STUDENT'S CONGRESS(SASCO)



# Join the 'teaching revolution'

South 22 18-26/8/92

HOW do you turn education into something enjoyable and relevant? The people at Young People's Theatre Educational Trust believe that educational drama is the way to go.

The trust uses theatre as a means of education, working with pupils in township schools and training teachers how to use drama as an educational tool.

Educationalists can join this "teaching revolution" by phoning (021) 6971881. The invitation also applies to anyone keen to host the outreach programme, which operates in children's homes, old-age homes and community centres.

Some teachers study full-time with the trust, but most are reached by the in-service training scheme that provides part-time classes for teachers.

The trust's Living English programme, aimed at improving the English language skills of upper-primary school pupils, is one example of how drama-in-education works.

Pupils are given a scene to act out — such as parents visiting a children's home where the children speak only English. A member of the trust takes the role of a "social worker" who can speak English and Xhosa.

The other actors can ask the "social worker" for help with words they don't know, but the crucial aspect is that they formulate and pose questions. This encourages them to use language creatively.

The use of drama provides a realistic context in which pupils can improve their language skills, says artistic director Ms Phyllis Klotz.

Educational drama is based on a philosophy which Klotz believes is the antithesis of the didactic methods used in schools here — especially those run by the Department of Education and Training.

The trust also runs classes in rural districts. At the moment, the focus is on De Doorns.

There is also a community out-



**PHYLLIS KLOTZ**

reach project which operates on request in children's homes, old-age homes and community centres.

"Here the emphasis is on personal development and pleasure," Klotz says.

She says that once people have become involved in educational drama, they can use the philosophy from Sub A to matric.

# Students campaign for closure of IDT.

w/mail 17/71 - 23/9/92  
By PORTIA MAURICE

UNIVERSITY, teacher-training college and technikon students this week voted against the government-funded Independent Development Trust (IDT) and in favour of joining the mass action campaign.

At its Education and Development conference at the University of the North (Turfloup), the South African Students' Congress (Sasco) decided to "campaign internationally for the isolation of the IDT" and for its funds to be channelled to "progressive" bursary organisations.

The conference was called to develop a national programme of action for the student movement. Issues of access, democratisation and financing

in the higher education arena were discussed.

A "Democracy Now" campaign will be launched with a week-long class boycott, demonstrations and sit-ins from August 3 to 7.

The IDT — formed at the tail-end of 1989 after a government donation of R2-billion towards development — has invested more than R25-million in education funding since its inception.

For higher education, it has devised a national student loan scheme — a first for South Africa — under the auspices of the Tertiary Education Fund of South Africa (Tefsa). Sasco this week also withdrew from Tefsa, on which it sits along with the Kagiso Trust, the Bursary Council of South

Africa, as well as universities, technikons and colleges of education.

Sasco has demanded that the current government subsidy formula — which has dropped in real terms over the past few years — be redesigned to favour institutions "that have committed themselves to transformation".

Government resources should be diverted to black colleges of education which have suffered a severe lack of facilities, accommodation and insufficient lecture halls, said Sasco's information and publicity officer, Musa Madlala. Such institutions should also benefit financially and materially from international academic exchange programmes.

## LITERACY

# Comic promotes reading

STAR 25/8/92. (50)

The Storyteller Group believes that popular visual literature, such as comics, produced on a mass scale, can be a powerful means of promoting reading and thus consolidating literacy skills.

So when retail chain Sales House launched CLUB — a glossy magazine for distribution to its vast number of account holders — the Storyteller Group approached the company with a view to creating a youth comic which would be both educational and entertaining for serialisation in the magazine.

Sales House approved the idea and early January 1990 saw the birth of "99 Sharp Street".

Through the adventures of twin brothers Lebo and Veli Mooketsi and their close friend Tandi Cele, the series

A comic strip could change South Africa from a nation with a high rate of illiteracy into a nation of readers and writers. An entrepreneurial publishing group — the Storyteller Group — has set out to encourage and promote reading by creating popular visual literature for the ever-changing South African society, with an emphasis on education.

explores the experiences of young people growing up in South Africa today.

With colourful, detailed artwork, "hip" language and humorous situations, "Sharp Street" sets out to attract the reluctant reader as well as the large audience of second-language readers whose English skills prevent them from enjoying most forms of literature published in the country.

According to publisher and founder Neil Napper: "Serialising '99 Sharp Street'

and workshopped on an ongoing basis in schools and adult education centres.

The most recent series, "Dragons and Ghosts", is based on true-life encounters experienced by young people in Soweto.

Peter Esterhuysen, co-director of the Storyteller Group, says: "History consists of different points of view and through the comic serials, we are attempting to motivate students to collect their own history and to become part of the whole history-making process. We also aim to show an alternative view to that expressed in traditional history textbooks, while remaining educational and factual."

The next series — which is still to be completed — will continue to explore the history theme.

through CLUB magazine has given us a unique opportunity to establish an ongoing relationship with a popular audience unprecedented in South African publishing history."

Since its introduction, the comic has established itself as a powerful medium through which to encourage reading. Readers are also able to identify with the characters in the story and the comic encourages them to read other books as well.

"99 Sharp Street" is tested

# Students lash

3/DAY 26/8/72  
THE Azapo-aligned Azanian Students' Movement (Azasm) yesterday attacked the SA Democratic Teachers' Union (Sadtu) for bringing greater havoc to a weak education system.

In response to Sadtu's threat of a nationwide strike less than two months before exams, Azasm spokesman Kgomotso Modiselle told journalists yesterday that black pupils had suffered greatly as a result of the disruptions organised by the Congress of SA Students and Sadtu since the beginning of the year.

Rather than hurting the Department of Education and Training the protests and chalk-downs had only played into its hands, he said.

Meanwhile, the Independent Development Trust's Prof Merlyn Mehl has blamed the educational authorities' lack of accountability for the chaos in education.

In his keynote address to Vista University's national conference on quality education, he said any system which, after 12 years, could pass only 40% of pupils needed re-examination.

# teacher union

50  
KATHRYN STRACHAN

A unified education system would not necessarily solve the problem, but schools should be community based, accountable and have equal access to shared resources, he said.

Modiselle, meanwhile, said pupils should use the "inferior facilities and second-rate education" to their own advantage — it was a more effective weapon in the pupils' struggle than taking to the streets in protest.

Azasm's campaign of organising extra lessons on Saturdays had been underscored by unwilling teachers and continuing disruptions.

Teachers had legitimate complaints, but Modiselle said they needed to recognise that teachers, pupils and parents needed to approach the DET as a united group.

Modiselle also accused the ANC of failing to provide direction during the recent upheavals.

A high-ranking Sadtu delegation will meet DET deputy director-general Bernard Louw in Pretoria today to discuss the issue of union recognition.

# AWB agrees to SAP monitoring

26/8/72  
JIM COHEN  
PRETORIA — AWB leader Eugene Terre'Blanche agreed to throw AWB training camps open to SAP inspection at a meeting with Law and Order Minister Hernus Kriel yesterday.

Kriel said government had not objected to the training of people for individual self-defence. But the training of groups to perform tasks that were the duty of the SAP or SADF would contravene the Criminal Law Second Amendment Act.

The Act, which came into effect on July 31, prohibits organisations from organising, training, equipping or arming supporters with the aim of usurping police or defence force functions.

Terre'Blanche agreed to Kriel's suggestion that the SAP be kept informed of AWB activities and extended an invitation to the SAP to monitor the AWB training camps and activities. SAP commissioner Gen Johan van der Merwe accepted the invitation.

A further meeting will be held to coordinate the monitoring.

# Growth achieved despite hurdles

STAR 26/8/92

~~50~~  
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Own Correspondent

CAPE TOWN — South Africa's political volatility is putting a drain on the country's development agencies, but remarkable successes have been achieved.

This emerges from the second annual report of the Independent Development Trust (IDT), published this week.

IDT chairman Jan Steyn notes that promoting sound development work in South Africa's unstable environment is a formidable challenge.

"Suspicion and mistrust abound. Bringing resources into deeply divided communities can cause deeper divisions if not processed painfully through the layers of community structures.

"Progress is often slow, and even tiresome and frustrating — especially when the situation is exploited for selfish or ideological reasons by 'gatekeepers'."

However, there is also



Jan Steyn . . . promoting sound development a formidable task.

a "bright side to the coin". "In the overwhelming majority of areas . . . in which the IDT has been actively involved, we have seen the development process producing the dividends of stability and progress."

The IDT — established in 1990 with R2 billion in seed-funding from the Government — had, by June this year, committed more than R1,9 billion to 325 housing, education, health, rural development and job creation projects.

The IDT has kept administrative costs to less than 1 percent of the funds entrusted to it, generated some R700 million through investment and drawn more than R500 million into development projects through joint ventures with the private sector.

Nevertheless, the IDT would have "liked to have moved faster".

"Where hardline or ideological approaches persist, where scars of violence have not yet healed and, more particularly, where leadership committed to development is either absent or has been muted by intimidation or apathy, our task and that of our allies is not only formidable, but we have found some problems insurmountable."

However, Mr Steyn believes South Africa is fortunate in having a partnership of development agencies genuinely committed to promoting development along non-ideological, depoliticised lines.

# Kaolin: Query for lawyers <sup>(56)</sup>

JOHN YELD  
Environment Reporter

SERINA is to refer to its lawyers further legal opinion that it is obliged to apply for permission from the Western Cape Regional Services Council to mine and process kaolin at its site on the slopes of Chapman's Peak in Noordhoek.

Senior lawyers briefed by the RSC said Serina Kaolin and its successors-in-title would have to apply for approval of the mine and for the processing of kaolin on the site.

Their opinion — contrary to that of the chief state legal adviser but supporting earlier legal advice to the RSC — was

ARG 27/8/92  
tabled at yesterday's RSC meeting.

The RSC accepted a recommendation that Serina be informed of this advice "as a final attempt to induce (the company) or its successor-in-title to change its attitude and to submit the necessary application".

The matter was moved from the confidential "green" section of the RSC's agenda for open discussion, at the request of land usage and transport planning committee chairman Mr Clive Keegan.

In terms of an agreement with the Save Chapman's Peak Action Group, Serina has al-

ready indicated its willingness to drop the original plan to build a processing plant on the Noordhoek site.

Instead kaolin will be pumped by pipeline to the existing plant at its Brakkekloof mine above Sun Valley.

But this proposal has not been accepted universally — particularly by Sun Valley residents — and Serina is likely to face a tough battle to win approval for the new plan.

Asked to comment on the RSC resolution, Serina chairman Mr Klaus Zirker said: "We are definitely going to refer this matter back to our legal advisers. We'll act on their advice."

# Tsotsitaal on way to becoming new lingua franca

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AUG 27/8/92  
ROGER FRIEDMAN  
Staff Reporter

HEITA mri, hoezit da ... not a foreign language but widely used Afrikaans-based slang known as tsotsitaal which, according to a survey, is no longer the exclusive domain of the tsotsis.

The survey was commissioned by Ms Sarah Slabbert, of the Wits University Afrikaans and Nederlands department, who believes tsotsitaal has "application value in a communicative sense with special relevance to advertisers".

Tsotsitaal could be the ideal medium for beer advertisements, for example, she said.

Four in five people questioned knew exactly how to react to "zwakal hieso, ek soek soelaat" — for the uninitiated, "listen here, I'm looking for work".

The research showed various languages had highly specific spheres of use within the multilingual South African society.

Tsotsitaal was associated with informal social events and people appeared to use it when they were relaxed, said Mrs Binky Kellas, of the company that did the survey.

Hence "Ek was bo my brigeit se joint, ons-et gegroove, da was klomp mataras daso," translates to something like: "I was at my friend's place, we were partying, there were lots of girls."

Presumably, "mataras" is a derivative of mattress ... no further explanation required!

"These findings have important consequences for communication with the black market," said Mrs Kellas.

But Research Surveys, of Cape Town, which claims to be "the country's leading ad hoc marketing research organisation" conducted the survey only in Johannesburg, Durban, Port Elizabeth and East London.

Mrs Kellas explained that when the Omnichick listings were drawn up in 1986, there was "no significant Capetonian black population in marketing terms". Her company was now reappraising the position.

Ms Slabbert said the lack of a Cape Town sample was a shortcoming.

"It influences the findings because I can say nothing about the use of the language in Cape Town," she said.

# Schools to sue parents for fees?

Staff Reporter

MODEL C schools, under pressure to meet budgets without state support, say they will take legal action against the increasing number of parents who are refusing to pay compulsory school fees.

Mr David Drew, the chairman of the school committees of Wynberg Girls' High School and the John Graham Primary School in Plumstead, said yesterday he had been "flooded with cases" of parents who couldn't afford to pay school fees.

He said the school would "undoubtedly" take legal action where it was clear that parents had the means to pay but were holding out on the school.

"However, each case would be judged on its merits and certain alternatives such as easier terms of payment or some form of non-pecuniary service to the school will be considered," he said.

Chairman of Camps Bay High School's governing body, Mr Barrie Gie, said there had been a drop in payment of school fees and while regulations prevented schools from turfing pupils out, the "only route available" was to take civil action against parents.

The headmaster of Cape Town High School, Mr Nugent Field, said the school had a "fairly large" bad debt problem and had appointed a committee to find "ways and means" of getting parents to pay up before taking the "drastic measure" of legal action.

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CT 27/8/92



# Eduserve needs <sup>(50)</sup> financial help

*Pupils Forum (in New Nation)*  
THE non-profit making Eduserve project aimed at bridging the gap that the present education system has created, needs financial help from individuals and private companies.

Although the weekend classes for more than 1 000 students continued on the Reef, the director Claire Wienand said they might experience some difficulties as the number of students was increasing repeatedly.

"We are receiving as little as 10 rands from each student and we foresee some difficulties as students from various townships are now engaged in the project.



**Boost:** *Claire Wienand, director of the Eduserve project aimed at bridging the gap that the present education system has created*

We are aware that running a business is a huge challenge, especially if one is starting with next to zero capital input," Wienand said. She said out of 56 classes for the Soweto project, about 35 still need to be sponsored. 21/8-

## Project 27/8/92

The head of Eduserve, Greg Hurly, stated this project in January 1990. He was working for Education Support Service by then. "I thoroughly enjoyed working with black students and had no intention of leaving the education industry," Hurly said.

He converted part of his Linden house into an office. Hurly said at a later stage, he managed to rent small premises in Randburg where he continued his education project. They then started conducting classes in the townships despite financial difficulties.

## Lives

"We firmly believe in what we are doing and that we can make a difference in other peoples' lives," he said.

Eventually, they started running weekend classes on the Reef. In Alexandra township, the students are also receiving food parcels after classes. More than 40 teachers, who are employed on temporary basis, also teach students at the factories where their parents are employed. For more information, phone Claire at (011) 886-0487.

# Student groups plan youth conference

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Pupils Forum  
in  
New Nation

2118 - 27/8/92

SIXTY student groups including the Congress of South African Students (Cosas), Inkatha Students' Organisation (ISO), Azanian Student Congress (Azasco) and National Party Youth Action (NPYA) met in Johannesburg last week to plan the forthcoming National Youth Conference.

South African national life.

"We believe that in a country plagued by forces which militate against genuine negotiations and the birth of true democracy, youth bear a grave responsibility," ISO said.

## Aspirations

The conference which was accepted by the youths would take place on August 28-30 under the supervision of the Institute for a Democratic Alternative for South Africa (Idasa).

The ISO further stated the youth aspirations should not only be imagined or researched. "Let them be articulated by the youth themselves as will be the case at this forthcoming conference," it was said.

## Democracy

In a statement, Idasa said that it regarded the conference as important as all political youth organisations would be engaged in dialogue for the success of democracy.

The NPYA said that the conference represented a unique opportunity for youth organisations to make a constructive contribution by exchanging views on matters such as democracy, education and the economy.

"It is our sincere belief that a better understanding of, and solution to our country's problems lies in the interaction of its people, leaders and organisations," Idasa said.

## Future

Meanwhile, the DPY said it was now time for youth leaders of this country to come together and start talking together as they would be the future leaders.

## Conference

A spokesperson of ISO said they welcome the conference since they believed that the youth had an important role to play in

The theme of the conference, which will be held at the World Trade Centre in Johannesburg, is "Youth Effort Towards Democracy and Reconstruction".

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# Phase-out illiteracy

Pupils Forum (in New Nation)

28/8-3/9/92 (50)

THE future policy-makers including the ANC would be influenced by the National Literacy Co-operation (NLC) to put literacy and Adult Basic Education (ABE) on their agenda to redress the alarming illiteracy rate in the country.

This emerged from the NLC's recent conference held in Durban where the head of the ANC's Education Desk, John Samuels, warned delegates of the challenges they would face in convincing the ANC and others to influence policy on literacy and ABE.

The NLC chairperson, Sheril Hamilton, told Pupils' Forum that literacy was an important component of meaningful, democratic political participation. She said the country was in process of moving towards a more democratic dispensation where for the first time,



John Samuels, head of the ANC's Education Desk

the majority of its citizens would have a say in determining their country's future.

"The ability to read and write is an important tool towards realising this fundamental right. However, the continuing education crisis is exacerbating the problem of illiteracy. The advent of the "new South

Africa" and the formal abolition of apartheid does not guarantee to the eradication of existing inequalities," Hamilton said.

In 1990, the United Nations Education Science and Cultural Organisation (Unesco) noted that between seven and nine million black adults were illiterate during that period. Apparently, those figures have almost doubled to 15 million this year.

In an attempt to phase off illiteracy, the NLC met to decide on strategies to increase the capacity of literacy and to encourage other Non-government organisations (NGO's) to strengthen and promote the cause of literacy. With these goals in mind, delegates formed commissions to discuss the way for the NLC to develop a programme of action to build this organisation and increase its capacity.

Pupils forum (in New Nation) 28/8 - 3/9/92

## People's education <sup>(50)</sup> meets with obstacles

THE early phase of "people's education" has been weakened by the harsh entrenchment of the overall policy of apartheid and the education system in this country has emerged as the corner stone of racial and ethnic division.

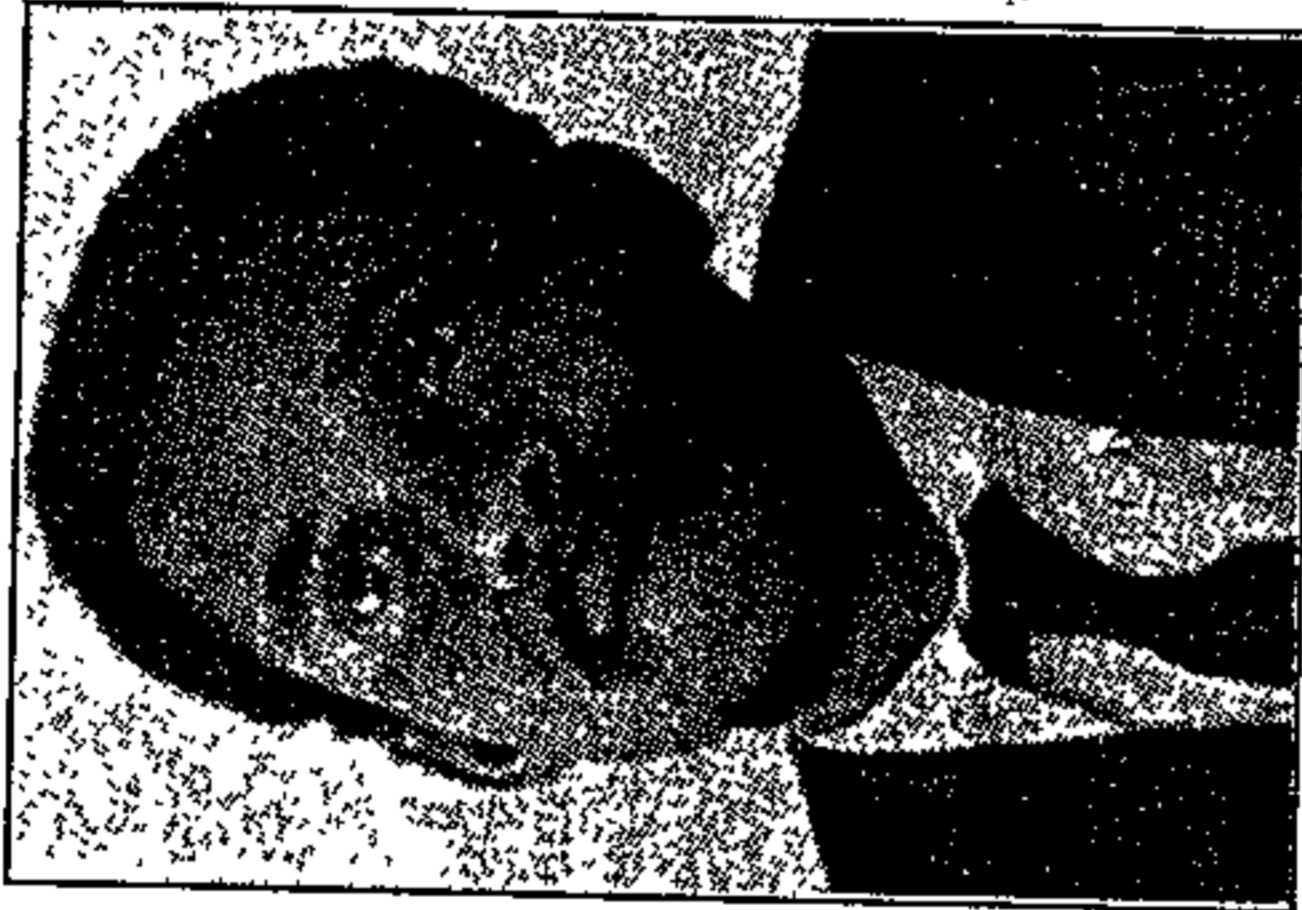
This was said by the Kagiso Trust general secretary Eric Molobi. He said the Bantu Education (BE)

system forced scores of teachers to resign and go into exile in the neighbouring countries to find educational refuge. However, many remained in the ranks of growing opposition to BE.

"We saw the emergence of night schools where attempts were made to set up alternative schools in the townships," Molobi recalled.

He said the reconstruction of the culture of learning would become a national problem which require a national campaign.

"In the arena of education, 'peoples' education' should have its options or blueprints as formative parts of the new system. The million-dollar question that I would like to leave with you is this: - Will people's education feature in the new education system to be negotiated?"



Kagiso Trust general secretary, Eric Molobi

# Writing the wrongs

STimes 30/8/92

50  
C. Clark

**SUSAN CLARK reports on a swaying battle  
between correctness and freedom**

AUTHORS tired of accommodating the demands of anti-sexist, anti-racist pressure groups are hitting back with an anti-censorship campaign.

PEN, the radical international literary group better known for its efforts on behalf of writers in totalitarian regimes, is orchestrating a campaign to reverse the growing tide of "politically correct" restrictions.

The authors, fed up with being told Janet should be tinkering under the bonnet of the car while John tidies the kitchen, will start by tackling restraints placed on children's writers.

In children's literature, feeble girls, dotty grandmothers, wicked witches (with their satanic overtones), bossy male tank engines and fat controllers are all frowned upon. Even the Three Little Pigs have been in the literary dock, charged with offending Muslim sensibilities.

Josephine Pullein-Thompson — a member of both the PEN anti-censorship committee and the writers' and illustrators' group of the Society of Authors — said: "The whole situation is getting absurd.

"More and more pressure groups are getting their way. Authors and agents are finding it

increasingly difficult to stand up to editors and publishers.

"Authors who do refuse to change a word or a phrase which may upset some extremist minority group are running the risk of losing the sale of their book altogether."

PEN is canvassing members of the children's writers' and illustrators' group asking for full details of all the pressures and restrictions on writers. Once results have been collated, the anti-censorship committee will decide how best to lobby the industry itself, particularly the publishing groups.

Pullein-Thompson, who has had 41 children's books published and has another on the way, added: "We must fight for some balance and persuade other literary societies and groups to join us, otherwise we will become a sad little voice in the wilderness."

A British women's co-operative called Letterbox Library is at the forefront of the battle to make children's literature politically acceptable to all sectors of society.

It is the only book club specialising solely in non-sexist, non-racist, multi-cultural books and selects 120 new titles a year for its 12 000-strong membership.

Letterbox recently rejected a new alphabet book because the author had used a Red Indian to depict the letter R.

"We prefer the term native American," said Sarah Kenridge, the group's marketing and publicity director. "Letterbox will only select books which portray positive images of women and black people and we have turned down many books because of just one offensive word or picture.

"We do not like books which portray women as victims or books in which men and boys are incapable of portraying emotions and showing vulnerability.

"Neither would we accept a book which used the word 'spastic' as an insult between children.

"Books which feature dotty old women or men are ageist and not acceptable, and the only witch books we will include are those like *Aunt Fred Is A Witch* (by Rachnar Gilmore), which is about a wonderful, very individualistic old woman reclaiming the word witch from the negative to the positive." She believes children's authors should censor themselves to avoid causing offence and she does not see the Letterbox Library's policies as outright censorship. — © *The Telegraph, London.*

# Educationist urges 'parent power'

STAAL 31/8/92 (50)

**T**HERE could be no more urgent message to Soweto parents as the education crisis deepens than an old South Sotho adage which says you've got to stand up and act decisively because the situation gets out of hand while you watch helplessly.

The expression has gained relevance as lack of interest and non-chalance towards education of their children grows among black parents.

There are more than 250 000 pupils enrolled at 410 Soweto schools, but when teachers threatened to go on strike last week fewer than 500 parents attended meetings arranged in the township to address the issue.

A high school in Orlando East with an enrolment of 1 000 pupils could only draw attendance of fewer than 50 people at a parents' meeting to discuss the looming strike action by educators.

Some parents said while they were concerned about their chil-

children's education, circumstances have forced them to stay away from meetings because of the lack of democratic procedures in most meetings. They accuse certain organisations of "forcing their well packaged agendas" on the community.

"No room is given for a dissenting voice," said one parent. "If you disagree with them, they shout you down, and even threaten you."

He is one of many parents in the township who have decided to stay away from such meetings to avoid "endorsing" decisions he does not agree with. This group of parents say organisations guilty of this practice canvass "young comrades" to meetings to intimidate those people who do not go along with their point of view.

But, David Maepa, chairman of the Soweto Education Co-ordinating Committee, says this problem can still be overcome if parents make full use of their "power and influence". "Even if certain organ-

isations try to push through their agenda, parents have a right to differ," Mr Maepa said.

He said parents proved they had the power to influence the direction of things when they offered to send a delegation to the DET in an attempt to avert the pending teachers' strike.

"Through our power and influence we have managed to convince the teachers' body to give us a chance and try to find a solution to this problem," Mr Maepa said.

Mr Maepa said a healthy debate was stifled through Government-created structures which were excluded in decision-making process and were only expected to implement decisions made from the top.

Parental involvement, however, does not end at the doorstep of school meetings. Parents form a vital part of a triangular relationship in education.

Effective education can only be ensured through the collective and

meaningful participation of the three principal parties — the tutor, learner and parent.

Despite the crippling effects of black education, parents have also added to the limping state of their children's education.

There is little interaction between school and parents. But according to a recent research commissioned by the DET, schools that have maintained ties with parents have been performing relatively well despite the problems in the townships.

Educationist T W Kambule says "children are children and they only change when adults allow them to change". An avowed disciplinarian, Mr Kambule maintains that children get out of hand only when adults stop being firm in dealing with them.

"Of course you cannot be firm and strong on discipline if you do not have the support of the parents." □

(50) AKCT 31/8/92

# Focus on the child — expert

**DI CAELERS**  
Staff Reporter

SOUTH AFRICA'S "rigid and intolerant" school system must give way to a child-oriented and humane one before the needs of millions of children needing remedial education can be met, says to a visiting special-education expert.

Professor Marg Csapo, head of special education at the University of British Columbia in Vancouver, Canada, says repeating classes, academic failure and physical punishment only project the blame on to the child, while exonerating a faulty system.

Professor Csapo, who is also president of the International Association of Special Education, is in South Africa on a fact-finding mission.

She said this country's educators and parents had been handed a "marvellous opportunity to innovate, rather than just put a band-aid on the education system".

The huge drop-out rate in black schools proved children

were "unhappy and frustrated" within the system.

"Millions of black children are in need of special help, but because they don't get it, they simply leave.

"South Africa has a good special-education system for whites, but it is segregated and there is minimal help for black children. I'm sure black teachers and principals must be very frustrated."

She said decision-makers had to change the regular system to one which tolerated "greater variability" in which individual help was available to every child.

The average classroom needed to become like a special-education one which required specially trained teachers and much smaller classes.

"Most importantly, the expectations of what children should accomplish needs to change. The system must fit the child rather than the child be expected to fit the system."

Professor Csapo said: "In our

schools we integrate the deaf, blind, mentally retarded and multi-handicapped into the regular classroom.

"This has benefits for the entire school community. The children are all contemporaries who know each other and become familiar with one another's needs."

She said research had shown that children who were segregated did not adjust well socially, "because they don't have the opportunity to interact with children without disabilities".

"What is needed in this post-industrial era is a different kind of individual who is not quiet and capable of withstanding hours of boredom in the classroom.

"We need to create flexible and creative people with the social skills necessary to get along with others and resolve conflicts.

"We must look at peer tutoring, peer resources, teacher aides and parent volunteers in an effort to reorganise things so that every child gets the opportunity to be heard every day, so they can share their difficulties and get immediate help."

# They struck gold at the mine

Argo 1992

## Passion for learning makes children out of burly men

The Argus Correspondent **So** JOHANNESBURG. — They have scored a breakthrough at Gen-gold's Winkelhaak Mine.

Not a fabulous gold haul, but a triumph for human relations with the launch of a literacy programme aimed at making at least 80 percent of the 7 500-strong workforce able to read and write English by the year 2000.

Sweating it out deep underground, Sotho, Tswana, Shangaan, Xhosa and Zulu stope workers, who daily haul out the precious metal, traditionally communicate in Fanagalo, the slang spoken underground, said manpower manager Mr Ronnie Lousteau.

But once out of the mine, the limited labourers' language handed down from the Natal sugarcane fields runs out of steam.

Many of these men comprise the one-third of South Africa's population who cannot read or write, people to whom the sign on the highway that takes them home, the front page of a newspaper, even the words outside the toilet are a mystery.

A year ago things started changing with the introduction of a R30 000-a-month communication programme.

Now burly men who emerge dust-covered and boisterous from nine hours at the rockface, reappear shrewd and subdued in the classroom, where their clumsy fingers wield pen-

cils uneasily and their lips shape quiet words.

"They have the same passion for learning as a kindergarten class," said Mr Jopie Schoeman, head of training.

It is a long learning curve, starting with proficiency in their mother tongue, progressing to survival English, conversational English and basic numeracy, then operational English and functional numeracy.

One teacher is Theodorah Nzeze. The mere fact that she is female and in charge, is part of the learning curve for male chauvinists.

Adding a new routine to the daily routine of drill, charge up, clear, then blast is Sotho-speaker Mr Abel Matsapa. "Learning English is great. It helps me and I will now teach my wife to speak an international language," he said.

British miner Mr Brian Lacey said English as a lingua franca on the mine would not only improve communication but would increase safety.

Shangaan Mr Julio Govene said, knowing English, he would now be confident enough to go and buy stamps to write home.

Mr William Ladokova, who passed Standard 6 in King William's Town, is learning English for the first time.

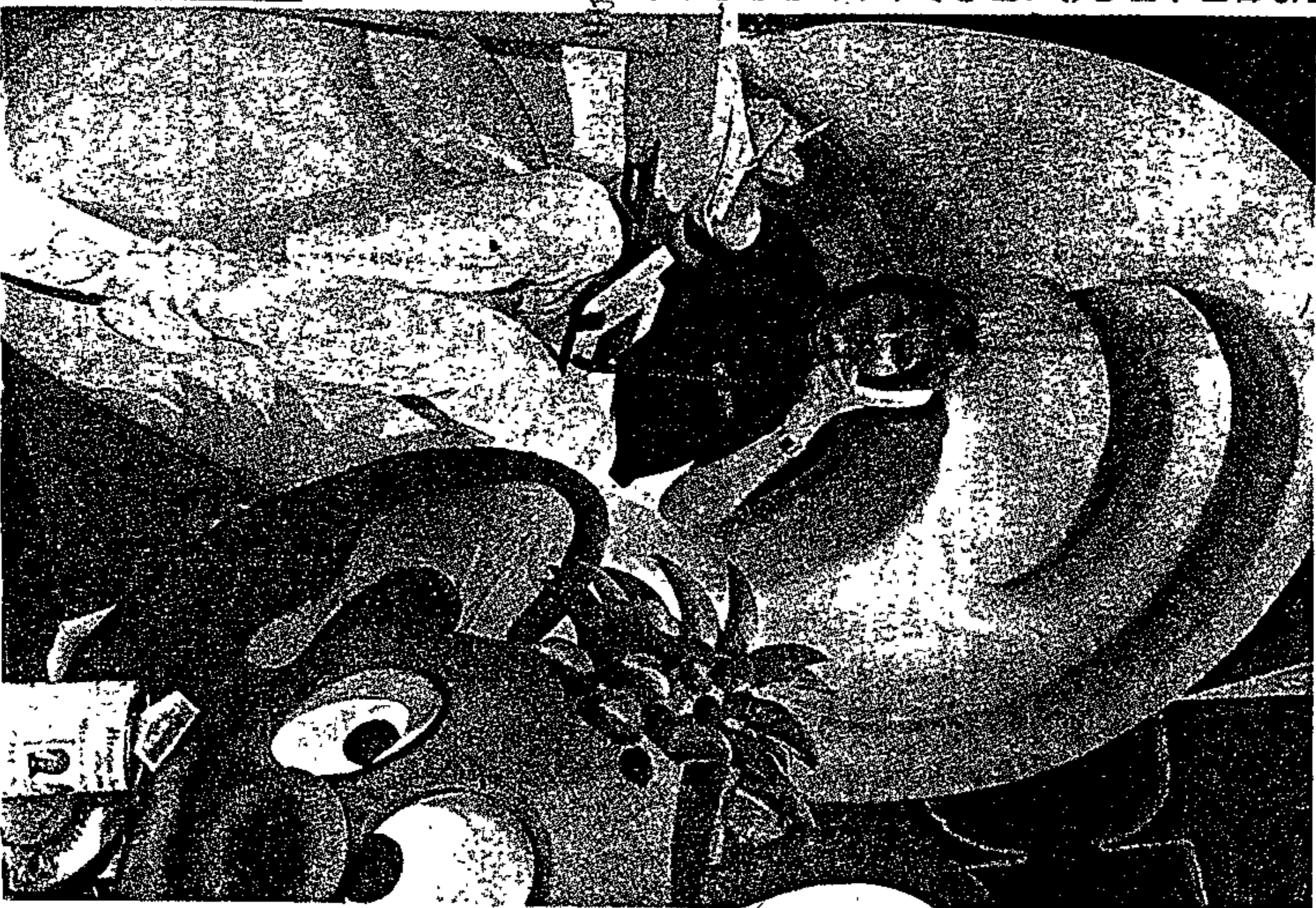
All of the students proudly sport "I speak English" badges. Mr Schoeman says his main problem now that the staff are becoming anglicised is to drop the old "sala kahle" greeting in favour of "goodbye, stay well".

**DID YOU HEAR?** When you call 25 3090 to pledge R5 a month to the Carrel du Toit Centre for hearing impaired children at Tygerberg Hospital, you will hear, loud and clear, Shayne Edgar from where he sits in a gigantic ear in the Golden Acre. Shayne, hearing impaired and a former pupil of the centre, says the ear, built by the Cape Technikon art department, is "rather comfortable". He will be in the ear until Saturday to coincide with National Week for the Deaf this week. Also at the Golden Acre is a display depicting the activities of the Carrel du Toit Centre, the centre's mascot "Catoitjie", a colouring competition and celebrities manning the telephones between noon and 2pm each day. Pledges can be made between 7am and 10pm. Other lines are 25 3091 or 25 3097.

## London at a crawl

**The Argus Foreign Service**  
LONDON. — Traffic in central London has slowed right down — to the pace it was in the horse and carriage era.

The Department of Transport said the average morning peak-





# monitor ice raids

for ANC members, who are engaged in a national executive committee meeting on the nature of mass action and negotiations.

A meeting with the Goldstone commission and the national peace accord is also expected.

The trip was mooted at the beginning of the year, specifically to examine the question of violence, but was given additional focus after the breakdown in negotiations, diplomatic sources said.

Our political staff reports from Cape Town that former Zambian president Kenneth Kaunda has agreed to mediate between the ANC and Inkatha — and he may be joined by former Tanzanian president Julius Nyerere. Kaunda and Nyerere were proposed by Inkatha and accepted by the ANC.

Kaunda's political aide Bright Chunga said national peace committee chairman John Hall had faxed a letter to Kaunda inviting him to be part of a team of adjudicators in an alleged breach of the national peace accord by the ANC.

Nyerere has not indicated whether he will accept the invitation.



ANC education head John Samuel addresses the national education conference in Johannesburg. Picture ROBERT BOTHA

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# ANC joins forum to tackle education crisis

BIDAY 2/9/92 (50)

KATHRYN STRACHAN

THE ANC, Azapo and 11 political, trade union and pupils' organisations are to tackle the education crisis.

The national education conference vowed yesterday to "engage the state and business through the mechanism of a forum" in an attempt to restructure the schooling system.

At a news conference yesterday, ANC education head John Samuel announced that the new forum would launch a "mass educational campaign" to back the forum's demands. No details of this campaign were available yesterday.

The initiative began early last year when a delegation, headed by ANC president Nelson Mandela, met President F W de Klerk to discuss the crisis. But political organisations' diverging views have delayed formulation of a strategy to resolve the education problem.

Samuel said organisations had finally reached consensus on a number of issues.

He said the forum had requested a meeting with De Klerk next month, and had invited government to take part in discussions. Negotiations with the PAC, which until now has rejected the forum, were also under way.

Because of the private sector's considerable investment in education, Samuel said, it was important that it be drawn into the structure to ensure resources were used to

the maximum benefit of pupils.

The forum would focus on key actors such as Saccola and the Joint Education Trust, a structure set up by business and community organisations.

Samuel said the forum would look at the reallocation of educational resources and especially the waste involved in the retrenchment of thousands of teachers from white schools.

Samuel said the forum should have binding powers and should not operate as an advisory body.

A principle of the forum was that government had to accept sole responsibility for the crisis in education, and the forum would not be party to co-managing a resolution of the problem, he said.

An independent body would be established to ensure that decisions made by the forum were implemented.

Meanwhile, thousands of Soweto teachers embark on a strike today to protest against the alleged dismissal of two colleagues. The action comes less than two months before year-end exams in the government schools.

SA Democratic Teachers' Union (Sadtu) assistant general secretary Thulas Nxesi said the strike was likely to spread to other areas. Teachers in Katlehong and Tembisa meet today to discuss solidarity action.

missals, these were undertaken by

# news

# briefs

Sowetan 2/9/92

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## Bid to end education crisis

THE newly-formed National Education Conference yesterday announced a two-pronged programme of action aimed at resolving the education crisis.

Addressing a Press conference in Johannesburg, NEC members said its programme included the formation of a National Education Forum whose decisions would have "binding powers".

Its primary function would be to engage the State and business with regard to educational matters.

The second aim would be to develop mass educational campaigns in support of its strategy.

Sapa.

# Bid to resolve education crisis

STAR 2/9/92.

The recently formed National Education Conference, consisting of 14 organisations, yesterday announced a two-pronged programme of action aimed at resolving the crisis in education.

NEC members revealed at a press conference in Johannesburg that its programme included the formation of a National Education Forum whose decisions would have "binding powers". Its primary function would be to engage the State and business with regard to educational matters.

The second aim of the programme would be the development of mass educational campaigns in support of the engagement strategy and to ensure maximum participation in the process.

The need to address the disparities in per capita expenditure between black and white education and halt unilateral restructuring of the education system by the State were identified by the NEC as two key aspects which required urgent attention.

ANC education head, John Samuels, said the forum should be guided by operating principles which included the fol-

lowing:

- It should have binding powers and not operate as an advisory body;
  - The State must accept and discharge its obligations with regard to the adequate provision and delivery of education;
  - The workings and proceedings of the forum should be public with the emphasis on transparency and accountability;
- Mr Samuels said the mass educational campaigns would aim to involve the broad mass of people, especially parents and workers, and would not interfere with or disrupt schooling.

He said the NEC had agreed yesterday to invite the State and business to initial exploratory meetings to be held in mid-September to discuss participation in the forum. A letter was to be sent to the State President to this effect.

The NEC consists of the ANC, the Azanian Peoples Organisation, SA Communist Party, Workers Organisation for Socialist Action, Congress of SA Trade Unions, National Education Co-ordinating Committee, SA Democratic Teachers Union, Union of Teachers Associations of SA, Union of Democratic University Staff Associations, Azanian Students Movement, Congress of SA Students, Azanian Students Congress and SA Students Congress.

Mr Samuels said the discussions with the Pan Africanist Congress and affiliated organisations were underway — Sapa.

# Tough times ahead in education

BILLY PADDOCK

(50)

BLOEMFONTEIN — National Education Minister Piet Marais yesterday warned that parents would have to pay even more in the future for their children's education.

He said the share of the Budget for education could not be increased above its present 21% level and at the same time the expenditure gap between races would have to be closed. *B/DAY 3/9/92*

He noted that the annual expenditure for each white pupil was R4 500, while the figure for some black departments was as low as R1 000.

He was responding to delegates' misgivings over the hike in education costs caused by the introduction of Model C schools.

He said various schemes were in the pipeline to relieve the pressure on parents but warned times ahead would be difficult.

He said one of the plans being taken to Cabinet was to set up a fund with money

voted from the Budget against which donors to educational institutions could claim relief.

There had been a request that donors be given a tax break, Marais said.

This could not be done but donors could claim from the fund, which would pay out a sum equivalent to the tax break, he said.

Special incentives to get donations for primary schools would have to be considered in the plan because these schools were in a precarious financial position.

He could not give details of the size of the fund nor discuss how the plan would be administered because it was still being discussed by the Cabinet.

More attention would also have to be given to providing more money to technicians, he said.

## Govt wants death sentence, says Minister

BLOEMFONTEIN — Government wanted capital punishment reinstated as a "living penalty" as soon as possible, Deputy Justice Minister Danie Schutte said yesterday.

Government believed there were crimes so reprehensible that death was the only suitable punishment. The vast majority of South Africans were in favour of the death penalty in certain circumstances, he said.

Executions had been put on hold because the government was busy negotiating a

new constitution that would include a bill of fundamental human rights. *(55)*

The death penalty was one of the issues that would be dealt with in that document. It would therefore be unsuitable to resume executions while negotiations continued.

"We agree that the death sentence should be reintroduced as a living penalty as soon as possible, but the way in which it is done is of cardinal importance", he said.

— Sapa. *B/DAY 3/9/92*

# Parents to pay <sup>(50)</sup> more for schools

Political Staff CT 3/9/92

BLOEMFONTEIN. — Parents will have to pay more for their children's education in future, National Education Minister Mr Piet Marais warned yesterday.

He told delegates to the National Party's Free State congress that the share of the budget for education could not be increased above its present 21% level.

At the same time the expenditure gap between races would have to be closed. At present the annual expenditure for each white pupil was R4 500 while the figure for some black departments was as low as R1 000.

He was responding to delegates' misgivings at a hike of education costs as a result of the introduction of Model C schools.

There were various schemes in the pipeline to ease the pressure on parents, but he warned that some would be difficult.

## EDUCATION

**Chickens come home**

**Whites with** children in government schools are, for the first time, discovering the real cost of education as the Model C schools move on to a business footing to survive.

But the growing concern over Model C schools is more deep-rooted than a mere criticism of the increased financial burden that parents have to bear. Schools must now be run like companies, with energy increasingly being devoted to fund-raising. The casualty could be children's education.

A growing number of people are pointing out that initial criticisms, that the system was conceived in undue haste and is basically flawed, have been borne out.

But there can be little satisfaction for the "I told you so" lobby if the price of vindication is a decaying education system.

At the beginning of the year, government proposed that all status quo and Model B schools, in terms of the system launched nationwide in 1990, become Model C.

In terms of this model, schools forfeited government subsidies for administration and maintenance in return for greater autonomy. Many schools opted for Model C, not because they liked it but because it was the

lesser evil open to them.

The alternative was to continue to receive government funding for maintenance and running expenses but take a drop in the school's complement of teachers.

The reality is that, at some schools, headmasters have had to become business managers, fund-raisers and public relations officers. While some appear to be coping, people trained as specialised educationists are not always equipped for these roles.

There is another problem: if a child's parents cannot pay Model C school rates, what can be done, especially if there is no other local school? If education is compulsory it must, in principle, be within reach of the poorest families.

Durban's Brettonwood High, a Model C school, has 150 black pupils out of a total of 670. The headmaster, Doug Drysdale, says: "Schools which budget to break even quickly discover that they are losing. They must also budget for all sorts of long-term expenditure such as the maintenance and repair of buildings, sporting facilities and other capital items. These can cost a great deal."

And if some schools are finding it financially difficult now, they could find it doubly so by the end of the first quarter of 1993.

Though school fees (for parents who cannot afford the fees) are currently subsidised

by government, the amount provided comes nowhere near the fees being asked by many Model C schools.

And some local authorities are still threatening to exact rates payments from schools, which would mean that many of them could not continue operating.

Though in theory this problem could be overcome by government's expectation that schools should seek sponsorship from the private sector, the reality is that firms, with profit margins under pressure in a recession, are reluctant to take on new expenditure.

If they do, schools in affluent areas are more likely to be the recipients than those in poorer communities. The net result is a rich-get-richer outlook — something State education should be moving away from.

Natal Teachers' Society executive director David Ryman says: "We originally took the line that the Model C system was immoral and unacceptable because the educational facility was being removed from the community and placed in the hands of parents to do with as they wished — probably to exclude people from the community. Nothing has happened to change that view."

He says government was warned that implementing Model C would cost schools a lot more than was anticipated and the inevitable problems are now surfacing. ■

## Multi-language move

THE first-ever initiative to promote the use of multiple languages in South African classrooms has been launched in Cape Town by the National Language Project (NLP).

50 CT4/9/92

# Soweto schools empty although strike is over

Weekend Argus  
Correspondent

503  
AUG 5/92  
JOHANNESBURG. — Thousands of Soweto pupils have stayed away from school in spite of the end of a two-day strike called by the SA Democratic Teachers' Union.

School principals and teachers expressed surprise at the unexpected stayaway and blamed it on "poor communications".

But at least one high school

principal, who would not be named, said the absenteeism was due to the students being demoralised by the "endless turbulence and serious neglect by both the DET and the school teachers themselves".

The principal said only 20 of the more than 300 matric pupils showed up for classes yesterday.

He attacked the "paralysing apathy and inertia" on the part of parents who did not get involved with their children's education.



# Threat to close schools: DET, union set to clash

et 5/9/92

JOHANNESBURG. — Confrontation between the South African Democratic Teachers' Union and the Department of Education and Training is looming in the Free State because of threats by the department to close down schools unless principals evicted by students are allowed back to their posts.

Sadtu's spokesman for the region, Mr Leoki Nkonka, said yesterday the DET threatened to close down schools in Odendaalsrus, Wesselsbron, Bultfontein and Virginia next week if the principals were not allowed back to their offices.

Mr Nkonka said the principals had been expelled by students, "but

strangely enough the blame is put on Sadtu".

He said students had promised the principals would be allowed back if management councils were replaced by parent/teacher/student associations.

● Meanwhile in Soweto, not all pupils turned up yesterday despite the end of the teachers' strike.

DET spokesman Mr Solomon Mashokoe said his department recorded less than 75% attendance at all Soweto schools.

More than 5 000 Soweto teachers, mostly Sadtu members, ended their two-day strike yesterday. — Sapa

ETS/9/92 (50)

# R33,5m boost for W Cape education

By BARRY STREEK  
Political Staff

A R33,5-million building programme to provide 13 new schools in the Western Cape, including 10 in Khayelitsha, was announced yesterday by the Minister of Education and Training, Mr Sam de Beer.

Enough schools would be available in Khayelitsha by January 1994 to cater for all pupils at currently projected numbers, he said yesterday.

Seven primary and three secondary schools — at a total cost of R27,5m — are to be built in Khayelitsha. Three other primary schools are to be erected at Philippi, Lwandle near Somerset West and Nyanga.

Mr De Beer said that by March next year the number of classrooms would increase from 676 to 904 — a 34% increase — and would provide addition-

al classroom accommodation for 9 300 pupils.

A further 66 classrooms would be built between April and December 1993, providing accommodation for another 2 430 pupils.

"The new accommodation will include buildings for new secondary schools, which means that when the new schools come into use, Khayelitsha's secondary schools will no longer need to share the facilities of other schools," Mr De Beer said.

"In other words, the platoon system will come to an end."

Since 1983, 21 primary schools and four secondary schools have been built.

Three schools will be ready for occupation by January 1993, four by March, two by April, and the rest by January 1994.

## Focus on empty school in Mowbray

By BARRY STREEK

THE government was giving urgent attention to the possible use of the empty Tafelberg Primary School in Mowbray, Minister of Education and Training, Mr Sam de Beer, said yesterday.

He said he had been in touch with the Minister of Public Works in the House of Assembly, Mr Adriaan Vlok, and the Minister of Education and Culture, Mr Piet Marais.

The previously all-white Tafelberg school has been occupied three times recently by pupils from Khayelitsha in protest against its closure and against overcrowding in their schools.

# Southbooks

## Learning lessons from Zimbabwe

South Africa 579-912/92



SO

BOOK All Schools For All Children  
AUTHOR Julie Frederikse  
PUBLISHER Oxford University Press  
PRICE R34,99

**S**OUTH Africa is one of the last countries in the world to end legalised racial segregation in education.

With the haling moves to desegregate schools under way for only two years, parents are already experiencing difficulty with access to the best schools in the country.

After the introduction of the Model C formula, a good education seems set to become a privilege of the middle and upper classes only. South Africa is not unique in this

respect.

Harare-based author Julie Frederikse's fourth book draws parallels between the Zimbabwean education system and attempts to desegregate education in South Africa.

She interviewed pupils, parents and teachers in Zimbabwe and South Africa about the integration of schools, standards of education, teaching in state schools and education development in rural areas.

The sometimes innocently candid comments of pupils in Harare's middle-class suburbs echo the experiences of black and white children in South Africa.

"I would urge black people in South Africa to send their children to (open) schools so their children

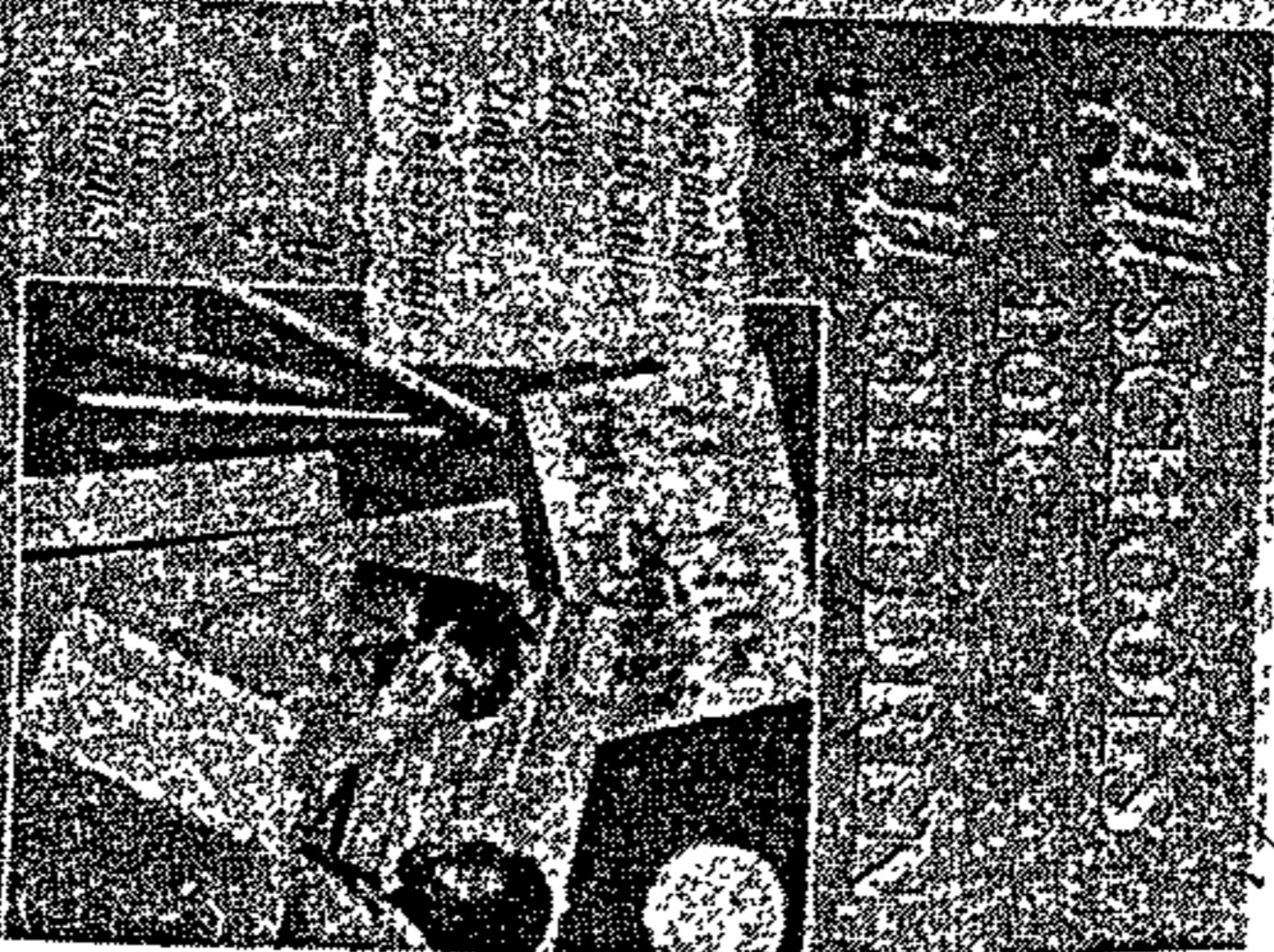
SO

mix with whites. It will help them to get on with one another," said a Zimbabwean mother of four who sent her children to integrated schools. "And for the whites, if they think blacks are not very intelligent, they will learn to respect them."

But the message from the children stuck in Zimbabwean township schools is that not much will change for most black children here.

"We don't have enough teachers and some of the teachers go to the beer hall, come back drunk and can't teach," said a pupil in a township school in Harare.

The book ends with ideas for workshops which could be held at integrated schools to help promote understanding and reduce conflict



between children of different races. This book is highly recommended for pupils, parents and teachers as it gives an opportunity to learn from the experiences of a school system which has recently undergone huge changes. **REHANA ROSSOUW**

# Non-racial education: Govt pledge



SAM DE BEER

SI Times [Cape Metro] 6/9/92

(50)

## WEATHER



## WATCH

THE Weather Bureau's forecast for today:  
**Cape Peninsula and Boland:** Partly cloudy and cool but clearing. Wind moderate south-westerly becoming light and variable.  
**Western Cape Coastal Belt:** Partly cloudy and cool but clearing. Wind moderate south-westerly becoming southerly.  
**Overberg and Coastal Belt to Mossel Bay:** Partly cloudy and cold with isolated light showers but clearing. Wind light and variable.  
**Namaqualand and the South-West Cape Interior:** Cloudy and cold with isolated showers in the south but clearing.

A NEW non-racial education system could be in place within the next 18 to 24 months, Education and Training Minister Mr Sam De Beer said this week.

Addressing a meeting of the Conference of Ministers of Education, Mr De Beer said it was crucial for all education departments to work towards a common goal, especially because of rapid political changes and progress in education.

The Conference of Ministers was held to discuss matters of mutual concern to all education departments in the self-governing territories and South Africa.

The structure of the new education system would have to be negotiated with other groups, Mr De Beer said.

Such a system would automatically do away with the present discrepancies in funding and ensure that the same financing formula would apply to pupils of all races, a ministry spokesman said.

By NORMAN WEST  
Political Reporter

He said education authorities had for the past two years been working towards the creation of a single system, but the state could not make changes unilaterally. Education was an integral part of constitutional development and a new system had to be negotiated by all parties involved.

### Gradual

Progress already made towards achieving a single education system included parity of conditions of service for teachers and the narrowing of the gap in per capita spending in black and white education.

Mr De Beer told the meeting his department was planning the gradual centralisation of the matric examination, a move aimed at improving the efficiency of administering the exams.

The possibility of publishing the names of successful Std 10 black candidates would also be investigated.

Mr De Beer also told dele-

gates to the conference that he believed the "deal" struck by the DET and the South African Democratic Teachers Union (Sadtu) had averted a strike which would have had a devastating effect on education of black children. Teachers had persisted with a chalk-down at a time when pupils were preparing for end-of-year examinations.

Earlier this week the DET granted official recognition to Sadtu, which resulted in the calling off of a strike by more than 6 000 teachers in Soweto.

Part of the "deal" was that four teachers who were either dismissed or suspended by the DET were to be reinstated.

# Sasol spends more

SASOL's board has given the go-ahead for three projects, together costing R300-million and aimed at improving efficiency and lowering operating costs at its Secunda plants.

Sasol is also considering other projects costing billions of rands — over and above the R3-billion work now under way. *(S/Times (BUS) 6/9/92)*

Of the capex approved this week, R200-million is for an extra oxygen plant at Sasol Three at Secunda. It will come on stream by June 1994.

Another R58-million has been allocated for the installation of additional wash towers and propylene chillers in the Rectisol gas purification plants at Secunda.

The remaining R42-million will be spent on a project to facilitate continuous catalyst addition to some of the Sasol Synthol reactors at Secunda.

## Damp squib

A BRIEF spurt in instalment credit business in April and May has fizzled out and stagnation has set in, says Nedfin in its analysis of the banks' business in the second quarter.

Nedfin manager William Wolke says general banks are doing less business if activity in the second quarter is compared with the usual seasonal trends.

There has also been a shift from instalment sale and leasing to mortgage finance. *(S/Times (BUS) 6/9/92)*

Although total credit business written by banks in the second quarter increased by R395,2-million on the first quarter to R32,7-billion, activity late in the quarter was miniscule.

## Directory deal

AC BRABY and Top Centre Novosti of Moscow have signed an agreement to publish a trade directory promoting South African goods in states that once formed the Soviet Union.

Novosti is one of Russia's leading information agencies and has now gone private. Top Centre is a consultancy and publication group with a trade promotion arm.

AC Braby, part of the Kohler Packaging group, will market the directory in SA.

## Tax break

THE Government is considering removing the export requirement for companies claiming accelerated tax write-offs under Section 37E of the Income Tax Act.

This would in theory allow capital projects aimed at the domestic market to claim the tax benefit as soon as money is spent rather than when the business starts earning.

## Dorbyl in oil

ENGINEERING group Dorbyl is edging its way into the West African offshore oil industry through a venture with a North Sea technology partner. Chief executive Dawid Mostert says Dorbyl group lifted its profit to more than R400-million in 1992 from R80-million five years ago. Capital spending on modernisation will top R130-million this year. *(S/Times (BUS) 6/9/92)*

## Somalia aid

THE SA Navy is to transport more than 200 tons of medicine, sugar, mealie meal, milk powder, oil and beans donated by the SA Muslim community to Somalia in mid-September. The first shipment of aid for Somalia left yesterday on board an SA Air Force Hercules. *(S/Times (BUS) 6/9/92)*

## Revenue up

EXCHEQUER revenue collections increased by 4,9% in the first four months of the 1992-93 fiscal year over the same time in the previous year. The budgeted increase is 13,2% for the year. *(S/Times (BUS) 6/9/92)*

A Central Statistical Service report shows consolidated fuel levies saved the day with a 49,7% increase. VAT collections fared worst, falling 17,8%. Income tax, excluding gold mining, rose 4%. *(S/Times (BUS) 6/9/92)*

## Finalists

SIX businesses have been nominated finalists for the 1992 Sandton Community Investment Awards.

They are Justine Cosmetics, Nissan, Pick 'n Pay, Natalie Knight Galleries, Eskom, The Sandown Chronicle and Sandown Motors.

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# Rates payment 'would benefit white schools'

Staff Reporter

News that the Government is considering paying the municipal rates levied on schools has been welcomed.

However, black parents believe that white schools will be the main benefactors if the Government approves the plan.

Education Minister Piet Marais last week expressed hope that the Cabinet would accept the proposal.

But some black parents interviewed by The Star in Johan-

nesburg said the move would benefit the parents of white pupils and a few black pupils who attended white schools, because township schools either paid minimal rates due to lack of facilities or did not pay rates at all due to boycotts.

Both State-aided Model C or semi-private schools and private schools stand to benefit from the announcement.

Said James Seals of Yeoville: "The proposals sound encouraging. They indicate willingness on the part of the Government

Star 7/19/92  
to make education accessible.

"We hope the benefits will be significant enough to trickle down to parents of pupils from disadvantaged communities to enable them to send their children to better schools."

Fiona Davis-Shulze of Bryanston said the news was heartening, but added: "We have to wait until the final word is said. It won't help us to get excited now only to be given excuses some time in the future."

Thomas Hlengwe of Senoane in Soweto said: "We haven't

been paying such things as municipal rates in the townships for years due to rent and electricity boycotts. And although it's a positive step, it doesn't mean much for parents in the black community save for those whose children attend white schools."

Although Model C schools have decision-making powers, they rely on the Government for a subsidy covering the full salary of teachers. The remaining 25 percent of total costs is paid by the parents.

ARC 8/9/92

# Worry over illiteracy <sup>(50)</sup> among SA's adult blacks

## Education Reporter

INTERNATIONAL Literacy Day today has been marked by concern that 45 percent of adult South African blacks are illiterate and one in three women is semi-literate or illiterate.

Adult education body Operation Upgrade noted in a statement that the debilitating effects of illiteracy were difficult to imagine. The illiteracy crisis had to be tackled urgently.

According to Operation Upgrade, only 30 percent of blacks are literate and less than one percent of the illiterate and semi-literate population were having any form of literacy training.

Operation Upgrade patron, Democratic Party MP Ms Carole Charlewood, said while 50 percent of South African university graduates were women "a shocking one in three women is semi-literate or illiterate".

Operation Upgrade today launches a range of new methods for mother-tongue and English literacy.

# State funds 'insufficient to cover education costs'

B/D Amy 8/9/92

(50)

THE state no longer had the financial capability to finance education in its present form, National Education Minister Piet Marais said yesterday.

Speaking at the launch of the SA Institute for Distance Education, Marais said that even by introducing compulsory schooling for nine years — which might be possible provided there was positive economic growth and higher pupil:teacher ratios — the needs of millions outside the formal education system, and those adults who had never attended school, would not be addressed.

People had expectations that their living standards would increase, but, given the economic prospects, there was doubt as to whether such expectations could be met, he said.

Marais said alternatives would have to be found, and initiatives such as the institute had a major role to play in promoting educational innovation in SA.

KATHRYN STRACHAN

The institute — funded by the European Commission through the Kagiso Trust — was established to promote and support distance education. Trustees include representatives from the Development Bank, the ANC, Fort Hare University and the Peninsula Technikon.

Marais said one of the most crucial facets in any education system was the establishment of a sound learning culture, but this problem could not be solved single-handedly. The involvement of all role players was needed.

The present education system was based on the constitution, which meant political progress was a prerequisite for adopting a new education system. "However, due to the seriousness of our present educational needs, we simply cannot afford to sit back and wait," he said.

## Lack of business ethics a worrying issue

B/D Amy 8/9/92

SA BUSINESS was losing its sense of ethics, Johannesburg Chamber of Commerce and Industry president Stuart Morris said yesterday.

"The lack of honest dealing in some business practices is becoming a matter of concern," he said. Lax controls and questionable social morality had given rise to bribery, corruption and consumer abuses.

"Obviously a business has the obli-

CHARLIE PRETZLIK

gation to make a profit. The question is whether those profits should be made dishonestly." Morris called for prosecution of those found guilty of business malpractice.

Long-term investments would dry up because of decay, inefficiency, rising costs, reduced state revenue and higher taxation.



## Principals <sup>(50)</sup> force talks

Staff Reporter

FED up with waiting for "divine intervention" 52 black school principals had five hours of un-scheduled and "unfruitful" talks with the Department of Education and Training's Western Cape regional director Mr Johan Brand yesterday. *CT 8/9/92*

The talks will be assessed at a meeting of principals tomorrow.

"Jamming" the DET with delayed paperwork was an option, as it would not affect pupils' tuition, said New Crossroads' Nomlinganiselo School principal Mr Solomon Makosana.

# Richardson was 'under Winnie's influence'

**BLOEMFONTEIN.**— The influence of Mrs Winnie Mandela on former Mandela Football Club coach Jerry Vusi Richardson must be seen as a mitigating factor, said Mr Justice Hefer in the Appeal Court yesterday.

The court substituted life imprisonment for the death sentence imposed on Richardson for the murder of teenage activist James "Stompie" Seipei.

"Obviously, the appellant must still be severely punished for an extremely heinous offence. He should, in my view, be imprisoned for life", said Mr Justice Hefer.

Mr Justice Hefer referred to the reason-

able possibility that Richardson had acted, if not on the express orders, then at least under the influence of Mrs Mandela.

According to psychological evidence in the trial court Richardson was a somewhat unintelligent person, who was readily susceptible to the influence of others. Within the ranks of the men who frequented Mrs Mandela's house, however, he was no doubt a leader and a person in authority.

But it was quite clear, said the judge, that the chain of command extended beyond Richardson to the owner of the house whom, on all accounts, he and the others idolised. With her wishes he was ever ready to comply.

The evidence as a whole did not exclude the reasonable possibility that Richardson acted under Mrs Mandela's influence, and rather tended to confirm this.

It was significant that Mrs Mandela, although invited by Richardson's attorney, declined to testify for the defence. Her influence must, in the circumstances of the case be regarded as a mitigating factor.

The judge said that when only the aggravating features were taken into account, the death sentence would plainly be a proper one. But, allowing also for the mitigating factors, he did not regard it as the only proper sentence. — Sapa

## Goldstone task force: Names soon

Johannesburg Bureau  
THE exact structure, as well as the names of the members, of the task force which would assist the Goldstone Commission in probing political violence may be announced by the end of the week, a spokesman for the commission said.

The spokesman, who asked not to be named, said yesterday the commission was still setting up the final structures and selecting the team.

The formation of the task force was announced on August 29 and was described by Justice Minister Mr Koebie Coetsee as one of the most important steps taken to counter political violence.

The team, which will be accountable to the commission, will be monitored by United Nations observers.

## UN to come at weekend

NEW YORK  
Leader of the UN observer mission to South Africa has been named as Ms Angela King, a Jamaican UN official.

# Pupils may choose to do 2nd-language

Own Correspondent

**JOHANNESBURG.** — A decision to drop second-language courses as compulsory matric subjects could be taken this week by education officials.

A discussion document on reducing the number of compulsory subjects had been revised and would be submitted to the Committee of Heads of Education Departments (CHED) on Friday.

The document was drafted last year by the committee and recommended that matriculants write only five subjects for their final examination instead of the current six. The subject dropped is likely to be the second language, meaning students could choose to drop English or Afrikaans.

The initial document proposed second languages be compulsory up to Std 9 in the formerly whites-only schools of the Education and Culture Department in Department of Education and Training schools, current leg-

Political Correspondent

THE government was developing proposals which would place every language group in South Africa in a "winning situation", according to Minister of National Education Mr Piet Marais.

Mr Marais said that while the government believed that Afrikaans should remain an official language in the new South Africa, African languages such as Zulu and Xhosa should also enjoy greater recognition.

He did not say whether official status was envisaged for African languages. "Existing (language) rights and opportunities should not be reduced but increased," he said.

Mr Marais said a new constitution should protect language rights as these formed part of individuals' fundamental rights.

"What happened in Namibia, we will not allow here," he said. Namibia made English the only official language shortly after becoming independent in March 1990.

NP secretary-general Dr Stoffel van der Merwe told a press conference at the party's Free State congress that changes to the NP's programme of principles opened the way for a debate on whether African languages should enjoy an official status on a regional basis on a par with Afrikaans and English.

He said the NP's commitment to retain Afrikaans as an official language was not based on sentimental reasons. He said there was evidence that Afrikaans was the most understood language in South Africa.

## Govt seeks 'winning' plan

made by the committee on a new education system, the Federasie van Afrikaanse Kultuurverenigings raised concerns about Afrikaans being left out of school curricula.

Mr Marais's predecessor, Mr Louis Pienaar, responded by saying that the proposals had acknowledged the status of Afrikaans and English as national and communication languages above other indigenous languages.

The revised document incorporates contributions and comments from a broad range of organisations. After it has been debated on Friday, the committee will decide whether to recommend changes suggested to National Education Minister Mr Piet Marais.

Last November, following proposals

# Education reform 'geographical'

ARCTA 19/92

PRETORIA. — The current racially based education system had to be reformed to a geographically based system, Education and Training Minister Mr Sam de Beer said yesterday.

He told the Transvaal National Party congress this meant that in every region an education department would be established which had to provide for all the inhabitants in that territory instead of the system in which four departments were responsible for schools countrywide. This proposal formed part of the government's broad vision for a future education system. — Sapa.

# Jobless get milk of human kindness

ARCT 10/9/92

**HENRIËTTE GELDENHUYS**  
Staff Reporter

ABOUT 125 jobless were given free fresh milk and maas by a dairy after two hours of negotiation.

The Western Cape Unemployed Workers' Union members, who arrived at the Dairybelle factory at 2pm yesterday and demanded that free milk be delivered to 10 000 members twice a day, dispersed peacefully at 4.10pm after forming a queue and each being handed two 500ml cartons of milk and 500ml maas.

Dairybelle acting general manager Mr Thys van Vuuren promised that management would meet a union delegation for discussions.

During negotiations between Mr Van Vuuren and union leaders about 15 Dairybelle management staff watched enthusiastic protesters toyi-toyi, sing and shout slogans.

Some protesters waited behind iron gates facing Cochrane Avenue until 3.20pm, when management allowed security to admit them.

"We understand the problems of the jobless and we have always tried to keep the price of milk as low as possible and to make it accessible to all," said Mr Van Vuuren.

"But we are getting thousands and thousands of letters asking for help," he said.

Union spokeswoman Ms Nomalizo Mafenaka said the union's free milk demand was not unreasonable.

"We can hardly afford to buy milk and bread, the cheapest and most basic food products," she said.

The jobless seemed happy with the hand-outs and many said "thank you" in Xhosa before leaving.

"Something is better than nothing," said smiling union official Ms Margaret Sigonyela.

"Next time I'll ask for cheese," said Ms Nora Makanana, a single mother of three from Khayelitsha.

Dairybelle workers, members of the Food and Allied Workers' Union, "fully supported" the unemployed union members, said shop steward Mr Sixolo Templeton.



Pictures. ROY WIGLEY, The Argus.

**ALL SMILES:** Western Cape Unemployed Workers' Union members are clearly delighted with their free maas from an Epping dairy.

## Peace Accord lauded for Mowbray school decision

**JOHN VILJOEN**  
Education Reporter

**SUCCESSFUL** negotiations over the use of Tafelberg School in Mowbray proved the worth of regional dispute resolution committees set up under the National Peace Accord.

So said Professor Jaap Durand, chairman of the Western Province regional dispute resolution committee.

He was speaking after the announcement yesterday that Thandokhulu Secondary School in Khayelitsha would be able to use the school from October 1.

The Cape Education Department has found other premises for the education technology centre it was to set up at Tafelberg.

Thandokhulu is one of nine

Khayelitsha schools operating on a "platoon" system in shared buildings.

Two others, Bumluko High and Intlanganiso High, took possession of two vacant District Six schools last week in terms of an agreement with the Cape Technikon.

Groote Schuur Democratic Party MP Ms Dene Smuts said the Thandokhulu pupils would be welcomed in her constituency "with open arms".

They were coming to a community which prized education and to the home of several educational institutions at the forefront of efforts to open to all, she said.

Negotiations are under way with City Tramways to transport the pupils.

## School principals ban inspectors in disruption drive

**Education Reporter**

**BLACK** Western Cape school principals have banned Department of Education and Training inspectors from their premises as a first step in their attempt to disrupt school administration.

They have also forced a DET teacher-training course in Khayelitsha to be abandoned, said Mr Solomon Makosana, spokesman for the Western Cape Black Principals' Forum.

Instructors from Johannesburg and Port Elizabeth had gone home early, he said.

Earlier this week, more than 50 principals threatened to "jam" administration unless their demands for better conditions in schools and improved terms of employment were met.

50

ARCT 10/9/92

# Armcor employee dismissed after hearing

B/DAM 10/9/92



ARMSCOR employee Nico Palm has been found guilty by an internal disciplinary committee of irregularities in diverting arms contracts to a company in which he had an interest, an Armcor spokesman said last night.

Palm was immediately dismissed and the matter would now be handed to the SAP for criminal investigation, the spokesman said.

Palm was found guilty of initiating a process whereby Armcor contracts were placed with a close corporation in which he had an interest.

He is believed to be a "silent partner" in the close corporation Geo International Trading — currently involved in liquidation proceedings in the Pretoria Supreme Court.

Spescom Electronics earlier this year was granted an order against a former employee and member of Geo International, "Bingo" Kruger, for almost R1m — the profit Spescom estimated it would have earned had Armcor contracts not been diverted

STEPHANE BOTHMA

to Geo International.

Kruger has been declared insolvent and Spescom has moved to get the money from Geo International.

Court proceedings are being held in camera.

Last week, former SADF Special Forces head and former CCB chairman Maj-Gen Joep Joubert was subpoenaed to give evidence at the liquidation hearing, amid allegations Geo International had strong CCB links.

Spescom executive chairman Tony Farrah confirmed last night his company was continuing with liquidation proceedings against Geo International and that the next court date was set for November 30.

The Office for Serious Economic Offences is investigating possible fraudulent transactions and possible personal gain by employees of Armcor.

## Control education spending, says DP

MUCH stricter control was needed over education departments' spending — some of which amounted to little more than pouring money down a black hole, DP education spokesman Roger Burrows said yesterday.

Burrows said the DP did not believe that the current 22% of the state budget allocated to education could be increased. But, he said, government needed to reassess its priorities.

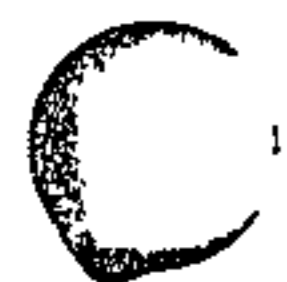
KATHRYN STRACHAN

Meanwhile, the Department of Education and Culture has made Tafelberg School in Cape Town available to the Department of Education and Training (DET).

National Education Minister Piet Marais said the school was made available in light of the DET's immediate need for the accommodation.

an investment... five to seven years... R3bn revenue a year and create... and create... new job opportunities...

Vertical text on the right margin: h... a... K... la... R... fa... al... th... pe... ci... te... tel... let... P... th... bu... St... br... to... 7... is



## White school guarded <sup>(SD)</sup>

**BLOEMFONTEIN.** — The white school at Hertzogville in the Free State was placed under police guard after the ANC apparently announced black Std 9 and matric pupils would attempt to enter the school yesterday morning.

SADF personnel

CT 10/9/92  
joined SA Police from Bloemfontein and Kimberley in cordoning off Malebogo, near Hertzogville, and searching the area during the day. No arrests were made.

Police said an illegal march was held by residents during the operation. — Sapa

# The Star pledges backing for literacy programme

S TAR 10/9/92

(50)

Education Reporter

The Star pledged its support yesterday for a year-long countrywide literacy programme which is organised under the auspices of the READ organisation.

The pledge was signed by The Star's Editor-in-Chief Richard Steyn and news editor Quraysh Patel.

Already, local celebrities Bruce Fordyce, Sugarboy Malunga, Yvonne Chaka Chaka, Marks Maponyane, Andrea

Stelzer and Sasha Lee Walton have thrown their weight behind the Readathon literacy campaign.

Readathon activities will peak tomorrow when about 8 million schoolchildren are expected to "make their stand for a better-educated future by reading".

Three Std 2 pupils from Rivonia Primary School, Chong Hyun Chang (10), Melissa Dobrovic (9) and Thoby Nkosi (10), visited The Star offices yesterday as part of Readathon week.

# Wits' aims to develop oral skills

The University of the Witwatersrand is presently running the Fundani-Nathi Tutoring project which addresses educational inequalities at the primary level.

They are already helping scores of pupils with English language studies to enable them to express themselves clearly.

The project, which was established at the beginning of this

year, is aimed at developing oral skills and building confidence in all aspects of the language (English), said the spokesperson, Glenda White.

White said the project was hoping to achieve its goal through role-playing, games and other language activities like discussion sessions.

We offer training workshops for

our tutors, so previous teaching experience is not essential, and even the teaching is informal," White said.

On the campus, the Student's Tutoring Education Project (Step) was dealing with Standard 9 and 10 students whereas the Workers' School was focusing on adult literacy, she said.

She said, tutors were teaching

English from Standard 3 to 5 because up until Standard 2, their mother tongue was the medium of instruction.

She further said their tutors had taught at schools like Zithathele, Job Rathebe, Emthorleni and St Martins Primary from Orlando East in Soweto. They were assisted by the Soweto Education Crisis Committee (SECC) in organising the schools.



# Forum to meet De Klerk

Learning Nation [in New Nation] 11/9 - 17/9/92 (SO)

The National Education Conference (NEC) will meet State president FW de Klerk and the private sector next month to discuss the education crisis.

The NEC which consists of 10 groups, hopes to be joined by the PAC, but will exclude Inkatha from the delegation.

This was confirmed by the NEC spokesperson, Ahmed Essop, who said participating organisations have made it clear that Inkatha should be excluded because it was not a democratic movement.

But Inkatha's West Rand leader, Humphrey Ndlovu, has challenged the forum's position on his organisation and said it was ridiculous for them to exclude Inkatha.

"We believe that the problems facing this country would not be solved as long as other political organisations belittle others. We feel that those participating in the forum would achieve nothing as long as they keep other parties out. We regard this as old-fashion politics. Otherwise the participants in the forum are just wasting their



Ahmed Essop, NEC spokesperson

time."

At last week's meeting, the forum's ANC education head John Samuels said they would embark on "mass educational campaigns" which have a crucial role to play in

mobilising grassroots support for the forum. But Samuels assured the delegates that the campaigns would not further exacerbate the crisis in education.

He listed the guidelines for the mass campaigns as follows:

- schooling should not be disrupted.
- activities should aim to involve the broad mass of people, especially, parents and workers.

- in order to avoid disruption and ensure broad participation, activities should be scheduled for lunchtimes and weekends.

- campaigns should not only focus on boycotts and demonstrations but should include activities such as educational rallies and fairs that stress the positive aspects of education.

Samuels also appealed to the private sector to invest in education to ensure that the resources were used to the maximum benefit of pupils. Furthermore, Samuels indicated that an independent body would be established to ensure that the decisions made by the forum were implemented.

## Scheme to help black students

Students and a financing organisation will meet to discuss the establishment of a National Loan and Bursary Scheme to aid more than 8 000 disadvantaged students at tertiary institutions in December in Johannesburg. (50)

The two major groups to discuss the project are the South African Students Congress (Sasco) and the Independent Development Trust (IDT).

Sasco spokesperson Musa Madlala said the planned bursary scheme would ensure that the historical inequalities were addressed. *Learning Nation (in New Nation)*

"Sasco continues to be extremely concerned about the issue of financial exclusion of students in tertiary institutions. Our position is that the IDT should assist in addressing the crisis facing the students." 17/9/92

"Approaches would be made jointly by the congress and the IDT to different institutions to help students. Institutions would then make applications to the IDT for the necessary financial assistance," said Madlala.

lucked away in the basement of a Bre Street building are the offices of the Afrikaans community magazine, *Ons Leer Mekaar*. This project may be unimportant to the dwellers of Cape Town, but it has profound meaning to many rural communities and literacy organisations. The magazine is one of a few accessible sources of information for marginalised Afrikaans-speaking communities in rural areas. It is also the only regular publication that is appropriate for Afrikaans first-language adult literacy teaching.

Over the past five years *Ons Leer Mekaar* has grown from a modest and cheaply produced pamphlet to an easy reading magazine. Little did the literacy workers who launched *Ons Leer Mekaar* in 1987 know what would become of their humble attempt at producing material relevant to the lives of adult literacy learners. Initially they formed a voluntary organisation called the *Samewerkingsgroep vir Afrikaanse Geletterdheid (SAG)* and produced *Ons Leer Mekaar* twice a year.

According to Dawie Bosch, one of the founding members, they soon realised that more people than just literacy learners could benefit from *Ons Leer Mekaar*. To accommodate the growth of the publication, SAG was restructured in 1990 into an editorial collective and development workers outside the literacy field became involved. A coordinator was employed and the magazine was produced bi-monthly.

"The restructuring of SAG into an editorial collective made it possible for *Ons Leer Mekaar* to become more of a popular rural magazine, while retaining the essential function of a developmental and literacy tool", says Bosch.

### Popular culture

Facing through one of the latest issues of the magazine, it becomes clear that the editorial collective — working closely with the communities it serves — now largely succeeds in reflecting aspects of a popular rural culture in the magazine, stretching from the Karoo to as far as Upington and Namakwaland.

But the strongest impact of the magazine is in terms of its rural development and literacy work. In the August/September issue, for instance, it focused on the new rights granted to farm workers through the Basic Conditions of Employment and Unemployment Insurance Acts, the prospects of development in the Karoo and the educational needs of rural areas.

A very important aspect of *Ons Leer Mekaar's* work

From left Douglas Wagenstroom, Christoff Oosthuizen and Simone Noemdoe of *Ons Leer Mekaar*.

# Magazine for rural reading

South 1219-1619/92

is the production of literacy exercises for Afrikaans first-language literacy groups. These exercises are produced in conjunction with literacy workers and inserted as a supplement to the magazine. The exercises are based on articles in the magazine.

The recently appointed editor, Christoff Oosthuizen, argues that the magazine still needs some fine tuning and that they should learn from the success of popular mainstream magazines.

He says, "*Die Huisgenoot* and *You* sell 700 000 copies because they successfully project themselves into the lives of ordinary South African people. Their shortfall, though, is that they reflect only the sensational and TV dominated culture." What *Ons Leer Mekaar* attempts to do, according to Oosthuizen, is to present an alternative to the imposed American norms, "pushed down people's throats through the mainstream media". "We try to reflect the culture of disempowered rural people and highlight the institutions important to their upliftment," he says. To do this *Ons Leer Mekaar* runs a regular *vervolgverhaal*, fills its let-

ter pages and provide hints on every day problems. And it also writes about the church, local government, community struggles and national politics.

Many of these articles are written by people from rural communities. A training programme is currently being developed with the aim of creating a pool of skilled correspondents who will be able to write about their communities. About 15 correspondents will take part in this training programme.

The design of the magazine is geared towards new readers. Simone Noemdoe, the production coordinator, says that through "the design of the magazine we would like to entice the communities we serve to read and ensure that they stay up to date with what is happening around them".

"We also want to encourage everyone to start reading and instill in them the need to want to be informed," she says.

About a year ago, the collective initiated its own distribution network with the aim of covering the whole of the Cape Province. Community sellers from

return they receive a commission. According to reports from sellers, an average of eight people share each magazine. This means that about 20 000 people are currently reached, a figure which the collective wants to push up to more than 30 000 by the end of 1992.

### Recognition

To keep the magazine within reach of the average rural person, the cover price is heavily subsidised. Consequently, the magazine is dependent on donations from agencies supporting the aims of rural development and erasing illiteracy. But, with the changing political situation in South Africa, funding agencies have redefined their priorities and are not as keen to donate money to media projects.

Lida van der Merwe, chairperson of the collective, explains what problems they face in this regard. "Donors do not see media as a priority — something we cannot agree with. At this juncture informed debate on development issues and our political future is crucial. The availability of accessible information is therefore even more important than ever. Donors and large companies should recognise this and support projects like *Ons Leer Mekaar* which contribute to the development of marginalised communities. This magazine is the only accessible resource regularly reaching rural Afrikaans-speaking communities across the Cape Province and it should be recognised for that."

## Resource for rural Afrikaans speakers

John Schuurman works as a human resources developer on a Ceres farm and is active in the local community. In this interview he shares his views on the impact of *Ons Leer Mekaar* on rural towns.

**Do rural people find *Ons Leer Mekaar* useful and do they enjoy reading the magazine?**

It is a joy reading *Ons Leer Mekaar* because it is in Afrikaans, the mother-tongue of most rural communities in the Cape Province. The articles are very topical, educational and written in such a manner that everyone can understand it with ease.

**You work on a farm, communicating with the workers. How do they experience *Ons Leer Mekaar*?**

Many farm workers who read the magazine for the first time find it as an eye opener. It is often their first encounter with information about their rights and they are motivated through reading about the struggles of other people. It is encouraging to them to read how others have overcome their problems under apartheid.

**How does *Ons Leer Mekaar* help the people of Ceres and other rural communities?**

*Ons Leer Mekaar* is the only progressive magazine available to us. It provides a counter for the Nationalist Afrikaans media. Through this magazine it is possible for our people to read about happenings and news that will never reach the pages of the *Rapport*, *Die Burger* and the SABC.

I know of cases in other towns where the participation in civic meetings improved after people read some of the articles in *Ons Leer Mekaar*. People understand the issues better and become more aware of the role they have to play.

People need to know about the political changes and they must be informed to be able to make sound choices in future elections. In the long term *Ons Leer Mekaar* should continue to be a tool for the education and development of rural communities. Something which will need attention for a long time still, even in the new South Africa.



## Matrics losing 2nd language 'speculation'

SPECULATION that second-language courses may be dropped as compulsory matric subjects has been dismissed as "premature" by National Education minister Mr Piet Marais.

Reports earlier this week indicated that the Committee of Heads of Education Departments (CHED), which met yesterday, may decide on a proposal that matric students write only five final examinations instead of six.

Mr Marais said this "would help prevent an overloaded curriculum".

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CT12/9/92

# Reaching the readers

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Douglas Wagenstroom is the distribution officer of Ons Leer Mekaar. He speaks about how the magazine is distributed to rural communities.

**What are your duties as distribution officer of Ons Leer Mekaar?**

My duty is to make the magazine available to communities in the urban and rural areas as well as literacy learners. Because we are a rural magazine, priority goes to the rural areas. We distribute the magazine through sellers who receive commission and we have subscribers.

**You are in the process of establishing a network of sellers. How do you go about recruiting sellers?**

This was a very slow process. We started with trips to the rural areas in 1991 to recruit sellers and we only see the results now. We aim to have personal contact with all sellers because we want to acknowledge their contribution. We must therefore go on trips frequently — not just one visit to an area and then never again.

I have worked with a number of organisations in Cape Town such as Lawyers for Human Rights, Sached, Diakonale Dienste and the Media Trainers' Forum, as well as trade unions like Fawu. One must not operate in a vacuum. Because I liaise with other organisations they also use Ons Leer Mekaar as a tool

the people. We also have a very good relationship with some city and provincial libraries from where we get regular requests for subscriptions.

**What are your worst fears for the magazine?**

It has a bad effect on the magazine if we are constantly faced with funding problems. If Ons Leer Mekaar cannot come out due to funding it will be a great loss for the communities we serve. I see the magazine as a mouth-piece of the workers in the rural areas. It seems that people forget about the downtrodden and struggling rural communities. As some of our readers ask: "We hear about the new South-Africa, but when can we feel and see the effects of it?"

**What are your hopes and aspirations for the future of Ons Leer Mekaar?**

My aspirations in terms of the distribution of Ons Leer Mekaar is that even if we print 50 000 copies of the magazine it must still be distributed through community sellers and that the personal touch must always be maintained. I also see the magazine being a household name, not only in the Cape rural areas but everywhere where the language is spoken. Afrikaans is not the property of Afrikaner Nationalist. It lives in the hearts and minds of many people who have been marginalised by apartheid. Ons Leer Mekaar must belong to them.

Ons Leer Mekaar. In one town I visited a Dominice to see if he wanted to become a seller and he did not want to open the door for me.

It also helps if we publish articles about areas before we visit them. Prior to visiting Blandskloof, for example, we wrote about this displaced community and I was welcomed with open arms. The highlight of that trip was being invited to a conference that was organised for the communities around Leliefontein. It was the first time in my life that I had to speak in front of so many people. But it went well and I made many valuable contacts and friends.

**You saw the circulation rise from virtually nothing. The last issue was sold out in one week. How do you feel about that?**

When I came to Ons Leer Mekaar there was no distribution person and as a result the magazines was not distributed widely. I had no experience of distribution and this was a total new field for me. I had to work out my own strategies. Regular trips and frequent telephone contact was the answer. Furthermore, I continuously attend conferences, workshops and training programmes where I introduce Ons Leer Mekaar to

to effectively communicate with rural communities. In working with other organisations I obtained valuable contacts in rural towns.

On my first trip, I realised that our readers are very sceptical about city based organisations. They bombarded me with questions of who writes the magazine, where the funds come from and if we were not just out to exploit them. But when you visit them a second time or a third time, they feel that you don't just come and use the rural areas for your own gain. They find the magazine useful and claim their share in its success.

**Have you had any interesting experiences on your trips?**

My first trip was to Namakwaland. It was a challenge because I did not have any contacts in the area. We planned the trip from the city and I was not well prepared. Going there, without a place to stay and with little knowledge of how the people live was difficult. But I could gain experience from this trip. Today we have sellers covering most of Namakwaland.

In some areas where we did not have any contact, I had to knock on people's doors to tell them about

# Learning to read and write

Long-time literacy worker Ms Faïma Pandý, the programme co-ordinator of the Adult Basic Education Programme (ABEP) at the Centre for Continuing Education of the Peninsula Technikon, is of the opinion that Ons Leer Mekaar provides a much needed resource for rural people and literacy learners. Although the content can sometimes be too difficult for literacy learners and not particularly relevant to urban learners, they find Ons Leer Mekaar very usefull as a material for their classes.

She says: "The magazine is a valuable tool for lesson material in literacy classes, but because the content is often specifically focused on rural people it can only be used to a limited effect in classes held in urban areas." She understands the dilemma of Ons Leer Mekaar, though: "Because funding and resources are often centred around urban areas which results in the marginalisation of the rural communities it is good that Ons Leer Mekaar primarily targets rural communi-

*Souf L 12/9 - 16/9/92*  
ties. Being the only Afrikaans magazine accessible to literacy learners, it is important for this magazine to try and incorporate some articles of interest to people living in urban centres."

On the question of how the magazine is currently being used by the Adult Basic Education Programme, Ms Pandý said that they use some of the articles to develop lessons, and it is used as easy reading material for advanced learners. "We are busy developing a curriculum for our adult education classes and therefore the role of the magazine is changing in our classes. In future it will be a magazine in which the literacy learners can read about what is happening politically, economically and important health issues such as Aids.

"Essentially," she says, "I see it as a medium where the disadvantaged people will have access to alternative Afrikaans media that is important in the changing political period that the country is going through at

the moment. I also see the importance of the magazine of getting out into the far reaching communities with regard to relevant issues such as voter-education, whereby the magazine could be used to educate people around the processes of voting. This is all on the assumption that they can read." (50)

Ms Pandý said that the learners at the ABEP classes find the Ons Leer Mekaar very useful because they can borrow it from the resource centre and they would always come back and ask when the new issue will appear. She also said that Ons Leer Mekaar should take into account that those with the newly acquired skill of reading are sometimes very frightened of the written word.

The special literacy supplement, which was started recently, will benefit, rather than alienate, new readers. New readers, who are not members of literacy groups, will also benefit from this supplement.

# Millions read for literacy

By Phil Molefe  
Education Reporter

More than 8 million children took part in countrywide reading sessions on Friday as part of the Readathon literacy campaign.

In Soweto, pupils from 55 schools in the township took to the streets — this time to read to the public.

They lined the streets in Diepkloof Zone 6 and at the Baragwanath taxi rank.

"It was an exciting experience although some parents were nervous at first, thinking that the pupils were on a class boycott or out on mischief," said Thandi Chaane of the READ organisation.

Johannesburg suburbs also sprang to life as scores of pupils from the city's mixed schools poured into the streets.

Some employers allowed staff to read for 30 minutes during working hours.

The literacy campaign is an annual event organised under the auspices of READ.

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STAR



# 'Develop adult literacy'

B/DAY

15/9/92

(50)

GAVIN DU VENAGE

ADULT literacy is more than part of a social awareness programme; it should be used to develop informed consumers, according to Perm marketing director Richard Ford.

The Perm had used educational media to reach potential clients. The adult literacy magazine, Learn & Teach, had been particularly successful at conveying complex information in an accessible form, he said.

Learn & Teach was set up 11 years ago to supplement English reading for people with basic literacy skills, and for whom English was a second, third or even fourth language.

It had also aroused interest in corporate circles as a means of communicating with employees. Companies such as Dorbyl, Plate Glass, Eskom and CNA had ordered sets for workers taking part in literacy training.

Financial institutions in particular did not spend enough time with the consumer.

For example, the cost of transferring a house on purchase, bank charges, and interest rates were not adequately explained, and the rela-

tionship between consumer and financier broke down because a banker did not take the time to discuss them.

Ford said advertising in a publication that had a long track record in educational and social involvement — Learn & Teach was closely associated with anti-apartheid activities during the '80s — promoted corporate credibility in the community.

Another advantage was that it had a high pass-on rate, estimated at between five and 10 people per copy, and also had a long shelf life.

Wits University's adult literacy unit head Edward French said Learn & Teach offered information not available elsewhere, for example on health, housing and legal issues, as well as pure educational material.

Getting involved with education not only improved the company's image in the community but also made it easier to upgrade employee training, develop its skills base and foster better worker-employee relationships, French said.



ARG 15/9/92

# UCT is going to turn green

**JOHN YELD**  
Environment Reporter

DURING its long and often-controversial history, the University of Cape Town has been accused of being too red, too white, too pinko-liberal ... but, there are likely to be few complaints when it turns green later this month.

Following a suggestion by the campus branch of Earthlife Africa, the university formally has adopted a recycling campaign, under the patronage of deputy vice-chancellor Dr Mamphele Ramphele and managed by UCT's Organisation for Applied Research.

It is believed to be a first for South African universities.

All recyclable materials like paper, glass, metal and plastics will be separated at source by campus staff and placed in containers provided by industrial companies who will be buying the materials.

Long-term contracts have been negotiated with these firms.

Bottle and paper banks for outside

use also are being provided and can crushers are being placed at strategic points on campus.

Profits from the recycling campaign will be split equally between the library fund and UCT workers.

"The objectives of the campaign will be to impress on the overall UCT community the need to reduce consumption, re-use resources where possible, and recycle — or save for recycling — products for which there's a viable market," explained Dr Frank Raimondo, managing director of the Organisation for Applied Research.

"The university acknowledges its environmental responsibility. It will be setting an example for the surrounding community and introducing an environmental awareness for the leaders of the future."

● The public has been invited to the launch at Jameson Hall during lunch hour on September 29.

There will be exhibitions showing how recycled materials are used — including a papermaking demonstration — and presentations by major conservation organisations in the Cape.

# Model C safety sh

(50)

ARG

## Extra burden for school principals as state hands over

### Education Reporter

PRINCIPALS have added responsibilities regarding the safety of their staff and pupils under Model C provisions.

Mr Hannes Struyweg, regional manager of the National Occupational Safety Association (Nosa), said that in the past, the Department of Manpower had been responsible for safety at schools.

Under Model C, which turned principals into "managing directors", ownership of the school buildings shifted from the state to the school, and with it responsibilities for safety.

Now the governing body, and ultimately the school principal as chief executive, was responsible for the safety of teachers in terms of the Mosaic (Machinery and Occupational Safety Act of 1983).

Any company with more than 20 employees has to appoint a safety officer who is responsible for carrying out safety inspections at regular intervals.

In the case of a school, the safety officer could be a teacher who would report regularly to the principal, Mr Struyweg said.

The safety officer has to conduct a risk survey to identify possible hazardous areas at the school.

The most probable risk areas at school are woodwork rooms, which contain potentially dangerous machinery, and science laboratories which contain hazardous chemicals.

While principals are not directly responsible for the safety of pupils, they are required to ensure that all "machinery" pupils use is safe.

This extends to sports equipment and teaching aids such as overhead projectors, Mr Struyweg said.

According to Nosa, principals, "if they fail to act on any of the safety representatives' or safety committee's findings, and any person, albeit a pupil, visitor or staff member is injured because of his failure to heed these recommendations", will be guilty of an offence and could face a maximum of two years in jail or a R20 000 fine, or both.

# School fees set to rise in rates shock

ET 16/9/92 Staff Reporter (58)

FEEES at Model C schools are set to rise dramatically next year to pay for municipal rates.

Wynberg Boys High School principal Mr Rowan Algie said yesterday he expected school fees to increase by as much as 15% in the second half of next year to pay the school's municipal rates bill.

A spokesman for the Minister of National Education and Culture, Mr Piet Marais, said the "necessary forums" were being consulted and Parliament would make a decision shortly.

The senior deputy principal of Pinelands High School, Mr Jim Slater, said the unofficial word from the Cape Education Department was that schools would be expected to pay municipal rates in the coming financial year.

Both Mr John Wegerhoff, headmaster of Gardens Commercial High School, and Mr John Herholdt of Tamboers Kloof Primary, said their municipal rates constituted a "sizeable sum" and parents were in for a shock if the schools became eligible for these costs.

# Systems in demand to help run schools

BLOOM 17/9/92

(50)

Reports by  
MELANIE SERGEANT

COMPANIES quick off the mark can gain competitive advantage, a fact illustrated by the new-found demand for software systems geared to handle accounting and administration at Model C schools around SA.

Now that these schools must be run along business lines, and account for all their income and spending, they are keen to use computer systems to help.

A software module has been designed by Coopers Theron du Toit and Select Software, based on the budget-priced Select Pastel accounting programme.

Facilities required by these schools, which include receipts, special invoicing systems and other financial management tools, are incorporated in the package.

Coopers Theron du Toit partner Annette van der Laan says scholar accounts incorporating fees for various activities are now available. She says it is difficult to use standard accounting packages because schools need to analyse their fees budgets against actual fees received.

"Special receipts are also important for cash flow purposes because, compared to the past, much larger amounts of money are now received on a daily basis.

"School expenses must also be catered for. Whereas in the past the education department paid most expenses, schools must now do this themselves, so budgeting and cash flow controls are paramount."

Other systems on the market mainly comprise administration systems. She says she has not yet come across systems for integrated financial accounting.

Select Software R & D director Mike Katz says apart from the addition of procedures for managing Model C schools, a training course is provided. Pastel is established in the educational market, with an educational version of its software being used for pupils in technikons and other training establishments.

"We are now developing a school administration system to handle report cards, timetables and other facilities. This will also link into the Pastel programme."

Katz says many schools use part-time accountants and must now run their schools as efficiently as possible.

"Another advantage of the programme is that it works in both English and Afrikaans," he adds.

In another development, Starlan Systems is encouraging schools and technikons to become marketing agents of the Sony Laser Library CD-ROM system.

Starlan Systems MD Malcolm Seymour says schools can earn much-needed revenue by marketing the system which consists of a compact disk or CD-ROM drive, headphones and more than 3,5GBytes of software.

The system includes Compton's encyclopaedia, a division of Britannica, Microsoft's Bookshelf, Languages of the World, National Geographic Mammals, World Atlas and an animated Mother Goose cartoon. It will be sold directly by schools and technikons and will cost significantly less than at retail level.

## Advertising bursary (50)

*FM 18/9/92*  
The *FM* is to award a bursary for a student to study full-time at the Association of Advertising Agencies' School of Advertising. The money comes out of the proceeds of the international conference, "Welcome Back to World Advertising," held in May.

The bursary will cover fees and provide for some living expenses for three years. Though race will not be a criterion for selection, preference will be given to a suitably qualified person from a disadvantaged community who is in need of financial assistance.

Another *FM* advertising conference is planned for next May with a high-powered panel of speakers from abroad. It is intended that the conference will be an annual or biennial event.

*Tony Koenderman*

No. 2651 18 September 1992

WET OP STREEKSDIENSTERADE, 1985  
(WET No. 109 VAN 1985)

BEKENDMAKING VAN TARIEF

**WES-KAAPSE STREEKSDIENSTERAAD**

Ek, Derek Lyle Keys, Minister van Finansies, maak, kragtens die bevoegdheid aan my verleen in die omskrywing van, "streeksvestigingsheffing" in artikel 1 van die Wet op Streeksdiensterade, 1985 (Wet No. 109 van 1985), hierby bekend dat die Wes-Kaapse Streeksdiensteraad met my instemming die tarief vir die berekening van—

die streeksvestigingsheffing in sy streek verhoog het vanaf 0,15 persent na 0,17 persent plus belasting op toegevoegde waarde gehef ingevolge artikel 7 van die Wet op Belasting op Toegevoegde Waarde, 1991 (Wet No. 89 van 1991), van die bedrag waarop sodanige streeksdiensterade heffing aldus bereken word:

Met dien verstande dat 'n korting van 25 persent aan boerderyondernemings toegestaan sal word.

Die verhoogde heffings is betaalbaar met ingang van 1 Oktober 1992.

**D. L. KEYS,**  
Minister van Finansies.

**DEPARTEMENT VAN KORREKTIEWE DIENSTE**

No. 2517 18 September 1992

**STAATSDIENSBEURSSKEMA: 1993****DEPARTEMENT VAN KORREKTIEWE DIENSTE**

1. Die doel van die Beursskema is om voltydse beurse aan applikante beskikbaar te stel ter verwerving van die volgende kwalifikasies:
  - BA (MW)-graad.
  - BSc Rekenaarwetenskap/B Comm Inligtingstelsels.
  - MA Kliniese Sielkunde. (Alle registrasiekategorieë.)
  - B Pharm-graad.
2. **Algemene maatstawwe en vereistes:**
  - 2.1 Die aantal beurse in elke rigting word bepaal deur die Departement van Korrektiewe Dienste se behoefte aan opgeleide personeel in die onderskeie rigtings en die beskikbaarheid van fondse, en applikante ding volgens meriete om beurse mee.
  - 2.2 **Applikante moet—**
    - van voorneme wees om 'n loopbaan in die Departement van Korrektiewe Dienste te volg en aan alle aanstellingsvereistes te voldoen;
    - Suid-Afrikaanse burgers wees;

No. 2651 18 September 1992

REGIONAL SERVICES COUNCILS ACT, 1985  
(ACT No. 109 OF 1985)

PUBLICATION OF RATE

**WESTERN CAPE REGIONAL SERVICES COUNCIL**

I, Derek Lyle Keys, Minister of Finance, hereby make known, under the powers vested in me in the definition of "regional establishment levy", in section 1 of the Regional Services Councils Act 1985 (Act No. 109 of 1985), that the Western Cape Regional Services Council has with my concurrence, increased the rate for the calculation of—

the regional establishment levy in its region from 0,15 per cent to 0,17 per cent plus value-added tax levied in terms of section 7 of the Value-Added Tax Act, 1991 (Act No. 89 of 1991), of the amount on which such regional establishment levy is to be so calculated:

Provided that a discount of 25 per cent will be allowed to farming enterprises.

The increased levies are payable with effect from 1 October 1992.

**D. L. KEYS,**  
Minister of Finance.

**DEPARTMENT OF CORRECTIONAL SERVICES**

No. 2517 18 September 1992

**PUBLIC SERVICE BURSARY SCHEME: 1993****DEPARTMENT OF CORRECTIONAL SERVICES**

1. The purpose of the Public Bursary Scheme is to make full-time bursaries available to applicants to attain the following qualifications:
  - BA (SW) degree.
  - BSc Computer Science/B Comm Information Systems.
  - MA Clinical Psychology. (All registration categories.)
  - B Pharm degree.
2. **General criteria and requirements:**
  - 2.1 The number of bursaries in each field is determined by the requirements of the Department of Correctional Services in regard to trained staff in the various fields and by the availability of funds, and applicants compete for bursaries on merit.
  - 2.2 **Applicants must—**
    - intend to take up a career in the Department of Correctional Services and to comply with all appointment requirements;
    - be South African citizens;

- in besit wees van minstens 'n standaard 10-sertifikaat met Afrikaans en Engels as vakke; en
  - die studies waarmee hul besig is aan die einde van 1992 met welslae voltooi;
  - die nodige vrystelling verkry van die betrokke opleidingsinstansie.
- 3. Die volgende kategorieë persone kan vir die beursskema aansoek doen:**
- Studente aan universiteite wat reeds 'n gedeelte van 'n kursus voltooi het.
  - Persone wat in 1992 of vroeër die standaard 10-sertifikaat verwerf het.
- 4. Metode van aansoek:**
- 4.1** Belangstellendes moet 'n KVA 95-vorm voltooi en terselfdertyd by die naaste gevangenis om 'n betrekking in die Departement van Korrektiewe Dienste aansoek doen. Die aansoek-vorms is by die onderskeie gevangnisse beskikbaar.
- 4.2** Applikante moet die volgende dokumente by hul aansoeke insluit:
- Belangstellendes moet vooraf die nodige toelatingsvereistes/keuringsvereistes by die universiteit slaag en bewys tot dien effekte voorlê; en
  - 'n gewaarmerkte afskrif van 'n amptelike staat van simbole behaal in die standaard 10-eksamen, indien die eksamen reeds afgelê is; of
  - 'n gewaarmerkte afskrif van 'n amptelike staat van simbole behaal in die standaard 9-eksamen indien gedurende 1992 met standaard 10 besig is; en
  - 'n gewaarmerkte afskrif van 'n volledige amptelike studierekord met simbole of eksamenpunte behaal indien hulle reeds naskoolse eksamens afgelê het.
- 5. Adres:**
- Navrae moet gerig word aan die Kommissaris: Korrektiewe Dienste, Privaatsak X136, Pretoria, 0001. "Vir Aandag: Personeelvoorregte", Kerkstraat 124, Kamer 837, Poyntons Wes-blok, Kerkstraat, Telefoon (012) 207-0235.
- 6. Voorwaardes:**
- 6.1** Daar sal van die suksesvolle applikante verwag word om die voorgeskrewe studiekursusse en hoofvakke te volg en die vereiste kwalifikasies in die voorgeskrewe minimum duur van die kursus te verwerf.
- 6.2** Die kandidate moet bereid wees om ooreenkomste met die Departement van Korrektiewe Dienste aan te gaan om, na die suksesvolle voltooiing van die kursusse, teenprestasie te lewer vir een jaar diens ten opsigte van elke jaar waarvoor die beurs toegeken is.

- be in possession of at least a Standard 10 Certificate with English and Afrikaans as subjects; and
- successfully complete the studies in which they are engaged by the end of 1992;
- obtain the exemption as from the relevant educational institution.

**3. The following categories of persons may apply for the bursary scheme:**

- Students at universities who have already completed part of a course.
- Persons who had obtained the Standard 10 Certificate in 1992 or earlier.

**4. Method of application:**

**4.1** Applicants must complete a form KVA 95 and at the same time also apply for employment in the Department of Correctional Services at the nearest prison. The application forms are available at all the various prisons.

**4.2 Applicants should include the following documents with their applications:**

- Interested persons should first pass the required admission requirements/selection requirements at the university and submit proof to this effect; and
- a certified copy of an official statement of symbols obtained in the Standard 10 final examination, if the examination has already been written; or
- a certified copy of an official statement of symbols obtained in Standard 9 final examination where the Standard 10 examination has to be written during 1992; and
- a certified copy of a complete official study record together with symbols or examination marks obtained if they have already completed any post-school examinations.

**5. Address:**

Enquiries should be addressed to the Commissioner, Correctional Services, Private Bag X136, Pretoria, 0001. "For Attention: Personnel Privileges, Church Street 124" Room 837, Poyntons West Block, Church Street, Telephone (012) 207-0235.

**6. Conditions:**

**6.1** Successful applicants would be required to take the prescribed study courses and major subjects and to obtain the required qualifications within the prescribed minimum duration of the course.

**6.2** The candidates must be prepared to enter into an agreement with the Department of Correctional Services to serve the Department as a counter-performance, after the successful completion of their studies, for one year in respect of every year during which the bursary was utilized.

**7. Algemeen en sluitingsdatum:**

## 7.1 BA (MW)-graad.

BSc Rekenaarwetenskap/B Com Inligtingstelsels.

## B Pharm-graad.

- Beurshouer studeer voltyds sonder salaris en ontvang gedurende universiteitsvakansies wanneer diens verrig word, volle salaris.
- Die beursgeld ten opsigte van die bovermelde studierigtings beloop tans R9 300 per jaar en sluit klas-, eksamen-, en registrasiegelde in.
- *Sluitingsdatum:* 30 September 1992.

## 7.2 MA Kliniese Sielkunde. (Alle registrasiekategorieë.)

- Beurshouers studeer voltyds met behoud van salaris en is self verantwoordelik vir hul studie-uitgawes.
- *Sluitingsdatum:* 29 November 1992.

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**DEPARTEMENT VAN NASIONALE  
OPVOEDING**

No. 2623

18 September 1992

WET OP NASIONALE GEDENKWAARDIGHEDE,  
No. 28 VAN 1969

**BERGINGSPERMIT**

Ingevolge artikel 12 (2C) (c) van die Wet op Nasionale Gedenkwaardighede (Wet 28 van 1969), bied die Raad vir Nasionale Gedenkwaardighede hierby geleentheid vir die rig van verhoë oor die uitreiking van 'n bergingspermit vir die stoomskip "Itzehoe", wat op 24 Mei 1911 naby Port Elizabeth gestrand het.

Sodanige verhoë moet die Raad vir Nasionale Gedenkwaardighede, Posbus 4637, Kaapstad, 8000, binne drie weke vanaf die datum van die publikasie van hierdie kennisgewing bereik.

**G. S. HOFMEYR,**

Direkteur: Raad vir Nasionale Gedenkwaardighede.

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**DEPARTEMENT VAN  
STAATSBESTEDING**

No. 2617

18 September 1992

Staat van Ontvangste in en Oordragte uit die Skatkisrekening vir die tydperk 1 April 1992 tot 31 Augustus 1992.

Tesourie, Pretoria.

**7. General and closing date:**

## 7.1 BA (SW) degree.

BSc Computer Science/B Com Information Systems.

## B Pharm degree.

- Bursary holders study full-time without salary and receive full salary during the university holidays when they perform duty.
- The bursary fees for the above-mentioned qualifications are now R9 300 per year and include class, examination and registration fees.
- *Closing date:* 30 September 1992.

## 7.2 MA clinical Psychology. (All registration categories.)

- Bursary holders study full-time with retention of salary and are responsible for their own study expenses.
- *Closing date:* 29 November 1992.

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**DEPARTMENT OF NATIONAL  
EDUCATION**

No. 2623

18 September 1992

NATIONAL MONUMENTS ACT,  
No. 28 OF 1969

**SALVAGE PERMIT**

In terms of section 12 (2C) (c) of the National Monuments Act, 1969 (Act 28 of 1969), the National Monuments Council hereby invites representations on the issuing of a salvage permit for the steam ship "Itzehoe", which sank near Port Elizabeth on 24 May 1911.

Such representations should reach the National Monuments Council, P.O. Box 4637, Cape Town, 8000, within three weeks from the date of publication of this notice.

**G. S. HOFMEYR,**

Director: National Monuments Council.

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**DEPARTMENT OF STATE  
EXPENDITURE**

No. 2617

18 September 1992

Statement of Receipts into and Transfers from the Exchequer Account for the period 1 April 1992 to 30 August 1992.

Treasury, Pretoria.



# Model Cs face textbook costs

50 CTR/9/92

Staff Reporter

MODEL C schools are urgently addressing the need to provide their own school textbooks from next year and most hope that by renting books to pupils on a yearly basis, substantial increases in school fees can be prevented.

Next year a new set of matric textbooks, excluding setworks, will cost an average of R225,42 per pupil. The average cost of new Std 5 textbooks will total R122,65 over a spread of six subjects.

These figures were calculated by a large national book supplier in the city from the average cost of three or more books per subject.

Matric books are the most expensive with the average cost of a grammar book in English or Afrikaans being R40,85. Biology books go for an average of R38,43

## Hire plan may keep fees down

and history R35,38 while the science/maths route will set a parent back R38,14 and R36,77 respectively.

Fortunately there will be little change to high school syllabuses in the Cape next year and many schools will roll over their supply of existing textbooks and charge parents a levy to upgrade and maintain the stock.

The headmaster of SACS, Mr Gordon Law, said the school would be charging all matrics a

levy of R200 for the use of existing textbooks of which they would probably recover R100 if the books were returned in good condition.

Mr John Wegerhoff, principal of the Gardens Commercial High School, said a levy of about R40 a pupil would be sufficient to keep up the school's stock of textbooks.

Wynberg Girls High and Good Hope Seminary are also investigating this option rather than making parents face the cost of new textbooks at the start of the year together with the high cost of school uniforms.

Sans Souci headmistress Mrs Fiona Watson said the school aimed to sell existing books second-hand and would try to "strike a deal" with suppliers to sell books in bulk directly to the school in the future.

# Poorer pupils 'protected'

(50)

CT 19/9/92

**JOHANNESBURG.** — Pupils whose parents are unable to pay the compulsory school fees at Model C schools may not be excluded from the schools, the Minister of National Education, Mr Piet Marais, said yesterday.

Discussing Model C — or partially state-subsidised — schools at the National Party's Transvaal congress, Mr Marais said these schools were currently empowered to limit access to white pupils, in line with the constitution, but added: "We all know that this constitution's days are numbered."

The Model C schools concept had been launched because of the state's financial limitations.

"I would definitely not have started with something like this if there had been enough money to carry on as in the past."

On the question of parents unable to afford school fees, Mr Marais said the subsidy system already solved this problem partially, but in many cases this was inadequate.

"However, that was the best we could manage this year within our limited financial resources."

He said it had been made a condition that the pupils of such parents might not be excluded from the schools.

## 'Flexibility' on teachers' perks

Political Correspondent

**JOHANNESBURG.** — The Department of National Education did not advise governing bodies of schools to pay teachers for overtime activities like sports coaching, Minister of National Education Mr Piet Marais said yesterday.

However, he pointed out that the Education Affairs Act provided for the possibility of personnel, with the consent of the chairman of the governing

body, to receive a fee or reward to which they were not entitled because of the positions they hold.

He emphasised to delegates at the National Party's Transvaal congress here that the department and the provisions of the legislation were "relatively flexible" on payment of staff.

A number of teachers have been lobbying for extra payment for extramural activities such as sports coaching.

Mr Marais said he was in the position to withhold the subsidy to a school if it became a practice at the school to exclude pupils from the natural feeder area because the parents were unable to pay the fees, while admitting pupils from outside the feeder area because their parents were able to pay.

"This power will not be exercised easily and I do not foresee that it will be necessary.

"I would rather approach this type of problem by talking to the parties concerned."

Regarding teachers' salaries, Mr Marais said the salaries of teachers in subsidised posts were determined by him. The pay of teachers in non-subsidised posts were not, but Mr Marais recommended that the remuneration of these staff members should not

exceed those of subsidised personnel.

Discussing possible tax relief for parents whose children must attend private and Model C schools, Mr Marais read a lengthy reply from the Department of Finance which essentially argued that such tax relief measures would not be feasible.

Mr Marais said that under the law Model C schools themselves gained ownership of the school structures and not the schools' management councils.

All Model C schools were already, under the law, the owners of the properties.

More than 95% of the department's schools had switched to the Model C option, and more than 2 000 title deeds were already being processed to transfer ownership to the schools. — Sapa

# 'No' to Model C

58  
ARCF  
19/9/92

## Marais rules out tax concessions

**JOHN VILJOEN**  
Education Reporter

**WHITE** Education Minister Mr Piet Marais has ruled out tax relief for parents with children at Model C or private schools and said he welcomed suggestions on how to deal with the problem of parents who could not afford Model C fees.

Speaking at the National Party Transvaal Congress yesterday, he said the Department of Finance had said the tax-ation system could not serve as the main channel for providing relief to attain social goals.

Instead, relief should come from increased government spending on education, but this was already running at 21 per cent of the annual budget.

Tax rebates normally would benefit the wealthy and would have few benefits for the needy, the Department of Finance had told him.

The wealthy were rather more able to make greater contributions in this respect and could claim greater tax benefits.

This could lead to the tax system providing unequal relief, damaging the principal of neutrality in taxation.

■ Parents will not receive tax breaks, but the Education Minister has pleaded for ideas on how to help those who cannot afford school fees. And, he has guaranteed that no child will miss out on education through lack of money.

The Department of Finance also had said that implementing this type of tax relief would require each taxpayer to submit a return.

At present, people earning less than R50 000 are not required to do so, and a return to the old system would place a tremendous administrative burden on the Receiver.

Mr Marais said he would welcome suggestions on how to deal with the problem of parents unable to pay compulsory fees. He realised the subsidy scheme was inadequate in many cases, but it was the best that could be managed this year.

More than 95 percent of white schools had opted for Model C. An implication of this was that if schools were allowed to exclude pupils whose parents had not paid fees, those children could lose out on their education.

Therefore, in the interests of the child, schools were not allowed to exclude pupils whose parents had not paid fees, said Mr Marais.

Governing bodies could lay down their own admission policy. However, he had the power to withhold the subsidy to a school if it was found to be favouring children from outside its feeder area whose parents could pay fees.

Existing legislation did not prevent a governing body from allowing only white children to attend its school. "But we all know that this constitution's days are numbered," said Mr Marais.

His department advised governing bodies not to pay staff extra for overtime activities.

However, the Education Affairs Act allowed them to pay fees or give rewards to staff who would not normally qualify for them.

# relief

## Voter games train for the real thing (59)

By Chiara Carter

South 19/9 - 23/9/92  
BANNERS, slogans and  
speeches gained a new dimen-  
sion this week when 200 dele-  
gates to an election conference  
at a Bellville hotel devised politi-  
cal parties and strategies.

The exercise was part of  
hands-on voter education which  
characterised the Voter Educa-  
tion and Elections Conference.

The conference, organised by  
the Centre for Development  
Studies and the Education,  
Resource and Information Pro-  
ject of the University of the  
Western Cape, brought dele-  
gates face to face for the first  
time with ballot boxes, voting  
ships and election procedures.

Delegates from political,  
labour, religious and youth  
organisations, were instructed on  
election monitoring, conduct,  
electoral systems and voter edu-  
cation by a delegation from  
Sweden's Labour Movement  
International Centre.

## Education changes proposed (50)

THE current racially-based education system has to be reformed to a geographically-based system, Education and Training Minister Sam de Beer said this week. CPNW 20/9/92

He told the Transvaal National Party congress that in every region an education department would be established which would cater for all the inhabitants in that territory, instead of the current system in which four departments were responsible for schools countrywide.

This proposal formed part of the government's broad vision for a future education system.

# Model C may have to go — ANC

(50)  
CT 21/9/92

## Own Correspondent

DURBAN. — The ANC has flatly rejected Model C as an option for schools in post-apartheid South Africa and would seriously consider changing the structure should it come to power.

ANC education spokesman Mr Lindelwa Mabandla said the ANC regarded Model C as a "racist minority government's unilateral restructuring which will have far-reaching consequences".

While the number of white schools was small compared to the total number of schools in the country, the ANC believed the Model C conversion would affect future reorganisation of school administration by a new government, he said.

"The argument that Model C is necessitated by financial constraints does not justify the huge reorganisation that this involves. The second issue revolves around the question of government transferring the responsibility for management of schools to white parents," said Mr Mabandla.

He said this left the responsibility of determining admission criteria to parents and that admission tests were "culturally biased in order to exclude black students".

"This is privatisation of education and it perpetuates the disparities that exist in this country.

"Few of these schools would want to have more than a 50% intake of black students. In that sense they are targeting a few blacks who would probably be in a position to pay the high fees required.

"Model C will not help with the present overcrowding crisis in black schools."

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BRITAIN'S FA

# Knowing how to study is the key to better exam results, says deputy head

## Education Reporter

MANY parents are hoping that paying more for schooling under Model C will mean better exam results for their children — and a Cape Town teacher believes he can guarantee this is achieved.

Mr John Bransby, vice-principal at Herzlia High School, Vredehoek and formerly principal of Theodore Herzl School, Port Elizabeth, says up to 97 percent of schoolchildren did not know how to study.

While pupils do not control their intellect or natural ability, between 30 and 40 percent of their performance in exams is the result of attitude, perseverance, and good studying techniques — areas they can certainly influence, he said.

Mr Bransby has developed a study methods programme which

he predicts could dramatically improve the performance of high school pupils.

He explains the secrets of successful swotting in his book *Effective Study* which is also available in Afrikaans.

Proper, effective use of the techniques described in the book could raise exam marks by 25 percent, Mr Bransby believes.

A science and mathematics teacher, Mr Bransby says the book can be used either by individuals or its contents can be taught as a course by teachers.

The *Effective Study* book is divided into three phases: preparation and organisation for the year; preparation and study six weeks prior to the exam; and writing tests and exams.

A teacher's manual divides the contents of *Effective Study* into

21 half-hour lessons, illustrated with overhead projector transparencies.

With the support of the Anglo American Chairman's Fund, the programme was introduced at the 27 black high schools in Port Elizabeth at the start of the year.

Mr Bransby's book has been endorsed by organisations and individuals including the ANC, the Department of Education and Training, and various institutions.

The author of south Africa's first study guide — on physical science — in the 1970s, Mr Bransby based aspects of his programme on research in the United States and the United Kingdom.

Anyone interested in the programme should write to Mr Bransby at Box 83, Pinelands, 7430.

ARC 22/9/92

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# Few parents seek aid with school fees

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ARC 22/1/92

## Education Reporter

FEWER parents than expected have applied for State assistance with compulsory Model C fees, even though the switch has come in difficult economic times.

The Cape Education Department knew some Model C schools were experiencing problems with parents who were reluctant to pay, said CED spokesman Dr Orland Firmani.

But many of these schools overcame the problem by, for example, conducting discussions with the parents concerned and making provision for special bursary funds.

The latest feedback on fees from the various regions in the Cape province was "very positive", said Dr Firmani.

The state has allocated

**Model C schools are a new development in South African education. The Argus looks at what the changeover involves.**

R70 million for needy parents with children at Model C schools. It will be distributed on a sliding scale to a maximum of R400 for a primary school pupil and R500 for a child at high school.

Dr Firmani said although final figures were not available, indications were that fewer Cape parents had applied for the subsidies than expected.

Mrs Naomi Peagam, of the Cape Provincial Parents' Association, said the state assistance did not go far enough.

"The subsidies are not realistic, considering the maximum figure of R500. That amount does not take parents very far, considering the new fees."

Parents should not be embarrassed or ashamed to apply for assistance, especially if one or both were unemployed, she added.

Schools were entitled to sue parents for fees, but were reluctant to do this. "We are aware of schools sending letters to parents warning them that they are compelled to pay fees but schools have stopped short of suing parents."

Mr John Wegerhoff, principal at Gardens Commercial High, said several parents were behind on fee payments but legal action was not being taken against them.

Under Model C, although

fees are compulsory, pupils may not be excluded from schools if their parents do not pay.

Mrs Deidre Barnard, a member of the management committee at Jan van Riebeeck Primary, said the school had a big backlog of owed fees.

The school had decided not to take legal action against parents but had computerised all debts and sent out constant reminders.

"We have to phone the bad debts — it's like a business," she said.

The Rev Charles Church, a Cape Town priest, called for greater assistance for needy parents.

Mr Church said he had counselled teenagers who were suffering physically and emotionally because of the financial burdens Model C placed on their parents.



## Spotlight on Model C <sup>(S)</sup>

Education Reporter

ML 22/9/92

THE Cape Education Department is planning seminars for principals and members of governing bodies of Model C schools.

The emphasis will be on aspects of school management to be identified in needs assessments held in various centres during the coming weeks.

There have been complaints from governing bodies that they require further instruction.

A member of the governing body at a Cape Town high school said: "Governing bodies are under-prepared. Nobody realised all the pros and cons of this new system."

Model C schools are a new development in South African education. The Argus looks at what the changeover involves.

# Bureaucracy 'blocks' ads

50  
ARG 22/9/92

**JOHN VILJOEN**  
Education Reporter

SCHOOLS are complaining that city council bureaucracy is preventing them from exploiting a potentially lucrative source of income — advertising billboards.

Erecting high-visibility advertising on school property is a popular suggestion among schools searching for additional means of coping with the burdens of Model C.

But a spokesman in the City Planner's office at the Cape Town City Council said only small sponsored boards not readily visible from the street were permissible.

Large billboards of the type some schools are suggesting are prohibited by council regulations.

The governing body of a Cape Town school is consider-

ing exploiting its position at the intersection of busy city streets by erecting billboards.

Mr Donald Grant, head of the governing body at Rhodes High, said the school could earn R18 000 a year from a proposed advertising board facing on to busy Settlers Way which runs past the school.

But he slammed as "ridiculous" city council bureaucracy which opposed having the sign erected.

Mr Grant said he hoped the council would adopt a more reasonable approach to help schools.

Another school situated on a busy street, Jan van Riebeeck Primary, is also hoping to erect advertising hoardings.

Principal Mr Hannes Bouwer said he hoped the Cape Town City Council would relax its objections to schools erecting such advertising boards.

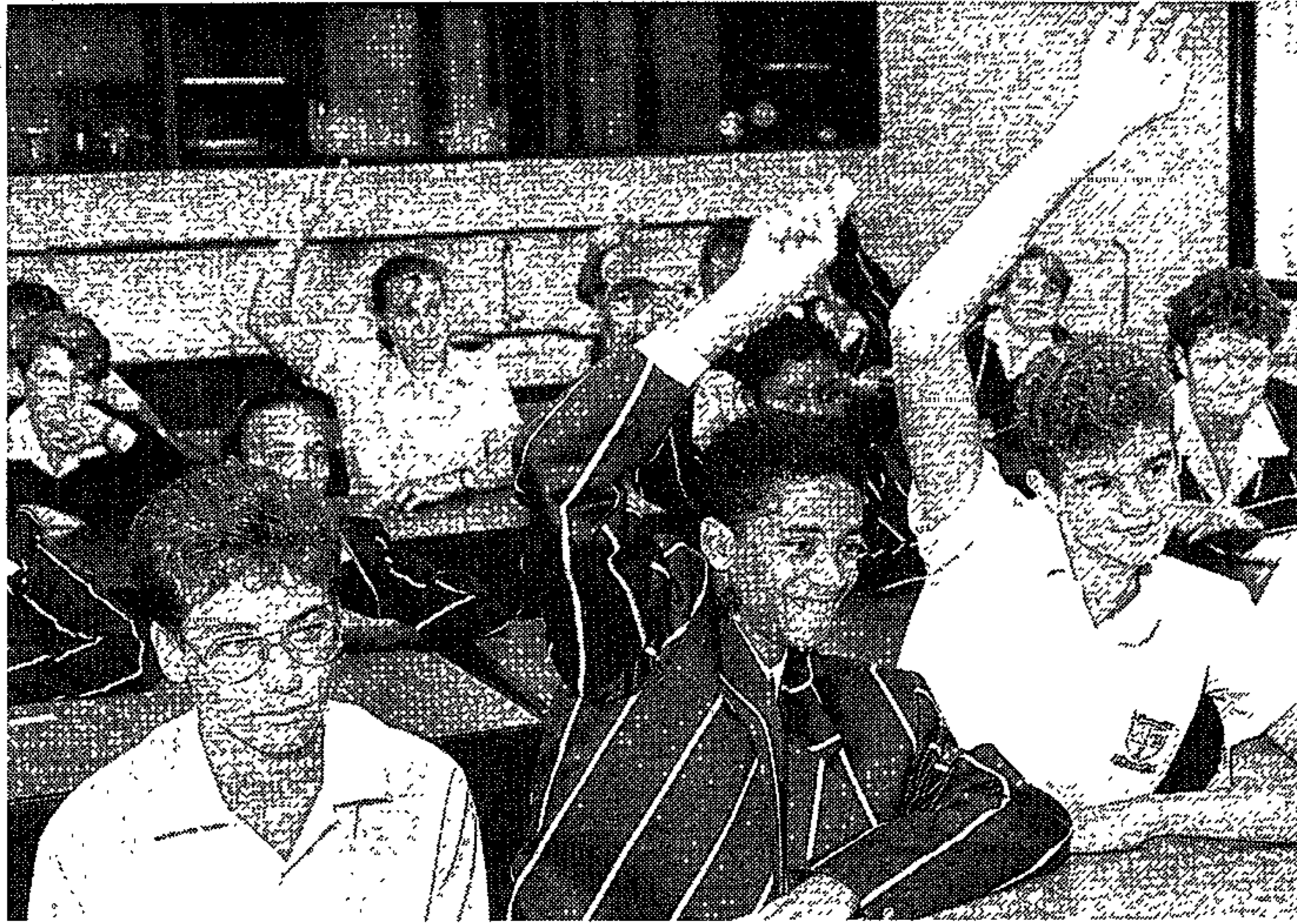
Councils in Parow, Bellville and even Kimberley had supported schools in this regard and it was time for the Cape Town City Council to do something, Mr Bouwer said.

Teachers could soon start holding training classes for adults in the school's computer room as another source of income, he said.

A further option for schools is the hiring out of sports facilities.

Mr Carl Scheppening, chairman of the governing body at Rondebosch Boys High, said this was something his school had been doing for several years.

According to the Cape Education Department, one of Model C's positive aspects is that school buildings can be used after hours to the advantage of the community and to raise funds for the school.



I KNOW, SIR: Model pupils in a model C classroom. (5)

## Schools helping parents buy books

### Education Reporter

SCHOOLS are devising plans to ease the burden on parents of the added expense of paying for text books previously provided free by the State.

While some schools have tried to incorporate the cost of maintaining and purchasing text books into their fees, others have opted to charge parents an extra levy.

One aspect in parents' favour is that education authorities

have frozen syllabuses which means text books are not to be changed and may be re-used.

Mr John Wegerhoff, principal of Gardens Commercial High School, said parents would be charged a nominal rate — about R40 a pupil — over and above school fees each year for books.

The books would be "hired" out to parents who would return them at the end of the year. The levy would be used

to buy new books.

The scheme was being implemented on a trial basis, he said.

Mr C D van Niekerk, principal at Rhodes High School, said the cost of text books would probably be worked into school fees.

No final decision had been taken but the school hoped to avoid big increases in school fees. Parents were already "under the whip", he said.

ARCT 22/9/92

# Parents 'apathetic' about elections (50)

## Education Reporter

PARENTAL apathy in elections for school governing bodies has been criticised by the Cape Provincial Parents' Association.

"We are not sure parents are taking enough interest in their school," said association chairman Mrs Naomi Peagam.

"We are horrified at the lethargy parents showed toward the election of governing bodies in some communities."

Mrs Peagam said no minimum percentage poll had been required during governing body elections and there had been little interest at some schools.

"Some of these very low turnouts are a poor reflection on these communities. Parents must wake up and realise they have to play a role," she said.

Mr Carl Scheppening, chairman of the Rondebosch Boys' High School governing body, said

there had been an excellent parental response to the election there.

"Governing bodies would function more effectively if elected members are persons with experience and expertise in legal matters, finance, marketing, the building trade and insurance, for example," said CED spokesman Dr Orland Firmani.

"Above all they should be committed to their task." *File 2/9/77*

# 'No changes expected to system' <sup>(50)</sup>

ARG 22/9/92

## Education Reporter

NO changes are expected to the Model C system, according to the Cape Education Department.

In fact, those involved in Model C schools would in future be asking why the system was not introduced earlier, the CED said.

Reacting to criticism from some sectors that the system was "unworkable", CED spokesman Dr Orland Firmani said such judgments were premature.

"It should be borne in mind that the change to Model C in the

Cape Province took place less than five months ago.

"The period in which these schools have been operating is really too short to make any valid deductions.

"It seems therefore rather premature to regard the system of Model C schools as unworkable in its present form," he said.

"It is expected that, as clarity is obtained with regard to some uncertainties (for example, property tax), as management skills develop to the extent that schools

feel more secure in budgeting more conservatively, and once parent and community involvement has been well established, the question which will most likely be asked will be why was this system not introduced earlier."

But Mrs Naomi Peagam, head of the Cape Provincial Parents' Association, criticised a "lack of openness" about Model C.

"It's time for everyone to play open cards. Parents are concerned about the uncertainty of greater financial burdens to come," she said.



**TELLING IT ALL:** Belpark Primary School in Bellville has an advertising billboard with special spotlights for easy night visibility.

Picture: ROY WIGLEY, The Argus.

## Switch gives new role to principals

Education Reporter

THE switch to Model C has added new dimensions to the role of school principal which could affect the type of person needed for the job.

As a member of a Cape Town high school governing body currently attempting to fill the position put it: "We are really looking for a chief executive who will be expected to run a company."

"We need someone with administrative skills. Principals now have the greater responsibility of making decisions for schools."

The governing body was struggling to define the attributes needed for the post and was not the only Cape Town school facing this new challenge, he said.

He called for courses for department heads and principals on how to run a school as a business.

But Mrs Naomi Peagam, of the Cape Provincial Parents' Association, said her organisation felt strongly that a principal's role was education.

"We question whether it is fair that they should be given the task of a managing director, seeing as that was not in their original training."

Authorities were not acting swiftly enough to provide principals with extra training in business management, she said.

Mr Hannes Bouwer, principal of Jan van Riebeck Primary, does not see himself as a chief executive: "I wasn't trained for that."

Mr Bouwer feels strongly that he is in his post for the children, and that if the department wished to re-train him as a chief executive he would reconsider his position as a teacher.

ARG 22/9/92  
ARG 22/9/92

# 18 departments for 10m pupils

By **BARRY STREEK**  
Political Staff

**SOUTH AFRICA** has 18 departments of education with more than 10.1 million pupils at 26 300 schools, a Development Bank of Southern Africa study has found.

It has also established that there were vast differences in spending and pupil/teacher ratios, underlining the com-

plexities of forming a single, non-discriminatory schooling system in South Africa.

The study, "Education in South Africa, a Regional Overview, 1991", said the number of pupils per teacher varied from 14:1 for the Department of Education and Culture, House of Assembly, Natal, to 49:1 in the departments of education in Kwa-Zulu and Transkei.

While in the four white and one Indian department, the pupil/teacher ratio was less than 18:1 and 24:1 in the coloured department, it was over 30:1 in all the black departments.

The expenditure per pupil in the Department of Education and Culture, House of Assembly, Natal, was R3 807, compared with R440 for the Department of Education and

Training, Kwazulu.

The expenditure per white pupil ranged from R2 961 in Transvaal to R3 553 in the Cape; R2 379 in the House of Delegates; R1 521 in the House of Representatives;

R402 in Kwazulu; R428 in KANGwane; an average of R523 in the four "independent" homelands, and R644 in the Department of Education and Training.

Natal/Kwazulu (Region E) had the most pupils, 2 712 457, followed by Northern Transvaal (Region G) with 1 546 412, P W V (Region H) with 1 653 800 and Eastern Cape/Ciskei/Transkei (Region D) with 1 449 098.

The Western Cape (Region A) had 738 704 pupils, and the Northern Cape (Region B) had the least number of pupils, 275 276. **SA ET22/1/92**

## Conference to save Afrikaans language

GRAHAMSTOWN. — A major European conference on Afrikaans language and literature — the second this year — will hear a paper on trends in Afrikaans fiction from Professor Etienne van Heerden of the Department of Afrikaans and Neder-

lands at Rhodes University, Grahamstown. ARG 22/9/92

Next week's conference, at Bad Boll in Germany, has been organised by the Evangelische Akademie Bad Boll and will focus exclusively on Afrikaans. — Sapa. (50)



her...

# Opening up the

# World of Knowledge

STAR 2319192

(50)

## IT'S RIGHT TO READ

Major corporations are realising the value of investing in literacy training programmes. **PHANGISILE MTHALI** reports.

## TOMORROW

Want to live longer? Learn to shop smarter.

**T**HE people who tell their stories on this page will struggle to read what has been written about them. They are trying to overcome the burden of illiteracy shared by millions of their fellow South Africans.

Figures on illiteracy are hard to come by, but official estimates put the numbers at between nine and 15 million.

Even more worrying, says Donn Norton of the National Literacy Co-operation (NLC), is that less than one percent of this number is taking literacy lessons, despite ongoing efforts by NLC members and several major companies who have initiated literacy courses for their workers.

Major corporations are realising the value of investing in literacy training programmes for this country's many illiterate workers. The NLC is an umbrella body for 45 non-governmental literacy training programmes.

Mrs Norton says most illiterate people come from African families living in rural areas, although there are many urbanised people who are functionally illiterate.

The high illiteracy rates are due primarily to the legacy of apartheid education, but women especially have suffered from traditional views that girls are fit for nothing but marriage and rearing babies, she says.

The high rates show that South Africa lags behind even its less-developed neighbours: Zimbabwe boasts a literacy rate of 75 percent and Botswana 71 percent, survey results show. One of the NLC's affiliates is the na-

tional training programme known as Operation Upgrade.

In the Bophuthatswana area of Winterveld, home to thousands of homeless people including Mozambican and other refugees, the programme operates from a church building, and provides free literacy classes up to Std 5 level.

Operation Upgrade is sponsored by Nissan, and started 17 months ago.

It is already giving more than 850 people a chance to enjoy the world of books.

This includes 600 children who cannot go to formal schools because they do not have permits or their parents cannot afford school fees and uniforms.

The programme offers mother-tongue literacy in 100 hours. Students can then continue to take English as a second language and then Afrikaans.

# Evelyn shakes off chains of illiteracy

STAR 23/9/92

(50)

**E**VELYN Nkosi (31) hopes to be a nurse one day. Nine months ago she could neither read nor write.

She is presently doing the equivalent of Std 4 with Operation Upgrade and is also learning Afrikaans.

Ms Nkosi grew up on an Eastern Transvaal farm where schooling just did not happen.

Her parents, like their parents before them, were illiterate farm workers.

When her family came to Soshanguve, Pretoria, in 1975 she was considered too old for

Grade 1. The issue was academic anyway because she had to raise her four siblings while their mother searched for work.

She believes she would have died illiterate, and the same fate would have befallen her two children, had she not been introduced to Operation Upgrade.

She first enrolled her children in the programme. They are in Std 2, although they should be in high school.

Ms Nkosi first heard about the programme by word of mouth and is thrilled that the joy of the written word is finally opening up to her.



Evelyn Nkosi . . . enjoys her new-found world of books.  
Pictures: George Mashinini

# Literacy the key to productivity Cosatu

STAR 24/9/92

By Shirley Woodgate

South Africa's low productivity rate can be properly addressed only through a Government-backed literacy programme for the country's estimated 15 million functionally illiterate adults, claims Cosatu.

With "literacy" the new buzzword in the marketplace, spokesman Rahmat Omar said although no official figures were available, the gloomy picture was that 45 percent of the economically active population was illiterate and 25 percent semi-literate, leaving a mere 30 percent fully functional.

If these figures are correct, that puts South Africa on a par with Papua New Guinea but behind Zimbabwe, which claims a 75 percent literacy rate, and Botswana with 71 percent.

Despite the failure of the State to significantly address

the enormous education backlog, a string of private organisations have surfaced, progressing from solutions based on basic literacy training to a comprehensive focus on life skills.

They include Read, Educate and Develop (READ); English Literacy Project; Co-operative Organisation for the Upgrading of Numeracy Training, which works with rural children in the eastern Cape; Training in English Language and Literacy; National Literacy Co-operation; and Basic Education and Skills for Adults (Besa), which is one of the leading literacy and adult basic education companies.

Besa, which caters for the lion's share of a market ranging from major mining groups to community-based projects, "established a need for a holistic approach to adult basic education, linked to skills-based career paths", according to marketing director Kevin Janssens.

The organisation's director of

research and development, Brian Wood, added: "This is implemented in consultation with all stakeholders catering for the needs of the learners, the company and surrounding community."

Mr Janssens said: "After addressing basic literacy, we move on to English language competencies along a continuum of growth, numeracy, and life and technical skills.

"In the mines, the initial need, using trainers drawn from their own staff, has been to replace the authoritarian Fanagalo, then to move on to more specialised education.

"Originally the focus was on quantity. Now we are at the stage where the acid test is quality and effectiveness of training."

Simon Timkulu, training officer at Allied Publishing, which will launch a Besa training programme next month, said many newspaper vendors were unable to read the product they sold on

street corners. Many had never progressed beyond Standard 1.

"The course will initially home in on the vernacular, then move on to English and eventually to advanced levels up to matric. The course is at their request, born through a desire to improve themselves."

Cosatu's Ms Omar said the State would be urged to set up a training fund assisted by employers who should be offered tax exemptions.

"But first we would like the Government to disclose what is available and what its involvement is at the moment.

"What we do know is that the current shortage of skilled labour we are now experiencing is the fruits of decades of apartheid education and the failure of employers to ensure education," he said.

"Unless we are able to raise the skills level and the education of the population at large, we will not see further economic growth."

## Biggest bursary ~~2001~~

THE South African Clothing and Textile Workers Union has allocated R1 million to its bursary fund for clothing, textile and leather workers for 1992, Sactwu assistant general secretary Ebrahim Patel said on Wednesday. *Sowetan 24/9/92*

The bursary scheme, based on a 10 cent levy on the weekly wages of some 200 000 Sactwu members, is the biggest run by a trade union in South Africa.

In a statement, Patel said 995 bursaries had already been approved for higher education.

"Clothing, textile and leather workers earn too little to finance their own children at university, and the state has failed to take over responsibility for the proper financing of higher education. *SO*

"In order to make it possible for the children of workers to receive higher education, this contributory scheme has been established," Patel said. - *Sapa*

# 'Literacy key to a higher productivity'

■ State and employers will be asked to set up a training fund:

## Sowetan Correspondent

SOUTH AFRICA'S LOW productivity can only be properly addressed through a Government-backed literacy programme for the country's estimated 15-million functionally illiterate adults, claims Cosatu.

Cosatu's Rahmat Omar said although no official figures were available, the gloomy picture was that 45 percent of the economically active population was illiterate and 25 percent semi-literate, leaving a mere 30 percent literate.

If these figures are correct, that puts South Africa on a par with New Guinea but behind Zimbabwe which claims a 75 percent literacy rate and Botswana with 71 percent literacy rate.

*Sowetan 24/9/92*

### Basic literacy training

Many private organisations have surfaced, progressing from solutions based on basic literacy training to a comprehensive focus on life skills.

They include Read, Educate and Develop (Read), English Literacy Project (ELP), Co-operative Organisation for the Upgrading of Numeracy Training (Count), Training in English Language and Literacy (Tell), National Literacy Co-operation, which is active in the Eastern Cape, and Basic Education and Skills for Adults (Besa).

### A holistic approach

Besa, which caters for the lion's share of the market, "established a need for a holistic approach to adult basic education, linked to skills-based career paths", according to marketing director Kevin Janssens.

Mr Janssens said: "After addressing basic literacy, we move on to English language competency along a continuum of growth, numeracy, life and technical skills.

Simon Mtimkulu, training officer at Allied Publishing which will launch a Besa training programme next month, said many newspaper vendors were unable to read the product they were selling.

Omar said the State would be urged to set up a training fund assisted by employers who should be offered tax exemptions.

## Scholars of change

MORE than 120 South African students will leave for Britain in September for further studies, the British Council in Johannesburg announced yesterday. Sowetan 24/9/92

"They will be undertaking courses in various parts of Britain for three to 12 months in a number of developmental subjects including English, Science, Mathematics, Engineering, Literacy, Primary Health Care and Medicine," the Council said in a statement.

"All students will be on fully funded scholarship awards administered by the British Council in South Africa and funded by Britain's Overseas Development Administration and Foreign and Commonwealth Office." (54)

Sowetan 24/9/92 (54)

The statement added the aim was to promote fundamental change leading to the creation of a democratic and non-racial South African society. - Sapa

# Now CP town's moral guardians ban books

PITY the resident of Ermelo who wants to read the works of Andre Brink or musician Koos Kombuis's first English novel — as far as the local public library is concerned, they don't exist.

The Conservative Party-controlled town council has banned their works from the library, declaring Kombuis — writing under the name of Andre Letoit — a blasphemer and Brink

By CHARLES LEONARD

a maker of "anti-South African statements".

Copies of Letoit's book, *Paradise Redecorated*, have already been removed from the public library and returned to the regional depot in Pretoria.

"We feel that certain passages in the book are blasphemous," said town clerk Pieter van Oudtshoorn.

He added the council had

banned Brink's works "because of certain anti-South African statements he has made" rather than because of their content.

Coincidentally, in a review of *Paradise Redecorated*, Brink described Letoit as "a milker of holy and unholy cows".

Meanwhile, Mr Van Oudtshoorn warned that the moral guardians of the council would be looking out for other books deemed undesirable for residents of Ermelo.

Asked whether it shouldn't be left to readers to decide what they want to read, he replied bluntly: "They can read what they want, but our council is not going to provide these books. People can buy them if they want them."

At one point, Councillor Pieter de Beer was suggesting that all copies of *Paradise Redecorated* be burnt.

Perhaps a mere banning wasn't dramatic enough, but he refused to comment on the council's action. He



ANDRE BRINK

wouldn't even say whether or not he had read the book.

Mr Van Oudtshoorn is left cold by the prospect of his town becoming known as a book-banning backwater.

The move has, of course, drawn negative responses from other quarters.

The Afrikaanse Taal en Kultuurbond condemned the decision and the SA Institute for Librarianship and Information Science urged the council to put the offending volumes back on the shelves.

# Model C schools face cash crisis over rates

By EVE VOSLOO

MODEL C or state-assisted schools are waiting in trepidation for an announcement expected next month which will determine whether they will have to pay municipal rates — in some cases more than R100 000 a year.

Up to now municipal rates on schools have been paid by the state, which has agreed to continue to do so until the end of June next year.

But the government has not yet decided what will happen after that date.

Model C schools, already reeling after the withdrawal of some state subsidies, have had to dramatically raise their fees to make up for the shortfall in funding.

Parents at many schools have already been hard hit by the increases in fees and many have fallen into arrears. Although governing bodies at many schools have said they will pursue the outstanding fees through legal channels, they have also indicated that they will treat sympathetically any cases of genuine hardship.

## Negotiations

The Minister of National Education and of Education and Culture in the House of Assembly, Mr P G Marais, indicated during the recent Transvaal congress of the National Party that schools could expect an announcement on the rates issue in mid-October.

In response to enquiries this week, a spokesman for the Cape Provincial Administration said negotiations were at present underway between the various education departments and the Department of Local Government and Housing to determine whether the central government would continue to pay the rates.

There are about 640 Model C schools in the Cape Province. These schools are assisted by the state but controlled by a governing body made up mostly of parents, on which the headmaster is an ex-officio member.

These governing bodies administer the schools and are also responsible for much of their funding. They also appoint teachers and control admissions.

The headmaster of a Model C school in Cape Town said this week that the position on municipal rates was still unclear, but that if his school had to pay rates, it "would have a significant impact on its finances".

The rates on his school were between R90 000 and R100 000 a year, he said.

## Uncertain

Another headmaster said the school would have to increase its fees if money had to be found for rates.

The Department of Education and Culture said this week that Model C schools were free to negotiate adjustments in the tariffs for municipal services with their local authorities if they felt it was necessary.

The chairman of the Cape Town City Council's executive committee, Mr Louis Kreiner, said this week that there was a lot of uncertainty about the issue.

"The council has made representations to the central government to continue to pay municipal rates for schools," he said.

"It would be unfair to place the burden for these rates on parents or other ratepayers as it would amount to double taxation for the ordinary individual."

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St Times (C/metro)

27/9/92



ARC 28/9/92  
50 percent of (50)  
parents battling to  
pay Model C fees.

Education Reporter

FIFTY percent of parents are not able to meet Model C school fees, and schools should build up investments to ease the fee burden.

This is the view of insurance adviser, Mr Kallie Verwey, who said the sudden introduction of the Model C system had left many parents in financial crisis.

Schools should go all out to make as many short and long terms investments as possible.

His company had designed a five-year investment plan for schools, the returns on which could ease the burden on parents.

Because schools had to be run as businesses, the more businessmen and women who served on their governing bodies, the better, Mr Verwey said.

Model C had been forced on parents at such short notice that most were in a financial crisis as they tried to find the extra money needed.

Mr Verwey, whose company had developed policies to assist parents, suggested that those with children in primary school invest in unit trusts to provide capital for when their children reached high school.

# Furore over education cuts

50  
333

CT 30/9/92

By YVETTE VAN BREDA

A FURORE is brewing between enraged teachers and coloured education department officials following the recent shock government request to cut costs.

Several schools and colleges will close and more than 5 000 teachers will be invited to leave the profession in the wake of the recent announcement by House of Representatives education minister Mr Abe Williams that savings measures are to be introduced.

There is an excess of 5 790 teachers in HoR schools and part of the cost-cutting measures is an early-retirement package offered to teachers with 10 years' or more service.

At a mass meeting called by the SA Democratic Teachers' Union (Sadtu) on Monday, teachers expressed their anger at the cuts and their confusion as to the ex-

## 5 000 teachers expected to retire early

act terms of the package. They resolved to get clarity on the issue and demand a meeting with the department.

HoR education executive director Mr Awie Muller said the department would be placing an "informative advertisement" in several weekend newspapers in an attempt to clear up the issue and a statement by Mr Williams was expected later this week.

The package was a "humanitarian way of dealing with staff establishments at schools. We are forced to streamline the whole school and college structure and

85% of the budget is personnel expenditure".

Cost-cutting measures include: The curtailment of service records and inspection services; no new appointments; a freeze on posts advertised from January 1, 1993, on text book orders from March 31, 1993 and on maintenance work; the release of temporary teachers whose service ends at the end of this year; cancellation of transport allowances, study or long leave for teachers, merit awards, substitute teachers and subsidies for special schools; and the curtailment of posts at training colleges.

Sadtu spokesman Mr Kevin Gouvias said they were angry at the closure of schools and the retrenchments and condemned rationalisation while there was a shortage of teachers for black children.

● Uppington Teacher Training College is to close and its 125 students will be transferred to institutions of their choice.

**Workers find  
body of girl**

# R1-m for bursaries

■ Sactwu will finance members' education

By Ike Motsapi

THE South African Clothing and Textile Workers Union (Sactwu) has allocated R1 million to its bursary fund for clothing, textile and leather workers this year.

Sactwu assistant general secretary Mr Ebrahim Patel said the money would be used to finance members who study at any tertiary institution.

The 200 000 members of Sactwu contributed ten cents weekly and this resulted in the figure being realised.

Patel said: "The union has to date processed and approved 995 bursaries which have been allocated to branches throughout the country."

"This bursary scheme is the biggest run by a trade union in the country."

# 'Get children to think this way'

STAR 2/10/92 . 1

EDUCATION is the key to developing a viable small-business sector and a prosperous South African economy.

This is the view of Trust Bank and Volkskas head office general manager business services Dr Willie Conradie.

"There is a strong need to educate South Africa's youth about the benefits of the free market system. But this in itself is not sufficient. They must be encouraged to participate in the free market as entrepreneurs.

"The education in this country, from the schools through to media input, is orientated towards encouraging children to obtain a good education so that they will be able to work for someone else.

"This orientation is wrong. Children need to be stimulated to prepare themselves to set up their own businesses later in their careers.

"It is interesting to note that people who set up businesses after gaining experience in a particular sector as an employee, have a 70 percent greater chance of success, provided their business relates to their previous experience," says Dr Conradie.

South Africa's future peace and prosperity rests on its ability to develop an economically active society and generate employment.

"The best system for creating such activity is the free market. This means that people must not only believe in the need for

the free market system but they should also become involved as entrepreneurs in the system.

"Only the free market creates wealth. The less the Government interferes in business the more wealth is created. A government's measure of success should be the extent to which it keeps its hands off.

"Central to the free-market system is small business. A community where there is a large number of independent business operators, each in competition with the others, exemplifies the free-market system. We must not retain this emphasis on only large companies with their tendency towards bureaucracy.

"Both large and small business, operating as partners in the economy, are essential," says Dr Conradie.

People need to be given the right role models to encourage them towards a belief and a willingness to participate in the free market.

He suggests that people should be told of small business owners who have made it, from the major successes such as the person who started off in a small business and now heads a major corporation, through to the welder and the corner cafe owner.

"I believe South Africa is going to follow the free-market system, though I am concerned that the current turmoil in this country will delay the process," says Dr Conradie.

# Voter education a Matla Trust priority

BIPM 2/10/92

(50)

THEO HAWANA

WITH SA's first nonracial elections imminent, educational and charitable organisation Matla Trust has chosen voter education as a priority in its programme of uplifting disadvantaged South Africans.

To this end, the trust has produced 320 graduates from eight two-week courses to train people in the concept of democracy and the electoral system, Matla Trust's community and citizen education programme national co-ordinator Terrence Tryon says.

Matla Trust was established in 1990 as a nonpartisan body serving the needs of disadvantaged people across the political spectrum, following ANC president Nelson Mandela's consultations on the issue.

The trust is being funded by money Mandela raised in overseas drives. To date, the Washington-based Free Mandela Fund has released R13m to the programme. It also receives funds from foreign governments, foreign and local business and individuals and non-governmental bodies.

As an educational and charitable trust under the chairmanship of lawyer Ismail Ayob, the trust subscribes to the adage: "When you give a man a fish, you feed him for a day, but if you teach him how to fish, you feed him for life."

The trust's objectives are to uplift

disadvantaged people through educational, social, welfare, charitable and informative programmes.

It also aims to promote the development of a democratic society by teaching people about democratic principles, institutions and practices. The name Matla comes from the Sesotho word meaning empowerment.

In an interview last year, executive director Billy Modise said the voter education programme would "generally prepare South Africans for democracy".

He said SA was changing rapidly and if there were to be an election now, many people would be disqualified from voting for procedural or tactical errors.

The community and citizen education programme prepares people for elections by teaching them the basic principles, institutions and practices of democracy.

"We got 53 organisations from all over the country to select people to be trained and to go back and train their constituencies. These people will also act as election managers and serve as monitors during elections," Tryon said.

"It must be made clear that the programme is not for a particular organisation, but is aimed at getting as many people as possible to vote."

## Renamo leader arrives in Rome

ROME — Renamo leader Afonso Dhlakama arrived in the Italian capital yesterday to sign a peace treaty ending Mozambique's 16 years of civil war.

Dhlakama, who had balked at signing the treaty at the last minute but was later convinced to travel to Rome by SA officials, arrived at the city's Fiumicino Airport early yesterday evening.

And Mozambican President Joaquim Chissano told SA he was sure a face-to-face meeting with Dhlakama would be enough to save the threatened treaty.

SA diplomats said Chissano had assured Foreign Minister Pik Botha a settlement could still be signed in the next few days despite a last-minute change of heart by Dhlakama.

After talks with Chissano, Botha said: "Both parties are so close to signing this ceasefire that it would be a great pity if it did not happen in the next day or two."

"We hope that thanks to Italian efforts, there will still be a signing (ceremony) in the next few days in Rome," Botha said.

Italy on Tuesday suspended the planned signing ceremony and put on ice invitations that had already been sent to world leaders including Kenyan President Daniel Arap Moi and Portuguese Prime Minister Anibal Cavaco Silva. — Sapa-AFP-Reuter.

## Stolen goods recovered in Zevenfontein

It is further notified in terms of section 72 (2) that a public meeting of persons with an interest in the subject of the said petition will be held at 18:00 on 29 October 1992 in the Uitkeer Recreation Hall under the chairmanship of an officer of the Department of Water Affairs and Forestry to enquiry into the subject of the petition and hear evidence for or against the proposal.

All interested persons are hereby notified that the meeting will also be held for the purpose of recording votes for or against the proposal since section 72 (3) provides that the petition may be granted if not less than two-thirds of the owners of land situated within the area specified in the said petition, who together own not less than two-thirds of the land irrigated and proposed to be irrigated within such area, are in favour of the proposal.

Any person who cannot be present at the meeting may, by proxy or power of attorney, delegate any other person to vote on his behalf at the meeting.

(2 October 1992)

#### NOTICE 871 OF 1992

#### PUBLIC SERVICE BURSARY SCHEME

#### FULL-TIME BURSARIES FOR 1993: DEPARTMENT OF HEALTH SERVICES AND WELFARE

Bursaries for full-time study are granted from funds of the Department of Health Services and Welfare in the following fields:

- B / Occupational Therapy / BSc Occupational Therapy.
- B / Physiotherapy / BSc Physiotherapy.

Bursaries are not to exceed R9 800 per annum.

Applications must be submitted to the following address on form KVA 95:

The Director-General  
House of Assembly: Department of Budgetary and Auxiliary Services (Poynton Building)  
Private Bag X723  
PRETORIA  
0001

Application forms can be obtained at the above-mentioned address. For any further enquiries contact Mrs B. Pieterse, Tel. (012) 314-5223.

#### **Applicants must forward the following documents with their applications:**

- (1) A certified copy of an official statement of symbols obtained in the Standard 10 final examination, if the examination has already been written; OR
- (2) a certified copy of an official statement of symbols obtained in the Standard 9 final examination where the Standard 10 examination has to be written during 1992; AND

Voorts word ingevolge artikel 72 (2) bekendgemaak dat 'n openbare vergadering van persone wat by die onderwerp van genoemde versoekskrif belang het, om 18:00 op 29 Oktober 1992 in die Uitkeer Ontspanning-saal onder voorsitterskap van 'n amptenaar van die Departement van Waterwese en Bosbou gehou sal word ten einde ondersoek na die onderwerp van die versoekskrif in te stel en getuienis ten gunste van of teen die voorstel aan te hoor.

Alle belanghebbendes word hierby in kennis gestel dat die vergadering ook gehou word met die doel om stemme ten gunste van of teen die voorstel op te neem, aangesien artikel 72 (3) bepaal dat die versoek toegestaan kan word indien minstens twee derdes van die eienaars van grond geleë binne die gebied in genoemde versoekskrif vermeld, wat tesame minstens twee derdes van die grond besit wat in daardie gebied besproei word en voorgestel word om besproei te word, ten gunste van die voorstel is.

Enige persoon wat nie die vergadering kan bywoon nie, kan 'n ander persoon deur middel van 'n prokurasie of volmag magtig om namens hom by die vergadering te stem.

(2 Oktober 1992)

#### KENNISGEWING 871 VAN 1992

#### STAATSDIENSBEURSSKEMA

#### VOLTYDSE BEURSE VIR 1993: DEPARTEMENT VAN GESONDHEIDSDIENSTE EN WELSYN

Beurse vir voltydse studie word toegeken uit fondse van die Departement van Gesondheidsdienste en Welsyn in die volgende studierigtings:

- B / Arbeidsterapie / BSc Arbeidsterapie.
- B / Fisioterapie / BSc Fisioterapie.

Die grootte van beurse is hoogstens R9 800 per jaar.

Aansoeke moet op vorm KVA 95 na die volgende adres versend word:

Die Direkteur-generaal  
Administrasie Volksraad: Departement van Begrotings- en Ondersteuningsdienste (Poyntonkomponent)  
Privaatsak X723  
PRETORIA  
0001

Aansoekvorms is ook by bovermelde adres beskikbaar. Vir enige verdere navrae kontak mev. B. Pieterse, Tel. (012) 314-5223.

#### **Applikante moet die volgende dokumente by hul aansoeke insluit:**

- (1) 'n Gewaarmerkte afskrif van 'n amptelike staat van simbole behaal in die standerd 10-eindeksamen, indien die eksamen reeds afgelê is; OF
- (2) 'n gewaarmerkte afskrif van 'n amptelike staat van simbole behaal in die standerd 9-eindeksamen, indien hulle gedurende 1992 met standerd 10 besig is; EN

- (3) a certified copy of a complete official record of study together with symbols or examination marks obtained if they have already written post-school examinations, and the results of the first semester of the study year in which they are engaged. If no examinations are written during the first semester, a certified copy of test results must be submitted.

The closing date for applications for full time bursaries is **23 October 1992**.

(2 October 1992)

### NOTICE 872 OF 1992

#### MEETINGS OF PARLIAMENTARY COMMITTEES

WEDNESDAY, 30 SEPTEMBER 1992

Joint Committee on Justice (Admission of Advocates Amendment Bill [B 3-92 (GA)], Gambling Amendment Bill [B 156-92 (GA)] and Judicial Matters Amendment Bill [B 156-92 (GA)]).

THURSDAY, 1 TO FRIDAY, 2 OCTOBER 1992

Joint Committee on Justice (Admission of Advocates Amendment Bill [B 3-92 (GA)], Gambling Amendment Bill [B 156-92 (GA)] and Judicial matters Amendment Bill [B 156-92 (GA)]).

Joint Committee on Home Affairs (Filling of Casual Vacancies in Parliament Bill [B 157-92 (GA)]).

Joint Committee on Constitutional Affairs (Constitution Amendment Bill [B 158-92 (GA)]).

THURSDAY, 8 TO FRIDAY, 9 OCTOBER 1992

Joint Committee on Constitutional Affairs (Constitution Amendment Bill [B 158-92 (GA)]).

MONDAY, 12 OCTOBER 1992

Joint Committee on Constitutional Affairs (Constitution Amendment Bill [B 158-92 (GA)]).

TUESDAY, 13 OCTOBER 1992

Joint Committee on Health (Medical Aid Schemes Amendment Bill [B 115-92 (GA)]).

Joint Committee on Pension Benefits for Members of Parliament and Political Office-bearers.

Joint Committee on Constitutional Affairs (Constitution Amendment Bill [B 158-92 (GA)]).

WEDNESDAY, 14 OCTOBER 1992

Joint Committee on Health (Medical Aid Schemes Amendment Bill [B 115-92 (GA)]).

Joint Committee on Public Accounts.

Enquiries: W. Fourie, Head: Committee Section, Tel. (021) 403-2568. Beltel Page No: 3199.

(2 October 1992)

- (3) 'n gewaarmerkte afskrif van 'n volledige amptelike studierekord met simbole of eksamenpunte behaal indien hulle reeds na-skoolse eksamens afgelê het, asook van die uitslae ten opsigte van die eerste semester van die studiejaar waarmee hulle besig is. Waar eerste semestereksamens nie afgelê word nie, moet 'n gewaarmerkte afskrif van toetsuitslae ingedien word.

Die sluitingsdatum vir aansoeke om voltydse beurse is **23 Oktober 1992**.

(2 Oktober 1992)

### KENNISGEWING 872 VAN 1992

#### VERGADERINGS VAN PARLEMENTÊRE KOMITEES

WOENSDAG, 30 SEPTEMBER 1992

Gesamentlike Komitee oor Justisie (Wysigingswetsontwerp op die toelating van Advokate [W 3-92 (AS)], Wysigingswetsontwerp op Dobbelay [W 156-92 (AS)] en Wysigingswetsontwerp op Geregtelike Aangeleenthede [W 156-92 (AS)]).

DONDERDAG, 1 TOT VRYDAG, 2 OKTOBER 1992

Gesamentlike Komitee oor Justisie (Wysigingswetsontwerp op die Toelating van Advokate [W3-92 (AS)], Wysigingswetsontwerp op Dobbelay [W 156-92 (AS)] en Wysigingswetsontwerp op Geregtelike Aangeleenthede [W 156-92 (AS)]).

Gesamentlike Komitee oor Binnelandse Sake (Wetsontwerp op die Aanvulling van Tussentydse Vakatures in die Parlement [W 157-92 (AS)]).

Gesamentlike Komitee oor Staatkundige Aangeleenthede (Wysigingswetsontwerp op die Grondwet [W 158-92 (AS)]).

DONDERDAG, 8 TOT VRYDAG, 9 OKTOBER 1992

Gesamentlike Komitee oor Staatkundige Aangeleenthede (Wysigingswetsontwerp op die Grondwet [W 158-92 (AS)]).

MAANDAG, 12 OKTOBER 1992

Gesamentlike Komitee oor Staatkundige Aangeleenthede (Wysigingswetsontwerp op die Grondwet [W 158-92 (AS)]).

DINSDAG, 13 OKTOBER 1992

Gesamentlike Komitee oor Gesondheid (Wysigingswetsontwerp op Mediese Skemas [W 115-92 (AS)]).

Gesamentlike Komitee oor Pensioenvoordele vir Parlementslede en Politieke Ampsbekleërs.

Gesamentlike Komitee oor Staatkundige Aangeleenthede (Wysigingswetsontwerp op die Grondwet [W 158-92 (AS)]).

WOENSDAG, 14 OKTOBER 1992

Gesamentlike Komitee oor Gesondheid (Wysigingswetsontwerp op Mediese Skemas [W 115-92 (AS)]).

Gesamentlike Komitee oor Openbare Rekenings.

Navrae: Mnr. W. Fourie, Hoof: Komitee-afdeling, Tel. (021) 403-2568. Beltel bladsy No. 3199.

(2 Oktober 1992)

FM 2/10/92  
LITERACY TRAINING

(50)

## Replacing ABC with CNA

**Most literacy** programmes start out by teaching the word "dog." But for students of the Brand Knew literacy training programme, the first word they learn is Coke, followed quickly by Surf, Toyota, Simba and more than 100 other of the most familiar brand names in the country.

"There's no such thing as a completely illiterate person in a retail consumer society," says Pug Roux, a Cape Town management consultant who originated the Brand Knew concept and launched the programme in April. "It's easier to teach Coke than dog because everyone has seen the word Coke a million times. They've seen dogs, but the letters D-O-G aren't written on the side."

Roux, who developed his keen sense of

FM 2/10/92

(50)

BUSINESS & TECHNOLOGY

brand-name appreciation during his years in the advertising business, was approached by a group from Khayelitsha four years ago about starting a new type of English language literacy training that did not rely on children's material, which was often patronising to adults. He hit on the idea of building on the awareness of familiar brand names and logos — Philips is perfect for showing that PH makes an F sound — to teach people how to read.

The Brand Knew concept was developed in association with Cape Town's non-profit Triple Trust organisation. The next job was to approach the businesses that hold the trademarks. Roux asked for R5 000 from each company for each brand name. Of the 120 brand names he wanted to include, virtually every company agreed. The benefit for the company, of course, is increased brand awareness. An additional benefit is that they are supporting a non-racist, non-sexist and non-political training activity, a rare creature these days.

And it lays the foundation for further training. "We are concerned for the total development of our people and literacy training will help them," says Donna Vos, a training officer at CNA, which recently held a graduation ceremony for its 12 employees who were the first to go through the programme.

Anglo American's Clem Sunter calls it a "brilliant concept" that is "truly high road."

Roux says the programme is aimed at functional illiterates in the workplace, who cost SA hundreds of millions of rands every year because of their inadequate skills. So far, 30 companies have begun on-site training with a facilitator supplied by the company and trained by Brand Knew. The programme is designed to make participants functionally literate in 80-150 hours, typically two-hour sessions twice a week for about a dozen employees.

It costs R1 650 to train and equip the in-house facilitator and R350 for each participant.

## TAKING A BREAK

**Tony Koenderman** is away this week. The Advertising & Marketing page will resume after he returns.

CNA, which is one of the brand names used in the workbooks, intends to offer it again instead of its old literacy training programme. "It's very, very user friendly," says Vos, who works with a literacy committee comprising workers from the warehouses. "There's no homework, no exams and the emphasis is on fun. And you can't fail this course."

Roux says he has applied for patents worldwide and has been encouraged by the multinational companies whose brands have been used to take the programme into South America and the US. ■



# Mixing rural and urban education

The Spring Education Week ends today at the Giyani College of Education (GCE). (50)

Spokesperson for the GCE, Mallele Petje, said the event, which was jointly organised by the Students' Representative Council (SRC) and the Department of Educational Studies at the college, comprised of lectures, debates, presentation of papers and video shows relating to matters of educational interest.

*Learn the Nation  
in New Nation*  
**Resources**

Mallele said little attention was paid to rural areas because of few resources there. "The aim of the forum was to marry rural and urban education," he said.

"We also needed a break for students and teachers to concern themselves with issues relevant to education and also look at matters pertaining to the realities of the political situation of the country," said Mallele.

Mallele concluded by saying that "this was the first time the college held such an event and would like to make it an annual event".

2/10 - 8/10/92.

Workers try to save school

# Adult centre may shut down

*Learning Nation (in New Nation)*  
**T**HE Denver Adult Centre in Johannesburg could close down this year due to financial difficulties.

Adults who attend classes at the centre were informed of the closure by the director Philip Setshedi last week. He said that the Department of Education and Training (DET) was not funding the centre.

Subsequently, Setshedi was summoned to the Wits Workers' School to brief the Wits Workers' Committee and the students about his increased registration fee from R15 to R30.

The workers, who attended the meeting, sympathised with Setshedi but indicated that if they pay his R30 registration fee, they would be shifting the responsibility of the DET onto themselves.

Instead, they advised Setshedi to join other structures to force the DET to subsidise the centre.

## Remote campuses

The spokesperson of the committee, Bongani Shingwenyane told PUPILS' FORUM that they were also informed that the Wits Workers' School could register its own centre instead of sending adults to write at the Denver Centre.

DET spokesperson Jeff Makwakwa, confirmed that the DET did not fund the Denver Adult Centre. According to Makwakwa, DET funds about 265 adult centres of which 102 were regarded as "remote campuses" for rural learners.

Makwakwa said the Denver Adult Centre was Setshedi's private business. The DET therefore did not fund it.

# Education isn't top priority

ANY future increase in social spending as a means of redistribution should not focus on education, despite the skills shortage and the legacy of apartheid education, argues Professor Servaas van der Berg.

Van der Berg contends in an appendix to the Stellenbosch Economic Project's occasional paper that it takes a long time before the benefits of education are felt. Also, there may be capacity constraints on expanding education at the required rate (such as shortages of teachers and a deficient educational administration).

2/10 - 9/10/92  
"Until these problems have been overcome, it may pay better dividends to increase expenditure on housing, special employment programmes, and perhaps nutritional interventions (for example special feeding programmes), if the administration of this appears feasible."

"Expansion of the pension system may have beneficial short-term impacts in that it is one of the few programmes that reaches the rural poor, but against this should be noted that such expenditure is mainly consumption."

# Fewer<sup>50</sup> learning German<sup>(S/Times) (BUS)</sup>

4/10/92  
A QUARTER of South African schools have dropped German as an official subject since 1989.

Budget cuts in the Department of Education and the privatisation of schools have led school managements to scrap German, says Karin Chubb, secretary of the Southern African Association of German Studies.

"This is disturbing, particularly at a time when South Africa is re-entering the world community. German is becoming vitally important in trade, commerce, arts and politics.

"We need to prepare a whole new generation of pupils for a future in the international community."

Mrs Chubb, who lectures at the University of the Western Cape, says another 30 schools may drop German next year.

She says German is rapidly replacing Russian as the lingua franca of Eastern Europe.

Many schools have placed increasing importance on African languages at the expense of German and other European languages.

"African languages are imperative in a country such as South Africa. But we need also to look at the country's long term and global needs."

# Union beefs up bursary fund

STimes (C/metro) 4/10/92. ~~4/10/92~~ 50

By EVE VOSLOO

THE South African Clothing and Textile Workers' Union has allocated R1-million to its bursary fund for 1992 to finance study by workers' children at any tertiary institution.

The money was collected through a 10c a week levy on the union's 200 000 members.

To date Sactwu has processed and approved 995 bursaries — 348 in Natal, 299 in the Western Cape, 74 in the Eastern Cape and 274 in the Transvaal.

The bursary scheme is the biggest run by a trade union in South Africa.

"It is an important contribution towards

the financing of higher education," said Mr Ebrahim Patel, the union's assistant general secretary.

"Sactwu runs this bursary scheme in the belief that the future of South Africa will be influenced by the extent to which its population has professional and technical skills.

"Clothing, textile and leather workers earn too little to finance their own children at university and the state has failed to take over responsibility for the proper financing of higher education. To make it possible for the children of workers to receive higher education, this contributory scheme has been established," Mr Patel said.



EBRAHIM PATEL  
'Important contribution'

# Taking quality education to poor communities

STAR 5/10/92

A MAJOR education initiative has been launched in Pretoria with a view to taking quality education to deprived communities.

Education Africa is a privately initiated trust which is non-political and non-racial.

The foundation aims to take quality education to disadvantaged areas by encouraging leading South African independent schools to "twin" themselves to educationally deprived schools.

The "twins", it is hoped, would together form a centre of excellence, with the leading school providing the educational standard, teacher enrichment and strategic management.

A pilot educational project was introduced to South Africa last week. Education Reporter PHIL MOLEFE explains the "twinning" concept.

Education Africa executive director James Urdang says the project is intended to make a meaningful contribution to quality education, particularly when interaction is encouraged between privileged and well-equipped schools and their poorer, underprivileged and ill-equipped counterparts.

One of the foundation's first projects was the "twinning" of St Stithians College in Randburg with Penryn College in Nelspruit.

"The programme essentially

utilises the strategic management and direction, educational standards and technology, and teacher training of non-racial, independent colleges in order to develop a 'twin' in predominantly black rural and educationally deprived areas," Mr Urdang said.

The project was started in 1989 and the first two grades are already operating in the lowveld.

In addition, the foundation will be assisting Promat Colleges and the READ organisa-

tion with international fund-raising for their new development programmes.

The foundation's patrons include Dr Oscar Dhlomo, executive chairman of the Institute for Multi-Party Democracy, Dr Mamphela Ramphele, deputy vice-chancellor of the University of Cape Town; veteran politician Helen Suzman; and Julian Ogilvie Thompson, chairman of Anglo American Corporation.

And with trustees such as Independent Schools' Council director Mark Henning, Sowetan editor Aggrey Klaaste and Sy Kutumela of Promat College of Education, the foundation has developed significant interest and support. □

**F**EW of the calculations contained in the recent IMF occasional paper on SA's post-apartheid economy were more arresting than those dealing with per capita expenditures on education after racial disparities had been removed.

Assuming a new government devoted the same proportion of GDP to public schooling — about 6% — as the present one, and assuming (perhaps optimistically) a GDP growth rate of 3%, the study found that per-pupil spending in 1995 might level out at R1 313, a modest increase from the 1990 figure of R907 for blacks and a precipitate decline from R4 807 for whites.

On the face of it, these are depressing figures, implying major losses for the previously privileged few and only nominal gains for the supposedly liberated majority. How depressing depends on whether there is a direct correlation between the volume of money thrown at education and the quality of the end product.

The American experience, while scarcely probative, is encouraging. It suggests that above a certain minimum level, the relationship between expenditure and quality starts to become inverse and that, ultimately, less may be more.

**B**y SA standards, the largesse lavished on the American public school student is eye-popping. The national average is close to R20 000 a year. Very few other countries spend more, yet the output is almost uniformly admitted to be sub-par. A big theme in this year's presidential election is that the US is turning out high school graduates unable to compete in the high-tech global economy.

Many reasons are given for this: The absence of rigorous testing; low teacher pay; excessively short school years (the average is 178 days); too much television; lax parents. And the unfairness of a system under which school districts must generate most of their funding from local property taxes, with the result that rich neighbourhoods get better schools than

# Pouring cash into schools does not improve education

BPAY 6/10/92

SIMON BARBER in Washington

337 50

"self-esteem" (on the theory that if they love themselves enough they will not take drugs) and how to work and play co-operatively in a group. Were it not for the grants, the typical pupil might have some time left over from band practice and interior design to pick up a little algebra or English.

But then that assumes that he or she has not also had to attend an AIDS prevention class learning how to put a condom on a banana, or a "values-clarification" session, or a "multiculturalism" indoctrination period. One Ohio teacher interviewed by Forbes said the situation was now so out of hand that some of her colleagues were relying on parents to help with their children's spelling.

Politicians are to blame for a lot of this, since it is they who, in the name of reform, keep throwing money at the schools, while at the same time feeding administrative bureaucracies which themselves have odder and odder ideas about how and what children should be learning.

Parents in New York have been horrified to find their teenagers coming home with pamphlets enumerating students' "sexual rights" including "the right to decide whether to have sex and who to have sex with". This extraordinary document was prepared and printed by city authorities with federal money.

**T**he system has run amok because, at root, it is so well funded. It has the luxury of being able to do too much, including engage in wilful social experimentation, and has thus lost sight of the relatively simple, well-tried, things it ought to be doing, like turning out young people who can read, write, calculate, think and who have a basic grasp of how the world works and why.

Whether SA will be able to achieve that on a per pupil outlay of R1 313 a year remains to be seen. But, because it will not be able to afford the ideological and other frumpies that are taking over in the US, it has a chance to do a far better job than is done with R20 000 per student here.

less well-off ones. Then there are bloated educational bureaucracies and spending cuts. The list of culprits, plausible and implausible, is endless.

Yet it is the one complaint that is never heard which may lie at the heart of why Johnny cannot read or add as well as Jean or Johan. The system is gold-plated. It has too many resources for its own good — too much money to throw around on essentials and otherwise misallocate.

Consider, as Forbes magazine recently did, the 4 100-student West Carrollton school district in Ohio, a sample about as middle-American as it is possible to find. For the fiscal year just ended, the district had an operating budget of \$16.3m, or just under R50m. It would have been higher had not local residents staged a tax revolt in the '70s.

Close to 90% went on salaries and benefits. This might almost be understandable if the money was being used to pay top-quality teachers, but nearly 40% was consumed by non-teaching administrators and other staff.

Of what was left over from the overall wages and perks bill, less

than 2% was available for basics like textbooks and supplies, insufficient for the elementary school to purchase new books. Even so, the high school's authorities were able to build a \$2.3m state-of-the-art theatre, field a 50-member marching band complete with instruments, offer courses in interior design, dress for success and creative cookery — and then complain that the computer laboratory had a mere 36 personal computers.

rooms.

But the equation, more computers equals better schools, does not withstand scrutiny. A computer — little more, after all, than a glorified typewriter-cum-adding machine — is not a cost-effective tool for teaching or learning the three Rs, let alone languages, history and geography. For the machine to become useful, the user must already have acquired a substantial base of knowledge which is more cheaply and efficiently obtained through pen, paper, books, competent teaching and application of the brain. That is even true of programming.

Tighter budgets might make the point more readily graspable. They might also serve to rid public schools of another, far more worrisome, impediment to basic learning. The American school day is already short enough without teachers having to set aside substantial chunks of it to performing tasks that have historically been the duty of parents.

Schools receive federal grants — an irresistible inducement — to schedule at least one period a week for an anti-drug project called Quest. This involves teaching 10-year-olds

**W**hat has happened here, and all around the country, is that the educational establishment has been addled by the amount of money at its disposal to the point where it has lost any sense of priority and has allowed the unnecessary — sprawling administrations, non-academic instruction and whatever the latest fad is — to crowd out the essential.

The computer fixation is a case in point. It is regularly argued that a key reason American students are falling behind their peers in other industrialised countries is that there are not enough PCs in their class-

## **Afrikaans to be 'friendly' language**

AFRIKAANS should be turned into a language of friendship, rather than of confrontation, delegates were told.

Minister of National Education Mr Piet Marais said legislation alone would not protect Afrikaans. Its future would best be secured by its use as a language of friendship, rather than confrontation.

ARG 7/10/92 (50)



## Secure future for Afrikaans

EAST LONDON. — Afrikaans and English would be official languages in a new order, National Education Minister Mr Piet Marais said yesterday.

*SO* *Oct 11/92*  
The government would not allow Afrikaans to be dropped as an official language, as had happened in Namibia.

The government realised how sensitive the language issue was, he said. — Own Correspondent, Sapa

3/10/92  
CUC/8

**Official languages to stay**

AFRIKAANS and English would be official languages in a future dispensation, National Education Minister Piet Marais said yesterday.

Marais told the NP's Cape congress it was not feasible that Afrikaans would disappear when 6-million South Africans used it as their home language and 18-million citizens could speak it.

He said government would not allow Afrikaans to be dropped as an official language.

## More teaching at home?

**JOHN VILJOEN**, Education Reporter

ARG 10/10/92

CHILDREN who live far from towns may in future be taught at home rather than spend years in a far-away boarding school, in terms of a new policy outlined by education officials.

But the new provision will apply only in exceptional cases.

Dr H J S Stone, superintendent-general of the Department of Education (House of Assembly), said the state could not run cost-effective schools in these areas because of the low concentration of pupils, and many had closed or were facing closure.

# Try to say it with comics

South 10/10 - 4/10/92

**C**OMIC strips usually amuse and entertain, but, as more and more life assurance schemes are finding out in South Africa today, they can also educate.

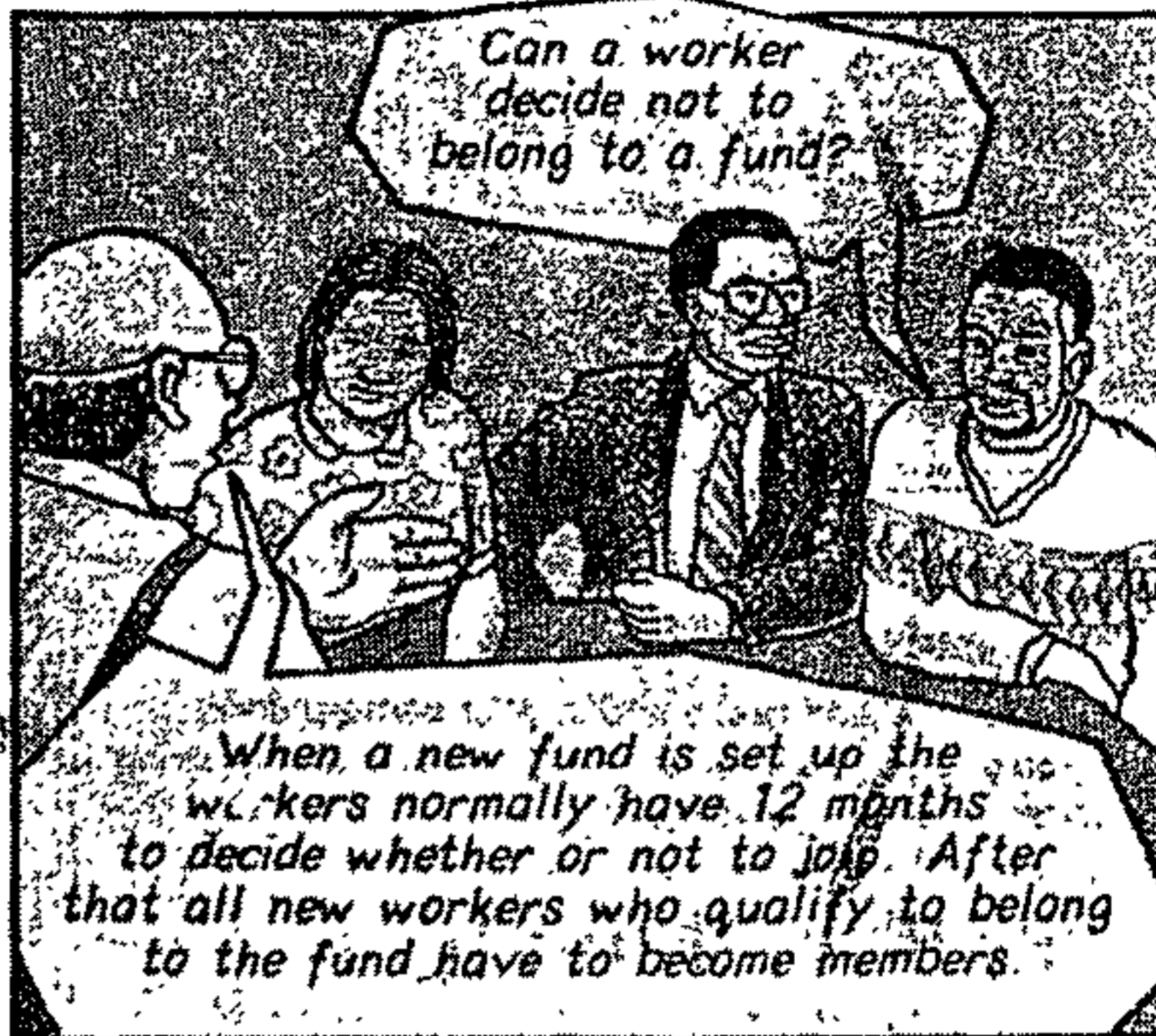
Employee benefits are a complex issue at the best of times, but during negotiations between workers and employers, workers are often at a disadvantage because they do not know enough about insurance, pensions and other benefits.

To help them, Old Mutual has pioneered easy-to-read comic strips to explain these complex issues to workers.

At least two are already in circulation. One has been produced for its employee benefits division and the other for Iscor.

They graphically explain the differences between, for example, pension funds and provident funds, why these are needed in today's society and what is done with the money in the fund to ensure that it grows and/or is used to back social programmes.

Explaining the move, Old Mutual's general manager in charge of employee benefits, Mr Garth Griffin, said negotiations about employee benefits were



usually highly emotional, with rhetoric and a lack of realism predominating.

"When participants better understand the issues and each other's viewpoints, it is possible to move quickly towards practical resolution — for the benefit of all," said Griffin. — **LYNDA LOXTON**

# 'Education forum an imperative'

SO

Sowetan 19/10/92

## Sowetan & Radio Metro *Talkback*



with **Tim Modise**

**By Isaac Moledi**

THERE was an urgent need for the establishment of a national education forum to address the present crisis in black education, callers to the *Sowetan*/Radio Metro Talkback Show said last night.

The ANC's head of education, Mr John Samuel, called for a range of community and political organisations to propose such a forum to the government.

He said it would be possible to work out ways and means to address the present education crisis if the education forum was established.

The rector at the University of the Western Cape, Professor Jakes Garwel, said the education forum, with more

meaningful parent participation, was important to bring the country's ailing economy back to normal.

"The lack of legitimacy of our education system is the cause of the present crisis. A long-term education programme is crucial to help revive the economy."

"We are not doing okay by any standard," he said.

"I'm not very optimistic that we would see any drastic improvement in the matriculation results."

**Samuel - ANC**

"Matriculants themselves need to be optimistic and exercise self-drive."

**Daniel, Johannesburg**

"Matriculants should not be confused and be absorbed by the political climate. Concentrate in what you are doing."

**George Matsembe, Springs**

"The crisis in black education is tied to the political climate existing in the country. If only we

can get a legitimate authority to work out this problem."

**Prof Gerwel, University of the Western Cape**

"At this hour students should rally together and form study groups."

**Thami Vomvana, Soweto**

"The problem with the poor matric results is the political illegitimacy of the education system."

**Hope Pape, Johannesburg**

## Outrage over school threat

Staff Reporter

LOCAL Model C school principals have expressed shock at the tactics employed by a Durban school that is allegedly threatening to prevent a pupil from attending the matric dance at the weekend to extract school fees from her parents.

They said no school was entitled to take action against a pupil for fees. According to departmental regulations, this included barring a pupil from writing exams.

(5) CT 16/10/92



## Necc calls for meeting with govt

<sup>(50)</sup>  
THE National Education Crisis Committee (NECC) is planning to meet government officials to try and resolve the education crisis which has dragged for many years.

NECC spokesperson, Terry Tselane, said the meeting has to take place because the government is currently restructuring education without consulting other parties.

"Justice and common sense demand that the crisis be resolved speedily. The government must bear the final responsibility for the crisis and its resolution. The process of reconstruction of education should be a negotiated one instead of one-sided action," said Tselane.

He urged the government to commit itself to participating in the National Negotiating Forum On Education which is being set up by the National Education Conference (NEC).

"We also wish to indicate that we are concerned about the so-called 'Federalist Education Option' under discussion in certain circles. According to our understanding, this notion entails that regions would determine the shape of their own education system. This worries us because we believe this option would entrench present imbalances," he said.

Tselane said the NECC intends embarking on a process to monitor the writing of matric examinations and the marking of papers since the organisation "is extremely worried about the forthcoming matric examination. There has not been an improvement in the conditions of learning in the schools this year. In addition to this, violence has increased. As a result, education suffered and in many instances very little effective learning could take place," he said.

Commenting on the matriculants who will be unsuccessful at the end of the year, Tselane said the DET should give them a chance to rewrite next year.

"We call on the DET to consider its attitude on this issue carefully, so as to allow as many candidates as possible another chance. We also wish to extend a message of support and encouragement to all students, teachers and parents as we approach the exams. We urge everyone to do their utmost to prevent last year's catastrophic results," he concluded.

Dr Peter Dzvimbo of the University of Zimbabwe



## Strive for independent education <sup>(50)</sup> SA warned

*Learning Nation in New Nation 16/10-22/10/92.*  
A Zimbabwean academician has warned that if South Africa continued to resort to ad-hoc education and training policies after independence, the education system could continue to be dependent on the past system.

Zimbabwean university educator, Dr Peter Dzvimbo, made the warning at a briefing of various local education structures and students in Johannesburg during his recent visit to the country.

He said Zimbabwe, like most developing nations, uses both teacher-made and public examinations to evaluate the end of the year learning activities of students.

As such, England's Cambridge of London examinations are a major component of the education system in Zimbabwe. However, efforts were being made to localise the examination system by training personnel to set exams and correct scripts.

He said the government was currently spending a lot of scarce foreign exchange reserves paying for examinations annually. Above this, the exams are still coming from England - and this raises issues of cultural dependency on the former metropole which may not be acceptable politically at this historical juncture.

### Policy reform

His topic, "Peoples Education as Understood, Negotiated, Contested and Transformed in the Zimbabwean Context", raised a lot of questions about the current and future plans of our education system.

He said in his country, the establishment of a "Peoples' Education" meant that access to all levels of education had increased overnight. Immediately after the 1980 independence, the educational policy reform was changed from an elite racially-based educational system to mass based one.

Primary education enrolment tripled from over 800 000 in 1980 to 2,2-million in 1990 while secondaries shot from over 66 000 to 700 000 in the same period. Similar growth was experienced in teacher-training, university enrolment, the non-formal and tertiary sectors.

However, he said there were major constraints in higher education caused by diminishing financial resources and the brain drain to South Africa and Botswana.

"The unit cost of financing the university education has now risen to thousands of rands. Stu-

dents receive half the cost of education in the form of a grant and the other half in the form of a low interest rate loan with a high default rate. Therefore, higher education is heavily subsidised by the tax payer even when it has been proved beyond doubt that private and social rates of return are lower than those in primary and secondary education," Dzvimbo said.

### Imbalances

He said financing of education always competed for the first place with defence. "Now with the mellowing of relationship between Zimbabwe and South Africa, the education budget takes the largest percent of the total national budget.

"However, most of the money goes into teachers' salaries and recurrent expenditure rather than into improving instruction. Government has always used financing of education as mechanisms of control, and redressing imbalances created by colonialism," he said.

Dzvimbo said the major criticism of government financing of education was on the policy of paying more to schools that have better services. These are usually the established private schools with better trained and experienced teachers," he said.

"One of the hallmarks of people's education is the emphasis on equity and access to education by every child if the state can afford. Once the child is in school, means have to be found to retain the child in school and to evaluate his other learning experiences in a manner that is not dictated by behaviourist psychology which is oriented towards preconceived objectives," said Dzvimbo.

He said that the discourse and practices of people's education are frustrated in the post colonial state by the contestation since, the state itself the economy and civil society.

"This will continue to happen as ruling elites fail to control both the political and in particular the economic arenas in their countries. The implementation of a people's education is also frustrated by formality and bureaucratisation of the education system even in places where governments are arguing for decentralisation as the case in Zimbabwe.

"This problem usually stems from the practice of adopting external education models and imposing them on African countries with different histories," said Dzvimbo.

# New look at learning blasts off in city

South 17/10 - 21/10/92

**A** NEW concept has come to Cape Town — Design for Learning. Its novel approach combines an exhibition with speakers, panel discussions, workshops, drama and business games focusing on the process of learning.

The programme, on October 15 and 16, has been organised by the training and organisational development committee of the Institute of Personnel Management (Western Cape).

Cape Town offers a unique, innovative opportunity for business managers, employees, non-profit organisations, educational institutions and the informal sector.

Design for Learning aims to discover the best ways of unlocking human potential. Its vision is to develop people so that business here can become more competitive locally and internationally.

The focus will be on learning about innovative products and processes. The aim will be improved performance and productivity of individuals and organisations.

Design for Learning will not deal with marketing training. It combines displays, workshops, seminars and a convention to create a platform for learning.

The programme will become an annual event that aims to build the Cape as a leader in human resources development.

It will do more than give managers and experts a chance to learn how to create a more effective workforce. Funds raised by the programme will be used to bring learning to disadvantaged communities.

Design for Learning aims to draw as much participation as possible from the community.

The latest technology will be evaluated and displayed at the event.

Researchers and non-profit organisations will be offered an opportunity to show development work in their field.

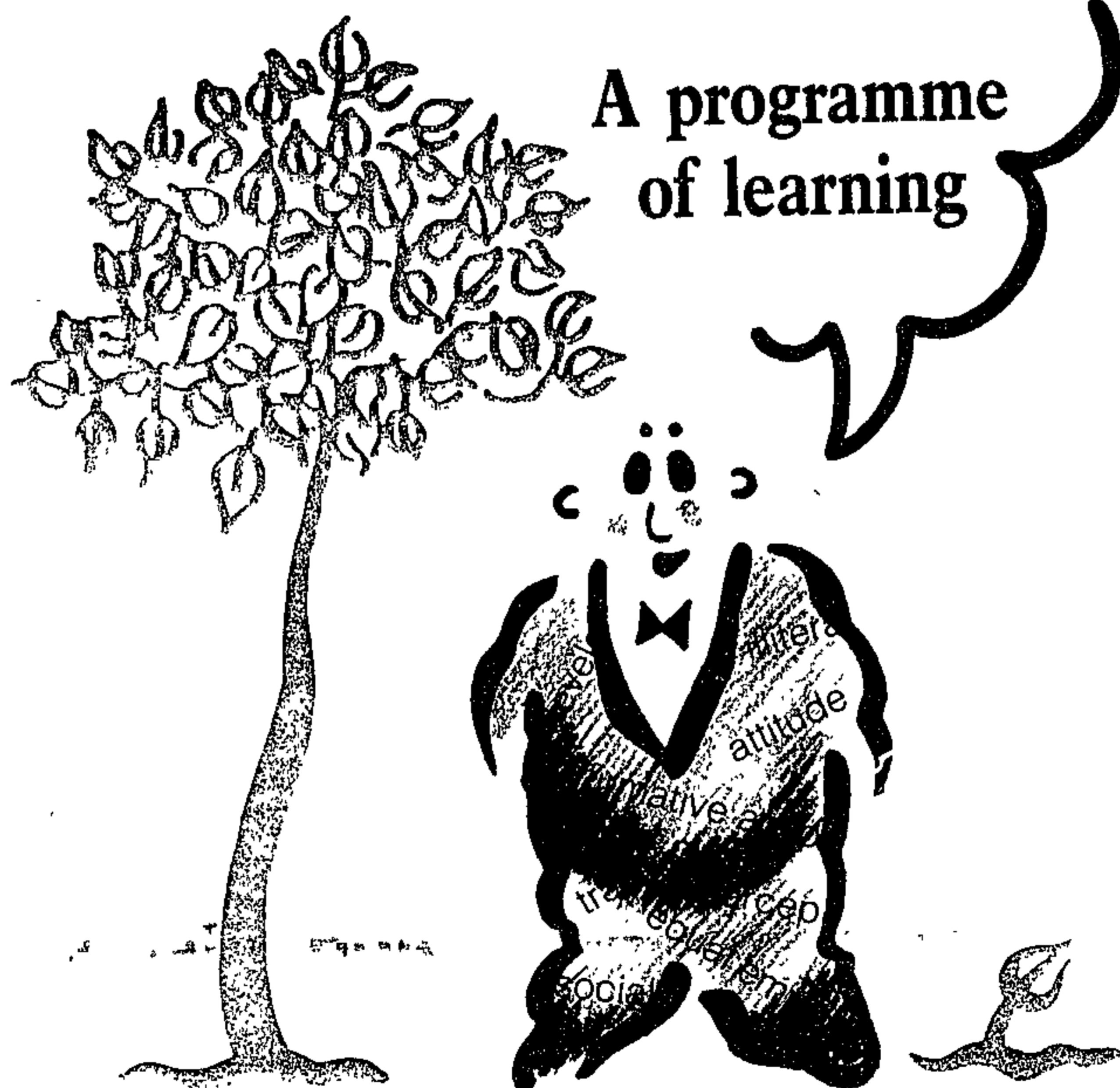
Design for Learning also offers customers a chance to see the effort that gets put in behind the scenes to give them a quality service or product.

## Design for Learning '92

15 & 16 October 1992

CAPE TOWN CIVIC CENTRE

Exhibition Hall A



50  
**Having  
their  
say...**

DESIGN for Learning will be opened by Mr Neal Chapman, executive chairperson of Southern Life, who will speak about "Learning to Unlock".

Professor Kader Asmal, professor of human rights law at the University of the Western Cape, will speak on "Creating a Culture of Human Rights in a Free South Africa".

Peninsula Technikon rector Mr Franklin Sonn will give a talk on "Adjusting for a New South Africa".

Two speakers will deal with educational issues: Mr Tony Frost, executive director of Lonrho Management Services, on "Educating for Growth" and Mr Bruce Crookes, Eskom executive director, on "Learning — That's What It's All About".

Panel discussions will include topics such as community learning and empowerment; affirmative action; personal development and self empowerment; learning styles, methods and approaches; and adult learning in the workplace.

The organisers have invited 20 companies to exhibit at Design for Learning. Their displays will show the latest ideas in the learning process — adult literacy and numeracy, career development and approaches to university thinking at educational and industrial levels.

The programme will give businesses and employees more insight into unions, affirmative action, unemployment and inflation.

Design for Learning will be held in the large exhibition hall at the Cape Town Civic Centre.

Designed, organised and hosted by the Institute of Personnel Management (Western Cape). Sponsored by Eskom, Old Mutual and Creda Press. Printing compliments of Southern Life.  
The organisers reserve the right to make amendments to the programme due to unforeseen circumstances.



# Find out why adults make good learners

**I**F YOU'RE involved in grassroots training and development programmes, or community and tertiary-level training, Design for Learning has something for you.

There will be a workshop and panel discussion entitled "Adult Learning in the workplace: The future role of training and trainer." Talking about predictions and the future of adult learning will be Jeane Gamble (UCT), Brian Woods (Besa) and Jeff Lomey (Eskom).

Panel members will each address the audience for five minutes. The floor will then be open to questions from the audience.

Lomey, who has been involved in human resource development for more than 10 years, said the workshop was aimed at people interested in learning for advancement.

"Adults are keen to learn. They realise in the economic situation they need skills and experience.

"The old-fashioned view that companies are training people merely for their own benefit is no longer held," Lomey said.

Gamble teaches a course in Adult Learning in the Workplace at UCT. "I will be arguing that training has become a political battlefield. Two political issues should be

addressed — access and accreditation: who gets into the training and what it accounts for," Gamble said.

"Training should be seen as part of the struggle — and it will become even more so in the future."

The question of training budgets in companies will also be addressed. She said that at present 80 per-

cent of the budget was spent on 20 percent of employees.

Gamble will also try to contextualise training. She believes that adults make interesting learners.

"Children are dealing with socialisation and adults are learning for the second time. This means adults have a better outlook," she said.

17110-2410192



Jenny Rodrigues from Basic Education and Skills for Adults (Besa), setting up their part of the exhibition.



GETTING READY: (from left) Glynis Engelbrecht, Virginia van Rooi, Linda de Vries, Jo-Anne Februarie and Zaida Hans-lo setting up the Business Department's exhibition.



# About Design for Learning

South 17/10 - 21/10/92

THE programme features a variety of sessions so you can concentrate on subjects of special interest to you and your organisation.

Plans of the hall layout are available at the information centre near the entrance. Here you can find out what is happening and facilitators will be available to help you.

Speakers are experts on their subjects.

You will work with your colleagues, exploring in depth the challenges of the nineties, say organisers.

The programme will provide you with a forum and the tools to position your training and development function as a strategic player and a key decision-maker in your organisation.

Your support of this unique event will enable IPM (Western Cape) and representatives of the sponsors to start a community development trust fund. Training and development projects will be financed by this fund to uplift communities.

## Additional Information

Each session will start with the keynote speaker.

Panel discussions, workshops and other activities will follow.

There will be a noticeboard at the entrance of the hall stating the starting times of the day's activities.

Refreshments will be available throughout the day except during keynote speaker presentations.

The cost of refreshments is not included in the entrance fee.

## Venue

Large Exhibition Hall A  
Cape Town Civic Centre  
Hertzog Boulevard  
Cape Town

● Parking available at the Civic Centre

## Registration:

At the door  
No advance registration necessary

## Delegate fee

Adults R10 a day  
Students R5 a day

Pupils R2.50 a day

50

## Exhibitors

Enter Education (Pty) Ltd  
A M Kellerman & Associates  
National Productivity Institute  
Educational Support  
Services Trust  
Besa (Pty) Ltd  
Trust  
Engen  
Eskom  
Management Systems Development and Implementation  
Dale Carnegie Courses  
University of the Western Cape  
Mast  
Institute of Personnel Management (IPM)  
The Southern Life Association Limited  
Centre for Cognitive Development, Vista University  
Interface Communication Training  
Organisational Interface Management  
Effective Learning Systems  
Andrew Levy & Associates  
Accelerated Learning Systems  
Gateway Human Resource Development

# Writing's on the wall, but who can read it?

CP/18/10/92. (50)  
**E**VERY political organisation across the political spectrum agrees SA's first political general election is around the corner - but almost half the potential voters would not be able to read the message announcing the fact.

Only this week, a report of the Committee for Constitutional Affairs on a "Proportional Polling System for SA in a New Constitutional Dispensation" was tabled in parliament. It had been put together after contributions from several political and other organisations - including the ANC and the PAC.

## Stressed

The report stated that many factors were taken into consideration in deciding on a fair and just system of proportional representation as an electoral mechanism for a future legislature for the country. Most important of all, it stressed, was SA's extremely high rate of illiteracy.

The Development Bank of Southern Africa said at least 45 percent of all black people were illiterate as opposed to one percent of whites.

Don Pinnock, research director at the Media Research and Training Unit (MRTU) at Rhodes University in Grahamstown, said in a recent media survey a man described a photograph of president FW de Klerk as "a one rand coin", but did not know who he was. One might argue that because the man was black and lived in a SA dorp, and because De Klerk was white and did not represent him, the error was understandable.

But the problem does not end there. Many of those interviewed thought the cross one puts on a ballot paper was a signature, a bad mark or something one gets for being absent from school.

Writing in the latest edition of

**SA's first-ever general election may be just around the corner. But, with the country's high rate of illiteracy, how many eligible voters will be able to even read and understand notices announcing the election? S'BU MNGADI Investigates.**

the Black Sash's monthly journal, *Sash*, Pinnock said in another survey, six out of 10 people did not know who Nelson Mandela was and more than 80 percent could not have read the words on this page.

The academic was quoting surveys done by journalism students at Rhodes University. The surveys indicated some frightening information gaps in rural SA.

He argued that these findings, although from localised pilot studies, were probably true for the rest of the country.

The surveys raised questions about how to reach an audience and an electorate which comprised a third of SA's population - about 15 million people.

Newspapers were of limited use in these areas and in the burgeoning urban squatter camps because of the high levels of illiteracy. For most people in this country, a newspaper was more use as a source of fuel than as a source of information.

## Surveys

The Basic Adult Education unit at the University of Western Cape (UWC) claimed one adult in four in this country could not read. Graeme Bloch of UWC puts it higher - one person in two. Surveys done in the eastern Cape by MRTU found absolute illiteracy to be 63 percent and functional illiteracy - Std 2 or less - to be higher than eight out of 10.

Radio emerges as the real voice in the wilderness, and the fact that the SABC holds a monopoly of the airwaves should be raising more concern

According to a survey by Media Research Africa, nine out of 10 black households have an FM radio and 77 percent listen to the Nguni/Sotho services regularly. In the rural areas, listenership rises to 99 percent.

The importance of radio is being increasingly recognised by specialist media groups. Last year, the ANC, together with groups such as Cosatu, the Film and Allied Workers' Organisation and the SA Students' Press Union, marched on the SABC headquarters in Johannesburg demanding freedom of the airwaves.

Later in the year a conference of SA broadcasters in Holland called for the prioritisation of community radio. Then, at the Free, Fair and Open media conference in Cape Town this year, a National Community Radio Forum was created, which drafted resolutions on radio for forwarding to Codesa.

Behind these moves is a clear understanding by communicators of the dangers of the electronic media, and particularly radio, remaining in the hands of the NP in the run-up to elections.

Pinnock said the rate of illiteracy in SA meant that progressive organisations should rethink their priorities. "In terms of talking to one third of the voting population outside the urban areas (all of whom have never voted before), print is a non-starter, posters and symbols are of dubious value, and there is unlikely to be enough time and human resources to canvass most of the rural areas through rallies and meetings."

The truth was that unless the radio services, particularly Radio Bantu, became at least neutral, the forthcoming elections could be a fiasco, Pinnock argued. He contended that because a large section of the local population was illiterate, any future electoral system had to be simple enough for the populace to understand.

Voter registration was vital in ensuring that no person voted twice, and the eligibility of voters could be checked, he said.

The present system of voter registration was according to the identity document, which created, among others, the following problems:

- In rural areas, children were often not registered,
- Many people were ignorant of the fact that ID books existed and how they should get them,
- It would be an immense task to register all the members of the population in the time between the announcement of free elections and the actual elections;
- A quick and efficient method was that used in the recent (whites-only) referendum, where voters placed their hands in an indelible purple fluid which shines when placed under ultraviolet light.

## Philosophies

With regard to pre-election education, most countries tended to familiarise the illiterate population with electoral steps, rather than educate them about electoral philosophies.

In Namibia the different parties and the UN Transitional Assistance Group (Untag) used several approaches to educating people about the elections. Using all the available media, from radio to meetings and gatherings, Untag moved around the country with interpreters, explaining election procedures to the people.

C M Smith

Orthotic and Prosthetic Association of South Africa

Dr G Kinnmont Hicks  
Psychological Society of South Africa

(2) yes, the aim was a discussion to make health services *within the public sector* more affordable and to have all within the public sector to participate in the establishing of priorities and possible identifying of saving precautions. No other items were discussed.

(3) no;

(4) no;

(5) no

Own Affairs:

**Model C schools: payment of school fees**

74. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether his Department has laid down any guidelines concerning the measures that may be introduced by the governing body of a Model C school to recover compulsory school fees and other moneys owed by the parents; if not, what procedure is followed in this regard; if so, what measures may be introduced for this purpose; (SO)

(2) whether any steps will be taken in respect of any pupil whose parents do not pay compulsory school fees; if so, what steps;

(3) whether the governing body of a Model C school may refuse admission to any applicant pupil on the grounds that his parents have a history of non-payment of school fees? B895E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, governing bodies determine their own measures regarding the recovery of compulsory fees and other moneys owed by the parents;

(2) no, legal action may be taken against the parent under specific circumstances but no steps will be taken against a pupil;

(3) no.

HOUSE OF ASSEMBLY

(1) Whether it is the intention of the Government to make over title deeds to school governing bodies; if not, why not; if so, when;

(2) whether he will make a statement on the matter? (SO) B900E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, because as from the date on which a public school is declared to be a state-aided school, the ownership of immovable property vested in the State, shall devolve upon the *state-aided school*. In order to record the transfer certain endorsements must be made on the title deed, and entries in the register of the Registrar of Deeds. The original title deeds remain in possession of the Registrar of Deeds, but after the endorsements and entries referred to, have been made, the state-aided school receives a copy of the title deed. The transfer is, however, subject to a reversionary clause endorsed on the title deed.

(2) no.

School fees: financial assistance

77. Mr R M BURROWS asked the Minister of Education and Culture. (SO)

(1) Whether any applications for financial assistance regarding the payment of school fees have been received from parents of children attending Model C schools; if so, how many such applications were (a) received and (b) approved;

(2) whether any funds have been allocated in respect of such assistance; if not, why not; if so, what total amount as at the latest specified date for which information is available? B901E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) 53 304,

(b) 48 944,

(2) yes,

R38,89 million on 26 October 1992.

**School governing bodies: title deeds**

76. Mr R M BURROWS asked the Minister of Education and Culture:

(1) With reference to public schools for either public ordinary education or specialised education, which are state property, yes; with reference to state institutions as defined by the Rating of State Property Act, relating to universities and technicals, yes, with reference to state-aided schools for specialised education and technical colleges, yes; and with reference to state-aided schools for ordinary education yes, until such time as another arrangement, for example possible exemption, may be made by means of further negotiations.

(2) no, because the immovable property concerned is transferred to state aided schools in accordance with the provisions of article 31A(a) of Act 70 of 1988;

(3) no.

(a) in terms of a recent Cabinet decision private schools will not be expected to pay municipal rates until such time as another arrangement has been determined through negotiation.

(b) see answer 3(a).

## Rates relief for schools (5)

Education Reporter *apca 23/10/92*

IN a major concession to private and Model C schools and parents, the government will continue paying municipal rates on school properties.

National Education Minister Mr Piet Marais said this was because governing bodies had said they would have serious financial problems if they had to pay rates.

"This is the most significant concession Mr Marais has negotiated since the introduction of Model C," said Cape Provincial Parents' Association head Mrs Naomi Peagam.

Mr Marais said the government would continue paying rates until another arrangement, such as possible exemption, had been determined through further negotiation.

He said this meant state-aided schools would be better able to maintain fees within reasonable limits, while certain private schools — which could have been faced with closure — would remain financially viable.

Some schools said rates would have increased annual running costs by R100 000.

# Rates: Govt to help Model C schools

CT 23/10/92  
Staff Reporter  
(50)

GOVERNMENT relief for hard-pressed parents of Model C schoolchildren was announced yesterday.

According to the Minister of National Education and Culture, Mr Piet Marais, the Cabinet has decided that the government will continue paying municipal rates levied by local authorities on public and model C schools.

Inside:

## COPS OK HQ FOR TEACHER EXAMS

See PAGE 5

Mr Marais said the government would continue paying the rates until another arrangement, such as possible exemption, had been negotiated.

"The Cabinet has also resolved that private schools will not be expected to pay municipal rates until another arrangement has been determined through negotiations."

Mr Marais said this meant state-aided schools would be better able to maintain the structure of fees within reasonable limits and certain private schools would remain financially viable.

Mrs Naomi Peagum, of the Cape Province Parents' Association (CPPA), said her organization was "absolutely delighted".

Sacs principal Mr Gordon Law said the Sacs junior and high schools would have been liable for between R250 000 and R300 000 a year in rates. He was relieved parents had been spared the cost.

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# Schools relieved on rates

MODEL C school principals are relieved that schools will not be charged hefty municipal rates next year which would have caused school fees to escalate.

Cape Town High School principal Mr Nugent Field said he was "delighted" at the announcement, which would save parents about 20% a year on school fees.

The school's annual municipal rate bill is R100 000.

Wynberg Boys' High School principal Mr Rowan Algie said parents had been spared an annual bill of R200 000 which would have bumped up school fees by about 10%.

● Hundreds of thousands of rands in fees are still outstanding in Natal schools since the introduction of compulsory fees under the Model C system, and at least one school has threatened to exclude pupils whose parents have not paid. — Staff Reporter, Own Correspondent

Transkei to get

# Engen: investing in education for change

Exlt 24/10-28/10/92.



**E**NGEN places a high priority on investing in education to promote change and development in South Africa. According to its social investment co-ordinator, Dr Des Roberts, this investment takes several forms and is aimed at both supporting education and encouraging other companies to become involved in this form of social investment.

This is particularly noticeable in the Engen Education Programme, which aims to provide extra tuition in maths, science and English to pupils from Std 6 to 10 for 20 Saturdays a year.

Of the more than 500 pupils who attend these extra classes, about 13 percent are children of employees at the Engen head office in Cape Town and refinery in Durban. The rest have been selected from local community schools such as Stembele Matiso in New Crossroads in Cape Town, or come from other companies who pay for children of their employees to attend the Engen classes.

"In Cape Town, there are now 167 students from 20 different schools and 20 different companies attending these classes," said Roberts.

"It makes sense for other companies to piggy-back on the basic courses and tutors we provide, making use of University of Cape Town facilities, rather than trying to start their own programmes."

Engen has also started a programme in Worcester and has advised companies in other parts of the country on how to set up similar programmes.



The main rationale for the programme was the fact that research by Roberts had shown while there was an over-supply of black, coloured and Indian matriculants, few had studied maths or science and many had trouble with spoken and written English. Those who did study maths or science were hampered by a lack of laboratory equipment with which to conduct experiments and basics such as textbooks.

The three subjects were seen as being vital to enabling black students to secure training and employment opportunities at a time of rapidly changing technologies — and to meet South Africa's future labour needs.

During their Saturday sessions, which last from 9am to 1pm, students are given intensive tutoring, provided with study notes to make up for the lack of textbooks at their schools and can use laboratory equipment at UCT or the University of Natal to carry out experiments.

"From next year, we hope to take the



Students at an Engen Education Programme at Worcester



Des Roberts

programme to areas such as Crossroads as well, where we could provide a resource centre with all the necessary equipment and cater for more students," said Roberts.

Not surprisingly, there is a great demand for the classes and Engen cannot take on all the students selected by communities. As a result, any student who fails to attend classes for three weeks in a row is automatically disqualified and another is taken on.

A winter school is also organised for the matriculants in the programme. This lasts a week and issues covered include career guidance and study skills.

Engen's other investments in education include:

#### EDUCATIONAL ASSISTANCE FOR EMPLOYEES

This takes place at two levels:

- Grants to help employees educate children
- Grants to help employees themselves

to study part-time.

Engen pays its employees up to R6 000 a child a year at university or technikon; R550 a year for each child in secondary schools; R300 a year for each child in primary school and R150 a year for each child in pre-primary school.

"Our motivation is that we want all of our employees to be aware of the importance of education and to make it easier for them to educate their children," said Roberts.

Engen is supporting the education of more than 1 000 children of employees in this way in Cape Town alone this year.

Employees are also encouraged to do part-time studies related to their work, with Engen paying all their fees. If they pass their courses, the fees are written off as grants — but if they fail, they have to pay the money back.

#### BURSARIES

The Engen bursary scheme was started in 1986 and this year supports nearly 80 students country-wide at a cost of about R16 000 each (depending on where they are studying).

The bursaries are granted for either commerce/computer science-related degrees by the Engen marketing division, or for chemical, mechanical and electrical engineering degrees by the Engen refinery.

Students supported by Engen are expected to work for the company once they graduate, but are not tied down for any set period. This is because they have so far been quite happy to stay on with Engen. If a student wants to study further in another discipline once the degree supported by Engen has been completed, the bursary can be written off as a grant. In the few cases where Engen cannot

place graduates, the disciplines they have studied enable them to easily find jobs.

A mentoring programme was introduced last year to help students develop time management, study methods and objective setting skills. This has improved the pass rate of the bursary holders



#### ENERGOS FOUNDATION

With a budget of more than R10-million a year, this foundation is funded by Engen but operates independently under its own board. About 50 percent of its annual budget is spent on education projects around the country, with the rest going to community and entrepreneurial development programmes.

This makes the foundation one of the biggest funders in the education field and projects supported include the South African Association for Early Childhood Educare, Learn and Teach, READ, Teacher Opportunity Programmes, Careers Research and Information Centre and a wide range of community-based education projects.

The foundation believes that transformation in South Africa will be best achieved through an holistic approach to development. It therefore aims to integrate the activities of its education, entrepreneurial development and community development units, and will encourage a similar approach in communities with which it co-operates. All projects and programmes are undertaken in close consultation with communities.



## World Bank funds waiting for talks

SO ~~SA~~ GRETA STEYN ~~SA~~ ~~SA~~

A KEY World Bank official yesterday indicated the bank could provide finance for education and urban development in SA once it felt comfortable with the political situation. *BIDAY 28/10/92*

The bank's country officer for SA, Alun Morris, said in an interview in Johannesburg yesterday current studies — particularly on education and urban issues — would enable the bank to move immediately once it could provide finance. He emphasised that the provision of finance would take place only at SA's request.

Morris said the bank needed to be satisfied "consensus" had been reached politically. "We are not defining consensus," he said. Until then, the bank's role was confined to policy advice.

Monetary officials speculated the bank might be able to agree to a request for finance before an interim government was in place, but after a return to the negotiating table and some clarity on SA's future.

Morris is co-ordinating the bank's programme on SA and is in the country to obtain feedback on wide-ranging studies the bank has undertaken. The bank's director of the southern African region, Stephen Denning, was scheduled to arrive in SA next week to discuss current economic developments, Morris said.

He said the bank was intensifying its work on trade and industry and was looking into SA's "complex" tariff structure. The bank was also developing an integra-

□ To Page 2

## World Bank

*BIDAY 28/10/92* ~~SA~~ ~~SA~~ ~~SA~~  
ted quantitative model which would include a number of variables including investment, exports and imports, inflation and employment.

The bank also planned workshops on land, agriculture and housing after what Morris described as two highly successful workshops on education.

Morris emphasised the bank was involving South Africans in its work, noting that sectoral studies were being done in a workshop environment. The main political and institutional interests were represented,

*SA* □ From Page 1  
including key academics, trade unions and urban non-government organisations. The bank had been impressed by the strength of SA's non-government organisations.

The bank hoped that by the first half of next year all the information would be brought together in a coherent view of the economy, providing a historical perspective and a basis to make projections.

Studies that had already been completed included the macroeconomy, unemployment and manufacturing.

# World Bank may give ET 28/10/92 #50 money for education

Own Correspondent

**JOHANNESBURG.** — A key World Bank official yesterday said the bank could provide money for education and urban development in South Africa once it was satisfied with the political situation.

The bank's representative in South Africa, Mr Alun Morris, said here yesterday studies — particularly on education and urban issues — would enable the bank to move immediately once

the money was provided. He said money would only be provided at South Africa's request.

Mr Morris said the bank needed to be satisfied "consensus" had been reached politically. Monetary officials speculated the bank may agree to a request for money before an interim government, but after a return to negotiations.

Mr Morris said the bank was also probing the country's trade and industry, and its "complex" tariff structure.

Plans to <sup>29/10/92</sup> force open schools

**JOHANNESBURG. —** The National Education Co-ordinating Committee Southern Transvaal region is preparing to launch a mass action campaign early next year to force the government to open all schools to all population groups.

Permanent occupations of empty schools, non-stop pickets and demonstrations are being planned to pressure the government to abandon its Model A, B and C school system, agree to one education ministry, and abandon retrenchments, NECC Southern Transvaal general secretary Mr Amon Msane said yesterday.

The NECC also warned that end-of-year examinations in schools administered by the House of Representatives might not be written this year if the government failed to stop the retrenchment of teachers controlled by the HoR. — Sapa

in security guards demonstrates the effectiveness of the boobytrapped Transafe, designed when stolen. Picture: BRIAN HENDLER

# Education mass action planned

WILSON ZWANE

THE National Education Co-ordinating Committee (NECC) will launch large-scale mass action next year to put pressure on government to open all schools to all.

NECC southern Transvaal official Amon Msane told a Johannesburg news conference yesterday that past campaigns, such as the occupation of Orange Grove Primary School by pupils from Alexandra, had been "symbolic".

Next year the NECC would pull out all the stops to pressure government to open all schools and to stop its unilateral restructuring of education.

Mass action would include permanent occupation of empty schools and non-stop pickets, he said.

Msane said it was an established fact that it was only when action was taken that

government moved. "Through negotiations things can take ages."

The campaign would not deepen the crisis in black education as the crisis had existed long before the protests, he said.

Msane also warned that a strike by coloured teachers in parts of the Transvaal and Natal would spread to other areas unless a demand for an end to the retrenchment of teachers was met.

Msane said the teachers' strike could hamper year-end examinations.

He also announced the NECC's campaign to promote the formation and recognition of parents, teachers and student associations in school management structures.

## Author killed in crash

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BIDAM 29/10/92



ET 29/10/92 (50)

## City march to focus on education cutbacks

PARENTS, teachers and students would march on Parliament on Saturday in protest against cutbacks in the "coloured" education department, the South African Democratic Teachers' Union (Sadtu) said yesterday.

But, far from bowing to the pressure, the Minister of Education and Culture in the House of Representatives, Mr Abe Williams, yesterday issued a statement accusing Sadtu of spreading "disinformation" among teachers and said this had caused considerable confusion.

He threatened to call off a meeting with Sadtu scheduled for November 5.

Sadtu had been invited to make a contribution and alternative proposals to the budgetary problems, but nothing had been received, he said.

# Education

## SO A basic

Learning Nation in New Nation

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30/10 - 5/11/92

## right

Kevin Harris



**T**HIS year's winner of the Standard Bank Young Artist Award for Film, Kevin Harris, has expressed disappointment at the chaos he witnessed in black schools.

Harris, who has completed a 45-minute documentary on "Education - A Basic Human Right", said the education crisis was a microcosm of the challenges facing the majority of South Africans in making the transition from apartheid to a new South Africa.

"Our people have to learn that education is not just what happens in the classroom. It has to do with housing, health facilities, transport and violence. For the majority of South Africans, the education struggle is overcoming the violence, lack of housing before they even get to the classroom," he said.

### Struggle

According to Harris, schooling in the urban areas is in chaos. "This will continue until there is a political settlement because the youngsters have been actively involved in the struggle for so long. They will ensure that they see changes in their whole life

before they could see a necessary role for themselves in the struggle. The new South Africa will give them opportunities which, unless they have education, they won't be able to take advantage of," he said.

He said when filming in the rural area of Jane Furse, he could not believe that the parents who spent hours fetching water from the pit with their wheelbarrows, could play a meaningful role in their children's education.

### Home-work

Harris said scores of people experienced difficulties in coping with their home-work because some parents could not afford candles.

"The whole lack of infrastructure makes it difficult for children to learn," he said.

The document does not prescribe a particular solution. It opens up issues for debate. It focuses on the experiences of those directly affected by the education crisis with constant reference to the inter-relationship between teachers, pupils and parents. The documentary will be shown at the Weekly Mail Film Festival on November 6 at the Market Theatre in Johannesburg.

EDUCATION — GENERAL

1992

NOV. — DEC.

# Siting of new schools brings township cheer

EDWARD MOLOINYANE  
Staff Reporter

APR 3 11 1982

least nine schools — two secondaries and six primaries — in Peninsula townships.

IT WAS a day of great excitement in the townships.

Department of Education and Training officials on Friday last week went from place to place to hand over sites to contractors to start building schools.

Ululating, choir music and general happiness — usually associated with big occasions — characterised most of the day-long functions in Khayelitsha, Nyanga and Lwandle township in the Strand.

The department is to build at

have about 25 classrooms, 24 teachers and 1 000 pupils from sub A to standard five, Mr Ndamase said.

Most of the sites have already been levelled and contractors started building yesterday.

The provision of the schools, most of which will be ready by March next year, would make platooning — shift classes — a thing of the past, especially at primary schools.

Mr Julian Ntsholo, chairman of the Khayelitsha Civic Association, said the building of the schools, some of them in new areas of

Khayelitsha, meant a lot to residents.

"Since we arrived here in 1988 there has been no school or any facilities and it's through the efforts of the community that these had been provided," he said.

Mr Ntsholo said the DET had also pledged five additional secondary schools in Khayelitsha in the "near future", but primaries were a priority.

Also to benefit from the new venture will be Bulumko and Thandukhulu, two of three Khayelitsha sec-

ondaries using the "platoon" system.

Thandukhulu secondary was embroiled in a controversy last month when its pupils tried to occupy the empty Tafelberg primary in Mowbray, resulting in clashes with police.

But the more than 800 pupils were allowed to use Tafelberg after the intervention of "white education" minister Mr Piet Marais.

Another "platoon", Khayelitsha secondary Inlanaganiso, was allowed to move into Cape Technikon buildings.



## PAC scholarship fund

THE Pan Africanist Congress (PAC) yesterday launched its first scholarship trust fund, named after colourful African nationalist and intellectual Anton Lembede. Sowetan 4/11/92 (50)

The trust is to be run independently of the organisation by a board of educationists and academics. However, the PAC will make the initial deposit to get the fund off the ground.

The trustees of the fund, which is also in honour of late PAC leader Mr Zephania Mothopeng, are Professor Eskia Mphahlele, Professor Maje Seroto, Mrs Dallis Hall, Mr Makhudu Ramopo, Mr David Mmutle, Wits lecturer Mr Klaas Mashishi, St Barnabas College principal Mr Michael Corke and Pretoria attorney and PAC member Mr Moss Mavundla.

# 'Reading boom' as Cape libraries are opened to all races

**TOS WENTZEL**  
Political Staff

MORE and more people are streaming to Cape provincial libraries in what officials describe as a remarkable "reading boom" since libraries were opened to all races in 1990.

Mr Deon Adams, MEC in charge of library services and nature conservation in the Cape Provincial Administration, said that with a budget of R43 million for the service this year, attempts were being made to make it even more widely available.

Special attention was being given to disadvantaged communities, including farm workers, literacy programmes in some libraries and to making study facilities available in areas where these were required. Wherever possible sub-depots of books could be established to make them more readily available to the disadvantaged.

The service had, through the distribution of hundreds of thousands of colouring-in books, posters and jigsaw puzzles, stimulated an interest in the library service.

The service had 475 affiliated and 298 branch libraries and there were

900 000 active members in the province.

The increased use of libraries since they were opened to all was especially marked in the country areas where in some cases the number of members had gone up by 150 percent.

One of the top priorities of the service now was to provide 10 to 12 new libraries a year in disadvantaged areas.

Mr Adams said Cape nature reserves had a huge tourist potential. One hundred and thirty-five areas covering about 1,3 million ha were being conserved. But greater attention would have to be given to providing more facilities for visitors.

There was a need for a statutory body similar to the Natal Parks Board to deal with this and the Executive Committee was investigating the possibility. Such a body would be able to raise loans for facilities.

Local communities would also have to be drawn to a greater extent into the development of nature conservation areas.

Mr Adams said there was a great need to bring the idea of nature conservation to more people.

(50)  
ARG 4/11/92

## Voter education play being staged on factory floors

ANDREW KRUMM

JOHANNESBURG's latest play is to be found on the factory floor, and it can only be seen by appointment.

The play, with neither name nor fixed venue, opened briefly in Diepmeadow last week as part of a voter education initiative by the Matla Trust, an educational and empowerment organisation.

Matla spokesman Barry Gilder said the play was designed to be taken to prospective first-time voters at community venues, churches, shopping malls and even the factory floor in the Transvaal.

Gilder said a large construction group had already shown interest, and management would soon be accorded a private viewing. *BINA 4/11/92*

Written and performed by the Ukhukhanya Theatre Project, its message is simple: political tolerance and peace before free and fair elections and the mechanics of voting. The audience is led through a series of conflict situations — not all amicably settled — to demonstrate the message most effectively.

Peace prevails, however, ending in a practical demonstration of the workings of the ballot box.

"This is a pilot project. If it succeeds, we hope to start similar projects in other parts of the country," said Gilder.

In most cases the play would be performed on request free of charge.

However, if those to whom it was shown, especially companies, offered to pay for transportation and other costs, Matla Trust "would not refuse".

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No. 14390

## GOVERNMENT NOTICE

### DEPARTMENT OF EDUCATION AND TRAINING

No. R. 3091

6 November 1992

EDUCATION AND TRAINING ACT, 1979  
 (ACT No. 90 OF 1979)

AMENDMENT OF THE REGULATIONS IN CONNECTION WITH THE CONSTITUTION, DUTIES, POWERS AND FUNCTIONS OF THE EXAMINATION BOARD AND COMMITTEES OF THE BOARD, THE CONDUCT OF EXAMINATIONS AND THE ISSUE OF DIPLOMAS AND CERTIFICATES

The Minister of Education and Training has, in terms of section 44 of the Education and Training Act, 1979 (Act No. 90 of 1979), made the regulations contained in the Schedule.

#### SCHEDULE

1. In this Schedule, unless the context otherwise indicates, "the Regulations" shall mean the regulations published by Government Notice No. R. 803 of 16 April 1981, as amended by Government Notice No. R. 832 of 30 April 1982.
2. Regulation 1 of the Regulations is hereby amended—
  - (a) by the insertion after the definition of "candidate" of the following definition:
 

" 'chief invigilator' shall mean any person appointed a chief invigilator under regulation 11 (1);"; and
  - (b) by the substitution for the definition of "invigilator" of the following definition:
 

" 'invigilator' shall mean any person appointed an invigilator under regulation 11 (1);".

70195—A

## GOEWERMENSKENNISGEWING

### DEPARTEMENT VAN ONDERWYS EN OPLEIDING

No. R. 3091

6 November 1992

WET OP ONDERWYS EN OPLEIDING, 1979  
 (WET No. 90 VAN 1979)

WYSIGING VAN DIE REGULASIES IN VERBAND MET DIE SAMESTELLING, PLIGTE, BEVOEGHEDE EN WERKSAAMHEDE VAN DIE EKSAMENRAAD EN KOMITEES VAN DIE RAAD, DIE AFNEEM VAN EKSAMENS EN DIE UITREIKING VAN DIPLOMAS EN SERTIFIKATE

Die Minister van Onderwys en Opleiding het kragtens artikel 44 van die Wet op Onderwys en Opleiding, 1979 (Wet No. 90 van 1979), die regulasies in die Bylae vervat, uitgevaardig.

#### BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken "die Regulasies" die regulasies afgekondig by Goewermentskennisgewing No. R. 803 van 16 April 1981, soos gewysig by Goewermentskennisgewing No. R. 832 van 30 April 1982.
2. Regulasie 1 van die Regulasies word hierby gewysig—
  - (a) deur die volgende omskrywing na die omskrywing van "heelydse leerling" in te voeg:
 

" 'hoofopsiener' 'n persoon kragtens regulasie 11 (1) as hoofopsiener aangestel;"; en
  - (b) deur die omskrywing van "opsiener" deur die volgende omskrywing te vervang:
 

" 'opsiener' 'n persoon kragtens regulasie 11 (1) as opsiener aangestel;".

14390—1

Educator

3. Regulation 11 of the Regulations is hereby amended by the substitution for subregulation (1) of the following subregulation:

“(1) The Director-General shall, in respect of every examination centre—

- (a) appoint one or more invigilators to ensure that examinations proceed in accordance with the provisions of these regulations, the examination instructions referred to in subregulation (2) and the examination rules referred to in regulation 14 (2); and
- (b) appoint a chief invigilator who, in addition to the duties referred to in paragraph (a), shall exercise overall supervision and control over the examinations conducted at the centre in respect of which he was appointed and also over the other invigilators at such centre and who shall perform such other functions and duties as the Director-General may determine.”.

4. Regulation 17 of the Regulations is hereby amended—

- (a) by the substitution for paragraph (a) of subregulation (1) of the following paragraph:

“(a) unless otherwise provided by an authorised person in respect of any examination or by the instructions on the examination paper in question, takes into the examination room or has in his possession while he is in the room, any book, memorandum, notes, card or other document or paper, other than that supplied to him by the invigilator, his admission card and his identification document; or”;

- (b) by the insertion after subregulation (1) of the following subregulation:

“(1A) Should the Director-General, after such investigation as he may deem necessary, be satisfied that, at any time prior to the date and time on which candidates wrote a particular examination—

- (a) one or more copies of an examination paper were missing or lost; or
- (b) such examination paper was distributed to or circulated amongst any candidates or other unauthorised persons; or
- (c) the contents of such examination paper were in any other manner whatsoever made known or otherwise became known to any number of candidates or other unauthorised persons,

and it is not reasonably possible to identify those persons or all of the candidates to whom the contents of such examination paper became known, either directly or indirectly as a result of such an irregularity, the Director-General may, without hearing any candidate for such an examination or any other person whomsoever in respect of the matter or without affording him an opportunity

3. Regulasie 11 van die Regulasies word hierby gewysig deur subregulasie (1) deur die volgende subregulasie te vervang:

“(1) Die Direkteur-generaal moet ten opsigte van elke eksamensentrum—

- (a) een of meer opsieners aanstel om te sorg dat eksamens ooreenkomstig die bepalings van hierdie regulasies, die eksameninstruksies bedoel in subregulasie (2) en die eksamenreëls bedoel in regulasie 14 (2) verloop; en
- (b) 'n hoofopsiener aanstel, wat benewens die pligte in paragraaf (a) bedoel, oorhoofse toesig en beheer uitoefen oor die eksamens wat afgeneem word by die sentrum ten opsigte waarvan hy aangestel is, asook oor die ander opsieners by sodanige sentrum, en wat dié ander werksaamhede en pligte moet verrig wat die Direkteur-generaal bepaal.”.

4. Regulasie 17 van die Regulasies word hierby gewysig—

- (a) deur paragraaf (a) van subregulasie (1) deur die volgende paragraaf te vervang:

“(a) tensy anders vir 'n eksamen deur 'n bevoegde persoon, of deur die instruksies op die betrokke vraestel, bepaal, 'n boek, memorandum, aantekening, kaart of ander dokument of papier, uitgesonderd dié wat die opsiener aan hom verskaf, sy toelatingskaart en sy identiteitsdokument, in die eksamenkamer ingeneem of in sy besit het terwyl hy in die kamer is; of”;

- (b) deur na subregulasie (1) die volgende subregulasies in te voeg:

“(1A) Indien die Direkteur-generaal na die ondersoek wat hy redelikerwys nodig ag, daarvan oortuig is dat, te eniger tyd voor die dag en tyd waarop kandidate 'n bepaalde eksamen afgelê het—

- (a) een of meer afskrifte van 'n vraestel verlore geraak het; of
- (b) sodanige vraestel onder enige kandidate of ander ongemagtigde persone versprei of gesirkuleer is; of
- (c) die inhoud van sodanige vraestel op enige ander wyse hoegenaamd aan enige getal kandidate of ander ongemagtigde persone openbaar gemaak is of andersins bekend geword het,

en dit nie redelikerwys moontlik is om diegene of al die kandidate aan wie die inhoud van sodanige vraestel óf regstreeks óf onregstreeks ten gevolge van so 'n onreëlmatigheid bekend geword het, te identifiseer nie, dan, sonder om enige kandidaat in so 'n eksamen of enige ander persoon hoegenaamd in verband met die aangeleentheid aan te hoor of 'n geleentheid te bied om sy saak te stel of verdoë te rig, kan die Direkteur-generaal óf ten opsigte van alle kandidate

to state his case or to make representations, either in respect of all candidates who wrote such examination at or in any school, place, centre, region or area determined by him—

- (i) direct that the examination scripts in respect of that examination paper not be marked; or (50)
- (ii) refuse to recognise the result obtained by the candidates concerned in the examination,

and direct that the candidates concerned write an examination in the relevant subject afresh.

(1B) If at any stage prior to the date and time on which candidates are to write a particular examination it becomes known to the Director-General that any irregularity of the nature referred to in subregulation (1A) has occurred in respect of the examination paper for such examination, he may postpone such examination to a date determined by him, without hearing any such candidate or any other person whomsoever in respect of the matter or without affording him an opportunity to state his case or to make representations.

(1C) Failure to act in terms of subregulation (1B) shall not preclude the Director-General from acting in terms of subregulation (1A).

(1D) If the Director-General is, after due inquiry, satisfied that a candidate for any examination has actively participated in the commission of an irregularity referred to in subregulation (1A), the Director-General may—

- (a) refuse such candidate admission to an examination for such period as he may determine; or
  - (b) refuse to recognise the results obtained by such candidate in the subject in question or in the examination as a whole; or
  - (c) reject such candidate's examination script in respect of the examination paper in question.”;
- (c) by the substitution for subregulation (2) of the following subregulation:

“(2) Should the Director-General be of the opinion that a candidate has committed any irregularity contemplated in subregulation (1) during or after the writing of an examination, the Director-General shall confront the candidate concerned with the alleged irregularity and afford him the opportunity to state his case, either in writing or verbally in the presence of a witness, whereafter the Director-General may take one or more of the following steps:

- (a) Prohibit the candidate from entering the examination room or from continuing with the examination.

wat sodanige eksamen afgelê het óf ten opsigte van die kandidate wat sodanige eksamen afgelê het by of in enige skool, lokaal, sentrum, streek of gebied deur hom bepaal—

- (i) gelas dat die eksamenantwoordboeke ten opsigte van daardie vraestel nie nagesien word nie; of
- (ii) weier om die uitslag deur die betrokke kandidate in die eksamen behaal, te erken,

en gelas dat die betrokke kandidate opnuut 'n eksamen in die betrokke vak aflê.

(1B) Indien dit in enige stadium voor die dag en tyd waarop kandidate 'n bepaalde eksamen moet aflê, aan die Direkteur-generaal bekend word dat enige onreëlmatigheid van die aard in subregulasie (1A) bedoel, hom voorgedoen het in verband met die vraestel vir sodanige eksamen, kan hy sodanige eksamen uitstel tot 'n datum deur hom bepaal, en wel sonder om enige sodanige kandidaat of enige ander persoon hoege-naamd in verband met die aangeleentheid aan te hoor of 'n geleentheid te bied om sy saak te stel of verhoë te rig.

(1C) Versuim om ingevolge subregulasie (1B) op te tree, verhoed nie die Direkteur-generaal om ingevolge subregulasie (1A) op te tree nie.

(1D) Indien die Direkteur-generaal, na behoorlike ondersoek, daarvan oortuig is dat 'n kandidaat vir 'n eksamen aktief deelgeneem het aan die totstandbrenging van 'n onreëlmatigheid bedoel in subregulasie (1A), kan die Direkteur-generaal—

- (a) sodanige kandidaat toelating tot 'n eksamen weier vir die tydperk wat hy bepaal; of
  - (b) weier om die uitslae deur sodanige kandidaat in die betrokke vak of in die eksamen in sy geheel behaal, te erken; of
  - (c) sodanige kandidaat se eksamenantwoordboek ten opsigte van die betrokke vraestel verwerp.”;
- (c) deur subregulasie (2) deur die volgende subregulasie te vervang:

“(2) Indien die Direkteur-generaal van oordeel is dat 'n kandidaat hom gedurende of na die aflegging van 'n eksamen aan enige onreëlmatigheid bedoel in subregulasie (1) skuldig gemaak het, moet die Direkteur-generaal die betrokke kandidaat met die beweerde onreëlmatigheid konfronteer en hom 'n geleentheid bied om sy kant van die saak skriftelik of mondelings in die teenwoordigheid van 'n getuie te stel, waarna die Direkteur-generaal een of meer van die volgende stappe kan doen:

- (a) Die kandidaat verbied om die eksamenkamer te betree of om verder eksamen te skryf.

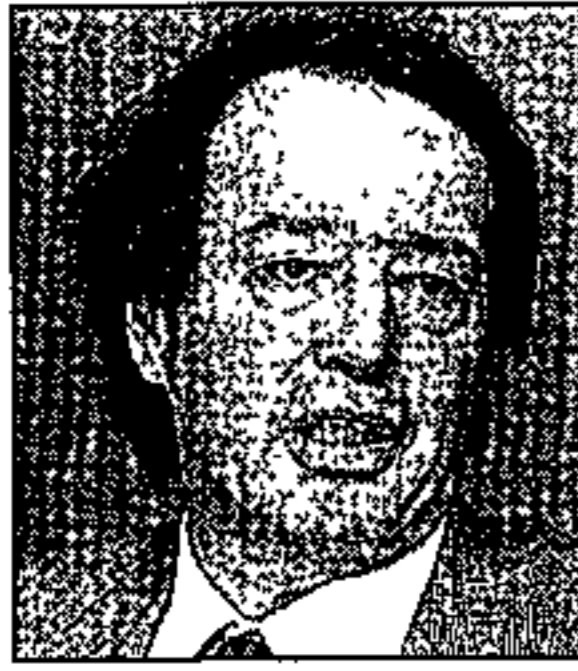
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| <p>(b) Refuse the candidate admission to an examination for such period as the Director-General may determine.</p> <p>(c) Refuse to recognise the results obtained by the candidate in a subject or in the examination as a whole.</p> <p>(d) Reject the examination script in respect of the examination paper in question.</p> <p>(e) Withhold the candidate's results pending further investigation into the alleged irregularity.";</p> <p>(d) by the insertion after subregulation (2) of the following subregulation:<br/> “(2A) The candidate shall state his case, as contemplated in subregulation (2), within seven days of the Director-General's confronting him, as so contemplated.”;</p> <p>(e) by the substitution for subregulation (3) of the following subregulation:<br/> “(3) If, after the application of subregulations (2) and (2A), the Director-General is of the opinion that a candidate is guilty of an irregularity referred to in subregulation (1), he may in writing direct that the candidate concerned write an examination afresh.”;</p> <p>(f) by the deletion in subregulation (5) of the expression “not exceeding R200”;</p> <p>(g) by the deletion in subregulation (6) of the expression “not exceeding R500”; and</p> <p>(h) by the addition after subregulation (6) of the following subregulation:<br/> “(7) Any person who falsely holds himself out to be a candidate at an examination shall be guilty of an offence and liable on conviction to a fine or in default of payment to imprisonment for a period not exceeding 12 months.”.</p> | <p>(b) Die kandidaat toelating tot 'n eksamen weier vir die tydperk wat die Direkteur-generaal bepaal.</p> <p>(c) Weier om die uitslae deur die kandidaat in 'n vak of in die eksamen in sy geheel behaal, te erken.</p> <p>(d) Die eksamenantwoordboek ten opsigte van die betrokke vraestel verwerp.</p> <p>(e) Die kandidaat se uitslae terughou hangende verdere ondersoek na die beweerde onreëlmatigheid.”;</p> <p>(d) deur na subregulasie (2) die volgende subregulasie in te voeg:<br/> “(2A) Die kandidaat stel sy kant van die saak soos in subregulasie (2) beoog, binne sewe dae nadat die Direkteur-generaal hom gekonfronteer het soos aldus beoog.”;</p> <p>(e) deur subregulasie (3) deur die volgende subregulasie te vervang:<br/> “(3) Indien die Direkteur-generaal na die toepassing van subregulasies (2) en (2A) van oordeel is dat 'n kandidaat skuldig is aan 'n onreëlmatigheid in subregulasie (1) bedoel, kan hy skriftelik gelas dat die betrokke kandidaat opnuut 'n eksamen aflê.”;</p> <p>(f) deur in subregulasie (5) die uitdrukking “van hoogstens R200” te skrap;</p> <p>(g) deur in subregulasie (6) die uitdrukking “van hoogstens R500” te skrap; en</p> <p>(h) deur na subregulasie (6) die volgende subregulasie by te voeg:<br/> “(7) Iemand wat hom by 'n eksamen valslik as 'n kandidaat voordoen, is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete of by wanbetaling met gevangenisstraf vir 'n tydperk van hoogstens 12 maande.”.</p> |
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# A capital idea

FM 6/11/92



**Brian Kantor is professor of economics at the University of Cape Town**



The percentage of gross domestic savings to GDP fell to a record low of 18% in the first half of 1992. Over the previous 30 years it had averaged about 24%. The main explanation for the declining savings rate is government dissaving. In earlier decades, government was an important source of gross savings, in that tax revenues exceeded government consumption spending. In 1991, government consumption spending exceeded tax revenues by R7bn. In the first half of 1992, government was dissaving at an annual rate of R9bn.

These are large amounts compared with total savings of R55,5bn in 1991 and what will probably be little more in 1992. Furthermore, as the Reserve Bank and Finance Minister Derek Keys have emphasised, government consumption spending has risen to 19% of GDP this and last year, compared with 11,5% in the Sixties, 13,5% in the Seventies and 16,5% in the Eighties.

What is not taken into account is that government spending on education is defined as consumption. This has grown rapidly, absolutely and relative to other parts of the Budget. In the 1992 Budget, educational expenditures of R19bn were equivalent to 20% of all government spending. In 1972, the equivalent education percentage was about 7,3%.

This spending on education could be regarded as an important investment in the future. Gary Becker has just been awarded the Nobel Prize in economics, in part for his seminal work on human capital formation through education. The investment in human capital consists of the sacrifice of income, made by the student when studying, together with the fees and subsidies paid for education. The value of the human capital so created is the present value of the extra income earned over a working life.

The proper concern is not one of definition, but whether the commitment to education is making South Africans more productive and capable of earning more and so adding permanently to our stock of human capital. Until the weakness, of black education in particular, is addressed, much of the extra money spent on it will indeed have been consumed.

A serious concern about government spending on education is the return realised from the hugely increased resources being invested in it. This weakness has been a failure of government. More representative governments may be able to generate better returns from their spending on education. However, the way to secure good returns would be to design the educational system to be as similar as possible to a full fee-paying private educational system.

When private savings are invested, the incentive to ensure good returns is very strong. The same incentive does not operate nearly as well when government is doing the investment spending and raising taxes or borrowing to finance that spending. Government officials are simply spending other people's money, from which they, the officials, benefit.

The solution is for government to subsidise parents rather than schools. Independent schools and universities would then compete for income-generating pupils and students. Moreover, government subsidies should be directed mainly at primary school pupils so that talent can be identified.

Those identified as having the ability to benefit from higher education have no claim to subsidies. The talented and, therefore, the most fortunate members of society should surely be expected to pay for their own education.

Government should help by acting as surety for the loans they would take out to cover fees and living expenses. It would help further by treating investment in education as it does all other investments and so allow financing charges to be deducted from taxable income. Depreciation allowances will not be required as the education will be of such quality as to maintain its value over time.

The way to avoid waste in education is to charge properly for it and minimise the role of government as a producer of educational services. A well-managed economy that, by definition, sustains incentives to save and invest in the physical stock of capital will be an economy in which talented people will enjoy appropriate rewards for the investment they and taxpayers make in their education.

Clearly, the savings picture and the sense of government spending would be different if education spending were regarded as investment rather than consumption spending. If such adjustments are made, given government spending on education in the 1992 financial year of more than R19bn, current government dissaving of R9bn becomes savings of R10bn and the savings percentage rises to a respectable 24%-25% of GDP.



# Companies urged to help workers

Private companies and the government were this week urged to intensify their efforts to educate adults if they were committed to lifting the country out of the economic recession.

Of the 15 million strong workforce, about nine million are illiterate. One out of every three women was also illiterate," according to Paulette Bethlehem of the Continuing Education Project (CEP).

CEP is presently helping companies to set up education programmes for their workers at all levels up to matric.

Bethlehem warned prospective candidates that there were many schemes on the market which promised good results but were inadequate. "We are very concerned about this since adult learners were

subjected to courses which were not educationally sound," Bethlehem said.

She said: "When adults are taught, they need courses which are adult orientated because they are experienced and responsible people.

Now is the time to be involved in education because we have a downturn in the economy. This is our opportunity to improve the education level so that when we have an economic upswing, we would be ready to meet the challenges."

Bethlehem also advised companies not to make use of the "car wash" theory of literacy. According to this theory, companies take a batch of illiterates, "put them through" a programme and they come out at the other end with their ignorance washed away.

Learning Nation in New Nation 12/11/92

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150  
175  
172  
187

# Free education in the pipeline

(50)

**T**HE ANC has committed itself to providing between eight and 10 years of free and compulsory education for school-going children.

ANC education desk deputy head, Lindiwe Mabandla, said his organisation would also fund street colleges and other private schools.

"We cannot ignore the role that such schools can play in the process. At the moment, we are aware that many of them

are mismanaged," said Mabandla. 6 | 11 - 12 | 11 | 192.

## Objection

He also assured the Christian Education South Africa (Cesa) organisation, which has 72 Christian schools throughout the country, that the ANC had no objection to private Christian or religious schools in the future South Africa.

Despite the present economic constraints, Mabandla does not foresee any immediate cuts in subsidies for private schools.

"Whether there should be cuts in subsidies or not, is something that will be determined by the appropriate structures of a new democratic government," he said.

## Clarify

Cesa president, Pastor Ray McCauley, said his meeting with the ANC had been necessary to clarify certain principles that Cesa wished to maintain under any future government.

"In the past, our schools came under attack from the

government and from some local authorities on two issues: a possible decline in education standards and also Cesa's integration of black and white pupils in towns where councils attempted to enforce apartheid.

"We believe that any future government, be it ANC or whoever, will recognise the value of private Christian schools in supplementing the state school system," he said.

# Ballot, political tolerance in focus

CP News 8/11/92

THE Matla Trust – an educational and charitable body – has launched an initiative to promote the development of a democratic society through educational programmes.

The organisation was founded in April last year to uplift disadvantaged people through informative programmes based on the needs of current socio-political realities.

Guests witnessed what happens during elections when the trust launched its play *Moments* which centres on the importance of political tolerance, peace pre-conditions to free and fair elections and the mechanics of voting.

It is written and directed by Doreen Mazibuko who portrays the significance of the vote.

*Moments* has been designed for performance at community venues to equip the public with knowledge of the basic principles and practices of a democratic society.

The play will be taken to rural areas which have no access to print or elec-

tronic media or the basic infrastructure of essential information.

Mazibuko said it was very important for people to be informed about elections, especially in this transitional period.

“We feel it is imperative for us to educate our people as it is very important for them to know what happens during elections to avoid tragedies that have befallen Africa.

“The thrust of the play is not to tell people who to vote for, but to enlighten them on what happens during the process so that they can ready themselves for taking control of their future,” she said.

Mazibuko serves on the steering committee of Ukukhanya Theatre Project which is behind the play.

“It is only when people are equipped with knowledge that they can seize the opportunities before them and we are here to serve the people and bring about enlightenment,” she said.

Contact Mazibuko at (011) 834-5304/5.

# School boards to be made redundant

JOHN VILJOEN  
Education Reporter

(50) ARG 11/17/92

chairman Mr Steve Hayward said.

SCHOOL boards — in existence since 1905 — are to be scrapped.

The declaration of most Cape Education Department (CED) schools as Model C schools has resulted in a drastic decline in the duties of school boards and school board offices.

Their dissolution was "quite tragic", Parow School Board

Even though the move to Model C was progressive, it was sad when a form of parent representation had to disappear, Mr Hayward said.

He urged parents to become more involved in parent associations as these would now have to act as their mouthpiece.

CED spokesman Dr Orland Firmani said white Education Minister Mr Piet Marais had approved the dissolution of

school boards and the abolition of school board districts.

This would result in the closure of all school board offices by the end of this month.

To allow certain administrative tasks to continue on a decentralised basis the school board offices in Cape Town, Port Elizabeth and Kimberley had been converted into regional offices.

They will be known as the Western Cape, Eastern Cape and Northern Cape

Offices.

# Closing book on Christian education

**T**HE future of religious education was the subject of debate at the Cecil Road Primary School in Salt River at a meeting this year of about 150 parents, teachers and administrators. Most members of the school community are Muslim and as such had been marginalised from education decision-making.

They could have used that April meeting to defend or promote their religion and set a Muslim policy for religious education at the school. Instead, the meeting showed an overriding concern for the goals of public education for a new, unified and democratic South Africa.

Three options were argued:

- That religious education be eliminated from the school curriculum.

- A "parallel approach" creating separate education programmes for Muslims and Christians.

- A "multi-tradition" approach with a unified curriculum for the study of religion.

At the end of the debate, the matter was put to the vote. The school community voted overwhelmingly in support of the third option — that religious education promote understanding of religious diversity in South Africa and the world.

The debate at Cecil Road Primary reflects a wider, national debate.

In July last year, the Institute for Comparative Religion in Southern Africa was launched. It is committed to ongoing research on religion education.

At a workshop at the weekend,

debated a 130-page document produced by the institute and titled "Religion in Public Education — Policy Options for a New South Africa".

ANC constitutional committee member Professor Albie Sachs welcomed the publication of the document, saying it was a reversal of past practices in which policy was drafted in secret committees.

**H**e urged policy-makers to adopt a participatory, democratic approach to forging new religious education policy. The views of the community should be respected, even if these differed from those of the experts.

"Religious intolerance here is largely due to the way in which religion was associated with conquest and oppression," Sachs said.

"Christianity was proclaimed the only official religion. When the Dutch colonists conquered Malaysia and brought their political prisoners to the Cape, Muslim husbands became lovers and their children were illegitimate.

"This is why the ANC feels strongly that there be equal respect for all religions and that the right to religious freedom has to be a central theme in a new constitution."

Sachs said the country would need a constitutional court to deal with issues which affected people's right not to be offended and their right to access of information.

The courts could deal with issues like the banning of the "Satanic Verses" and the "Last Temptation

South 14/11-18/11/92

Christian national education has been the norm at state schools since the days of British colonialism. But it may be on the way out in the new South Africa.

**REHANA ROSSOUW** looks at alternatives:

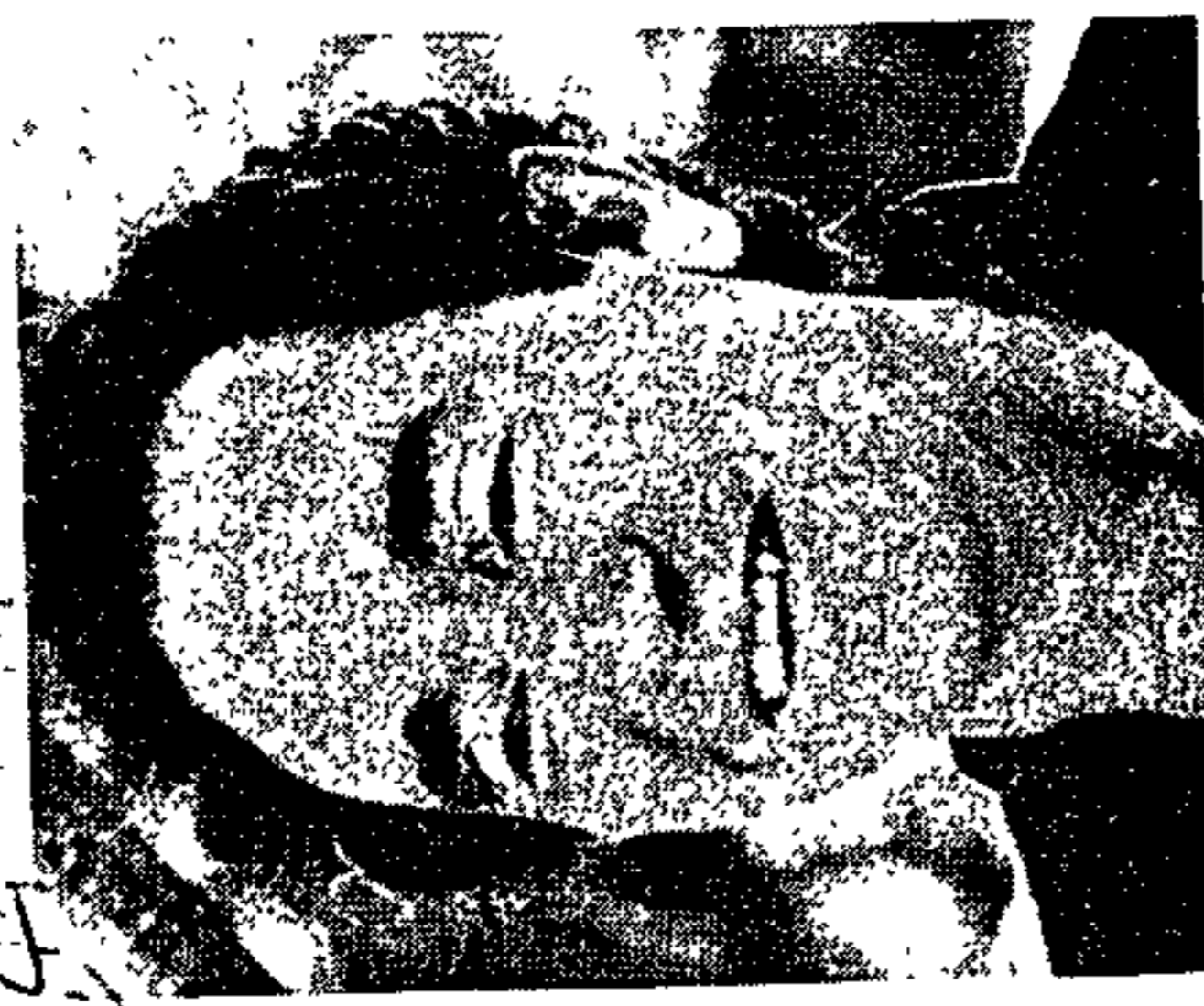
"There are no clear answers to a lot of the issues of principle in the religious field. But as long as there are mechanisms, we can solve problems of principle in a pragmatic way," Sachs said.

The institute's document emphasises that religious diversity in South Africa should be the starting point for policy thinking. It says grassroots participation is essential for the successful design and implementation of any new policy.

"The role of religion in public education must be consistent with human and civil rights to freedom of religion, conscience, thought and expression," the document reads.

"Freedom of religion guarantees freedom for religious expression, but it also guarantees freedom from religious coercion or discrimination.

"Any exclusive single-tradition programme in religious instruction



**Albie Sachs**

inevitably brings religious coercion and discrimination into a public institution."

The first policy option — eliminating religion as a subject from the school curriculum — stems from the argument that religious aims are already being served by religious institutions.

**E**ducational aims, such as learning about religious diversity in South Africa and the world, could be served by other school subjects.

Another option could be the development of parallel programmes designed to serve the religious interests of different faiths. But this would multiply the problems of coercion and discrimination.

A preferred option appears to be multi-faith, multi-tradition religion education. This teaches pupils

about religion, rather than serving religious interests.

The institute's document says that: "Although the 1983 constitution declared South Africa a Christian country, and although about 77 percent of the population claimed allegiance to some variety of Christianity in the eighties, South Africa is not a Christian country."

It says South Africa is home to a variety of religious traditions — African traditional, Muslim, Jewish, Hindu, Buddhist and others. In many cases these have established strong, vital constituencies.

"Also, South Africa cannot be declared a Christian country without violating the principle of freedom of religion that must surely be enshrined in any Bill of Rights within a new constitution."

In South Africa today, most departments of education retain "Bible Education" on their syllabi, although some have introduced Religious Education as a subject.

The House of Representatives included Islamic Studies as a local option for their schools after a long struggle waged by representatives of South Africa's half-million Muslims.

Most schools have kept their single-tradition, Christian and biblical framework for religious instruction.

"Change is in the air, but there is also considerable uncertainty about the alternatives," said the report.

"We offer this outline of policy options for the role of religion in public education in the hope that it will be useful in thinking about the possibility of a new direction in the study of religion in public schools."

# R40m state aid to Model C schools

Political Staff

DURBAN. — The State has paid out some R40 million to parents unable to pay fees under the Model C school system, Democratic Party Education spokesman Roger Burrows es-

timated yesterday.

Mr Burrows, the MP for Pinetown, was hitting out at claims by National Education Minister Piet Marais that the Model C system was on the verge of collapse.

"If this is so, how does the

Minister account for the growing number of parents who are unable to pay fees?" asked Mr Burrows.

(50) OCT 18/11/92  
"In the period up to October 26 this year, there have been 49 000 cases of parents given

support by the State, amounting to approximately R40m," he added.

"It is high time the Minister and the parent bodies met to reassess where Model C is now and to plan a new strategy for 1993."

# Improved access to funding boosts Urban Foundation

PETER DELMAR

IMPROVED access to development funding boosted the Urban Foundation's operating revenue in the past year by more than 500%, enabling it to significantly expand its activities, particularly in housing and education. *B10A4 18/11/92*

The foundation's 1992 annual review, released today, shows operating revenue rose from R3,1m to R20,3m, with total income up 32% to R50,8m.

However, contributions — mostly from corporate donors — declined from R32m to R29m. Expenditure on education (up 66% to R16,9m) and housing (up 256% to R15,8m) showed big increases.

Highlights of the year included mobilising R400m of development funding for housing by the foundation and its associated companies.

The foundation was also involved in building classrooms for 43 000 pupils and placing 4 400 teachers in development programmes.

Chairman Mike Rosholt described the year as "a particularly successful one with significant achievements, demonstrating that positive solutions to difficult socio-economic problems can be found".

Acknowledging that SA was facing a

severe development crisis, Rosholt said government had the primary responsibility for creating a policy framework within which solutions could be found.

It was clear, however, that in the present political circumstances, "it was in no position to formulate and implement a dynamic development strategy which would bring a sense of hope and optimism to those who have been marginalised through past policies".

"This places a particular onus on non-governmental organisations as vehicles through which society can play its part in tackling the development challenge."

Rosholt said the foundation was shifting from managing development to promoting it by creating separate institutions capable of attracting adequate funding.

To achieve this, it was committed to promoting partnerships between business and communities. "The positive consequences of bringing these two parties to work together as equal partners in development has been amply demonstrated in many ways over the past year," he said.

● See Page 8

## Record of Xhosa works

Own Correspondent

CAPE TOWN — The bibliography of the Xhosa language, which took 11 years of research, was launched yesterday by the State Library in Pretoria. (SO)

The bibliography combined in one work all publications and important manuscripts in the Xhosa language which had been listed in various bibliographical sources, the library said. B(D)M

"It traces the development of the written Xhosa language during the 19th and 20th centuries. 18/11/92

"It took 11 years of patient searching and checking by a team of librarians to track down the publications listed in the bibliography. The librarian who began the task in 1981, the late Margaret (Peggy) Peters, travelled extensively in the Hogsback area of the eastern Cape, where many missionaries began their work among the Xhosa people in the 19th century."



# DP attacks R746m teachers' pensions

CT 19/11/92

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THE Democratic Party has reacted with outrage to disclosures that the retrenchment of 5 010 teachers at white schools will cost the taxpayer a total of R746 million.

The Department of Education and Culture in the House of Assembly has admitted that it will have to pay out R149 million in gratuity and pension payments for every 1 000 teachers retrenched in the rationalisation programme, part of which was the introduction of Model C schools.

DP education spokesman and MP for Pinetown Mr Roger Burrows said the party was "horrified at the enormous cost of retrenching teachers in white schools".

"Some of these teachers have been re-employed by the same department, thus getting the retirement benefits

together with the salary of a teacher," he added.

He slammed the government for entering into "this type of agreement without accurately forecasting the staggering cost to the taxpayer of retrenching teachers who are needed in the South African education system".

If it had applied "a little more brains and a lot more flexibility", it could have retained the teachers and used them to teach "pupils of whatever colour".

The 5 010 teachers were retrenched from January 1 to November 30.

● Education and Culture Minister Mr Piet Marais yesterday denied suggestions that the Model C school system was about to disintegrate, saying R70m had been set aside to subsidise parents unable to pay school fees. — Political Staff, Sapa

# South Africa is in need of national education accord

By FRANKLIN SONN

THE vast edifice of apartheid is collapsing in ruins around us.

As we stand amid the dust and destruction, the cacophony, confusion and chaos, those of us who have campaigned, strategised and struggled for social change must remind ourselves that we knew from the beginning that bringing an end to one of history's most ambitious experiments in social engineering would not be without suffering and pain.

Rather than dwelling on the difficulties associated with social change of the scale which we now witness, I believe we must think hard about the actions we can take to ensure that the agony which our nation is now experiencing is a signal not only of the death of the old order but the birth of a new one.

## Clear vision

There is nothing automatic about social change. While the demise of the old apartheid order is now almost a certainty, we have no guarantee that a new society will miraculously build itself among the ruins.

While the present state is committed to dismantling those elements of apartheid which have not collapsed under their own weight, we cannot rely on it, or any state, to build the new. A new and democratic order can only be built by the people working through the organs of



FRANKLIN SONN: The Peninsula Technikon rector believes education is a key to the future success of South African society.

civil society. The role of the state is to create the enabling framework for transition and change.

As an agent of social change, the Urban Foundation has learned over the past 15 years that campaigns for social change must be built on a clear understanding of the structure and workings of the old order, on a clear vision of a possible future and a coherent theory of social change.

## Landless

What is becoming increasingly clear is that the current violence, an endemic feature of our society, has many immediate causes but at the root of them all is the social, economic and psychological degradation wrought by apartheid. Violence is not merely a symptom of

feuding blacks tormented by a "third force".

The seeds of violence were sown by apartheid. Apartheid has left millions of people landless, homeless, ill-educated, alienated, disillusioned and starving.

In that strange mixture of euphoria and panic which accompanies change, it is understandable that we are called on to "forgive and forget".

But we must be sure that this does not simply mean that the suffering millions must do the forgiving, while the privileged few do the forgetting.

Forgetting that apartheid is responsible for the current crisis of violence and degradation is tantamount to repressing the knowledge necessary for recharging the self-confidence of blacks.

Forgetting our history creates the horrific possibility that apartheid could recreate itself from the ruins of the past.

The key strategy un-

derlying apartheid was dividing the people. The basic strategy of the struggle was uniting them.

## Partnership

The Urban Foundation saw its role in this process as building a genuine partnership of South Africans. It is a partnership which brings together the best that business has to offer, and the best our communities have to give.

For this relationship to be sincere and productive we must know, understand and respect each other. We will not be united if we do not respect the fact that we have different histories. While we must not dwell on the past, if we do not purge ourselves of the past we are unlikely to build the future on a common foundation.

I believe strongly that the solution to the violence does not lie with the politicians but with the people acting through the organs of civil society. I believe that it requires positive interventions with a long-term vision that extends beyond the politics of transition...

## Basic skills

What should be done, and how?

A critical starting point could be agreement on a national education accord which could establish a code of conduct in the transition period, help to address immediate grievances and provide for monitoring to ensure that all parties to the agreement treat it as binding.

The code of conduct, which should be binding on all parties, could provide for the freezing of new legislation unless expressly approved by the signatories of the ac-

cord and the halting of unilateral restructuring of education combined with a commitment to protecting school property and the continuity of learning.

The education system which we seek to rebuild must have at its core a commitment to human development through a good general education. But it must do more. It must provide the skills which our people need to survive in these troubled times and it must provide the skills which our society needs for development and growth. We start from a weak base.

In Australia, a country with a smaller population than ours, there are more than 800 000 students involved in career and skill-based education; in South Africa that figure is a mere 60 000. Without a massive reorientation our education system could simply reproduce the cycle of unemployment and frustration which wreak havoc with the hopes and prospects of our youth. When we frustrate our own youth, we threaten our own future...

Another vexed issue is the tension between access and quality. The history of liberated societies is replete with examples of massive expansion of access but almost always with an accompanying decline in quality.

The challenge for South Africa will be to ensure that the expansion of access is not achieved at the expense of quality.

Franklin Sonn is vice-chairman of the board of directors of the Urban Foundation, rector of the Peninsula Technikon and a leading educationist. This is an edited excerpt from his keynote address to the 15th annual meeting of the Urban Foundation in Johannesburg yesterday.



LETTERS Box 11 CAPE TOWN 8000

From CAROL HARDIE and SONJA MOORE (Cape Town):

Mall traders will

# Rebuilding SA 'is a burden that must be shared'

BIPAM 19/11/92

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IT WAS unreasonable to expect political leaders to shoulder the total load of placing SA on a successful course of reconstruction, Urban Foundation CE Sam van Coller said last night.

In his address to the Urban Foundation's AGM Van Coller said individuals and organisations outside the political arena had to share the responsibility for moving SA forward. There were many avenues through which organisations could complement the work of politicians and help create a society that was "shaking off its past".

"There is at present a very disturbing trend in SA — it is a belief that the future of our country lies almost totally in the hands of the political leaders. Our history has also generated high levels of dependency, a fact epitomised in the statement: 'Once there is a new government, I am going to get a house.'"

He said that if development continued to be seen as primarily that of physical provision by government, SA would fail.

Many organisations were involved already in development programmes, although the extent to which these were both strategic and effective in terms of the country's needs was difficult to assess, he said.

If there was to be a return to stability, Van Coller said, SA had to meet three challenges concurrently — that of becoming a democracy, of returning to economic growth and of achieving rapid socio-economic development.

"Yet there is a natural tendency for many leaders to see these challenges in sequence — to say that we need a political settlement to stop the violence, that this will generate business confidence and economic growth, and that these factors in turn generate funding for socio-economic development," he said.

But to achieve stability, these fac-

KATHRYN STRACHAN

tors had to be accompanied by greater commitment to improving people's circumstances, which meant more effective use of resources.

In spite of the economic problems there were significant government, private sector and international resources available for development.

It was also possible to apply these resources effectively despite violence and conflict, but it was vital they were applied in terms of sound criteria and not used for social engineering or parochial interests.

In a keynote address at the AGM, Urban Foundation vice-chairman and Peninsula Technikon rector and Franklin Sonn said the movement towards national level negotiations on education had become bogged down in a mixture of hope and despair.

He said the high political valency of education meant discussions about a new system would have to wait for an interim government.

"An inclusive negotiation process which will involve all interest groups in the process of designing the reconstruction of our education system continues to elude us," said Sonn.

While the legitimacy of apartheid education had collapsed, the system remained. There was an urgent need for leaders to negotiate a new education structure because it lay at the heart of the challenge facing SA.

"Education will be the critical cornerstone in the reconstruction of our society, in arresting the social degeneration, in rebuilding the fabric of our society and in countering violence."

In reconstructing education, Sonn said there would have to be a greater focus on providing the skills most needed. Without a massive reorientation the education system would simply reproduce the cycle of unemployment and frustration, he said.

**DEPARTMENT OF NATIONAL  
EDUCATION**

No. 3164

(50)

20 November 1992

NATIONAL POLICY FOR GENERAL  
EDUCATION AFFAIRS ACT, 1984

NOTICE OF DETERMINATION OF POLICY

I, Pieter Gabriel Marais, Minister of National Education, hereby give notice in terms of section 2 (2A) of the National Policy for General Education Affairs Act, 1984 (No. 76 of 1984), that I have determined general policy in terms of section 2 (1) (d) of the said Act to be applied in respect of norms and standards for syllabuses and examination, and for the certification of qualifications as far as this relates to the matters referred to in the Schedule hereto.

The documents setting out such policy are obtainable upon written request from the Director-General, Department of National Education, Private Bag X122, Pretoria, 0001.

**P. G. MARAIS,**

Minister of National Education.

**SCHEDULE**

1. *National policy for general education affairs, NATED 02-100.* Stipulation to provide for research is attached as an addendum to the report.
2. *Norms and standards for instructional programmes and the examination and certification thereof in technical college education, NATED 02-190 (92/04).* (The whole report has been revised.)
3. *Formal technical college instructional programmes in the RSA, NATED 02-191 (93/01).* Amended N3-instructional programmes.
4. *A résumé of instructional programmes in public ordinary schools, NATED 02-550 (89/03).* Amended pages (pp54-57) are attached as an addendum to this report.
5. *A résumé of instructional programmes in public ordinary schools, NATED 02-50 (89/03).* The addition of Spanish Higher Grade to general policy is attached as an addendum to this report.
6. *A résumé of instructional programmes in public ordinary schools, NATED 02-550 (89/03).* Amendments to the designation of instructional offerings are attached as an addendum to this report.
7. *A résumé of instructional programmes in public ordinary schools, NATED 02-550 (89/03).* Existing syllabuses in the report are supplemented with revised syllabuses of certain subjects.
8. *A résumé of instructional programmes in public ordinary schools, NATED 02-550 (89/03).* An explanation of the designation of languages is attached as an addendum to this report.

**DEPARTEMENT VAN NASIONALE  
OPVOEDING**

No. 3164

20 November 1992

WET OP DIE NASIONALE BELEID VIR  
ALGEMENE ONDERWYSSAKE, 1984

KENNISGEWING VAN BELEIDSBEPALING

Ek, Pieter Gabriel Marais, Minister van Nasionale Opvoeding, gee hierby ingevolge artikel 2 (2A) van die Wet op die Nasionale Beleid vir Algemene Onderwys-sake, 1984 (No. 76 van 1984), kennis dat ek kragtens artikel 2 (1) (d) van genoemde Wet die algemene beleid bepaal het wat gevolg moet word ten opsigte van norme en standaarde vir leerplanne en eksaminering, en vir die sertifisering van kwalifikasies vir sover dit betrekking het op die aangeleenthede in die Bylae hiervan vermeld.

Die stukke waarin sodanige beleid uiteengesit word, is op skriftelike aanvraag verkrygbaar van die Direkteur-generaal, Departement van Nasionale Opvoeding, Privaatsak X122, Pretoria, 0001.

**P. G. MARAIS,**

Minister van Nasionale Opvoeding.

**BYLAE**

1. *Nasionale beleid vir algemene onderwys-sake, NASOP 02-100.* bepaling om vir navorsing voorsiening te maak, word as addendum tot die verslag bygevoeg.
2. *Norme en standaarde rakende onderrigprogramme en die eksaminering en sertifisering daarvan in tegniesekollegeonderwys, NASOP 02-190 (92/04).* (Hierdie verslag is in sy geheel hersien.)
3. *Formele tegniesekollegeonderrigprogramme in die RSA, NASOP 02-191 (91/01).* Gewysigde N3-onderrigprogramme.
4. *'n Samevatting van onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03).* Gewysigde bladsye (pp54-57) word as addendum tot hierdie verslag bygevoeg.
5. *'n Samevatting van onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03).* Byvoeging van Spaans Hoër Graad tot algemene beleid word as addendum tot hierdie verslag bygevoeg.
6. *'n Samevatting van onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03).* 'n Verandering in die benaming van onderrigaanbiedinge word as addendum tot hierdie verslag bygevoeg.
7. *'n Samevatting van onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03).* Bestaande sillabusse in die verslag word aangevul met hersiene sillabusse van sekere vakke.
8. *'n Samevatting van onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03).* 'n Verduideliking oor die benaming van tale word as addendum tot hierdie verslag bygevoeg.

# Getting in early

Pre-school education for South Africa's black children is in crisis — but a Cape Town organisation believes it is making inroads and that it will finally turn the situation around, writes Weekend Argus Reporter **DI CAELERS**.

**C**HANGING the face of pre-school education in South Africa, a shocking scenario in which less than 10 percent of black children are touched by any kind of educare services, is a formidable and daunting task.

But Cape Town's Early Learning Resource Unit (Elru) isn't letting that get it down.

Without fanfare, this non-racial independent organisation is making enormous strides in its mission to assist communities to improve the quality of early childhood care and education in the face of minimal input from the government.

Between July 1991 and June this year Elru trained 89 new "trainers" and 657 teachers and childminders. A further 4 000 parents, teachers and community members attended workshops and short courses.

But still the reality remains that South Africa has 6,3 million black pre-school children. Only 500 000 of these are exposed to any kind of relevant services. The upshot is that few children have the basic adequate nutrition, health care, shelter and learning environments that ensure a good start in life.

The frightening result is that 30 percent fail their first year at school and that more than 25 percent are illiterate when they leave school.

## Head start for tots

"Systems for support around children are incredibly neglected because historically the field is very under-resourced. Child-care is given no credence because it's seen as women's work," Mary Newman, Elru's educational associate, told Weekend Argus.

Elru's aim was to constantly upgrade "at every level" in the sectors of non-formal adult education and in-service training.

A visit to Tembani Village Educare, a Khayelitsha pre-school run according to Elru principles, immediately demonstrates the success of the organisation's principle that you don't need a lot of money to create a suitable learning environment.

This school is kitted out with a make-believe clinic (complete with tiny nurse, doctor and patient) as well as a home situation with bedroom, kitchen lounge and the associated fittings. Chairs, tables, cups, saucers, fruit and even a fried egg were all created from papier-maché and made by the teachers who had at-



tended Elru courses.

Trainer Mimi Bethela said there was no excuse for sitting back waiting for donations and excusing the lack of facilities in the meantime. Elru students were all taught to be creative on a shoestring budget.

Elru's trainers start with the very basics and their Level One programme is aimed

at untrained people working in pre-schools, at those working in home-based care as well as those caring for babies.

Level Two is their pre-school training programme for people working with two-to-six-year-olds both in pre-schools and in home-based centres.

The advanced pre-school

training programme, Level Three, is aimed at principals operating in Cape Town and surrounding areas, and trainer Jos Horwitz explained that it was at this stage that students were taught to assess children with learning difficulties.

The courses last either six or 12 months. Students attend lectures part-time.

# Warning over Soweto's cost to Jo'burg

ADRIAN HADLAND  
23/11/92

THE simple amalgamation of Johannesburg and Soweto would threaten Johannesburg's economic viability, management committee chairman Ian Davidson said at the week-end.

A "quick-fix approach" to amalgamation would lead to punitive rates and in an era of reconstruction

and nation-building, Davidson said.

In Johannesburg's audited financial report for 1991/92, Davidson called for a "fair and realistic" tax base on the Witwatersrand together with financial aid from government.

City treasurer Willie Siebert said the council was "hard pressed to balance (its) budget without passing on untenable rates and tariff increases to our residents. It is therefore unthinkable that we should have to shoulder the burden of additional expenditure in neighbouring authorities without some financial commitment from provincial or central government."

On Friday the council informed the workers that it had managed to raise funds from sources such as Eskom and the TPA and would pay the bonuses on December 7.

WILSON ZWANE reports that a dispute between the Soweto City Council and its employees was resolved on Friday with the council agreeing to pay the workers their 13th cheque next month.

The dispute arose on November 9 when the council informed the workers it would not be able to pay bonuses this year. According to sources, the council had told its employees that they would get their bonuses in March next year.

On Friday the council informed the workers that it had managed to raise funds from sources such as Eskom and the TPA and would pay the bonuses on December 7.

Wessels submitted a statement by Verster on November 2 in which he apologised for his non-appearance, but said he was forced to keep appointments overseas to wind up various CCB matters.

Lawyers said the judge had indicated on Friday that he would wait until he had made a finding in the inquiry before deciding what action to take over Verster's non-appearance earlier this month.

STEPHANE BOTHMA  
23/11/92

**More police for trains**

MORE than 500 additional policemen were deployed on trains on Friday as part of a new strategy to protect commuters.

Since 1990, more than 300 people have been killed in train violence and several hundred more injured. Soweto police liaison officer Col Tienie Halgryn said on Friday the SAP, the SADF, the SA Rail Commuter Corporation and Spoornet would participate in an effort to curb violence on trains.

Main points of the strategy were the redeployment of police, increased police visibility on trains and platforms, the searching of commuters entering and leaving stations and trains and the stopping and searching of trains at random.

Video cameras would also be installed at stations to monitor troublemakers, Halgryn said.

The strategy, which would continue after the festive season, was met with cautious approval by the ANC. "The ANC PWV Region and its allies are in a process of studying the proposals in preparation for a meeting with the corporation and police on November 27," the ANC said in a statement.

ster told the inquest.

Both Badenhorst and Engelbrecht had been told about Barnard's alleged involvement in the Webster murder, Verster reportedly said.

Verster was the third witness at the inquest this week who claimed that Badenhorst had been told that Barnard had confessed to the killing of Webster.

CCB information officer Derrick Louw and Barnard's handler, Lafras Luijning, both told the court about the alleged confession.

SUSAN RUSSELL reports that Verster's appearance followed a warrant for his arrest issued almost three weeks ago after he defied a subpoena to be in court to testify on November 2 and went abroad instead. Stegmann had earlier granted a request by Verster's counsel, Jurie Wessels, to allow his client to testify in camera in order to protect his identity.

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Lawyers said the judge had indicated on Friday that he would wait until he had made a finding in the inquiry before deciding what action to take over Verster's non-appearance earlier this month.

## Call to act now on education

WILSON ZWANE

THE Institute of Personnel Management says a national education forum should be established as soon as possible.

In its report, A National Human Resources Strategy, the institute says SA should not wait for a new political dispensation before it reforms its education system. To get reform going, a national education forum — including representatives of business, education, labour, employers, professional and civic associations — should be formed.

Such a forum would give birth to a multiparty national education and development council, which would pinpoint skills required for future economic growth.

The institute proposes that subsidisation of educational institutions be replaced by a



# Book-user fees a step closer <sup>(50)</sup>

CF 24/11/92

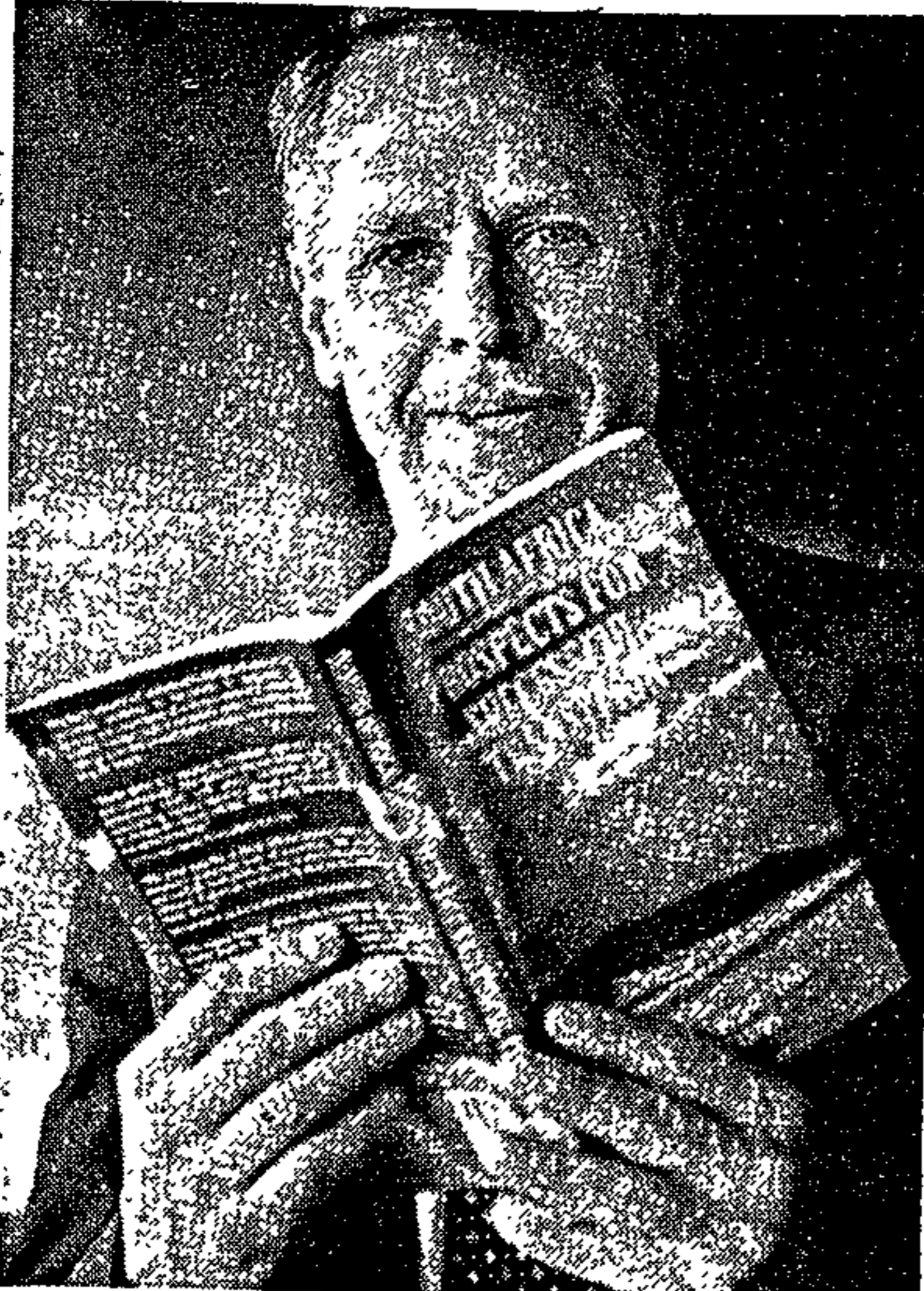
Municipal Reporter

**THE** imposition of fees for borrowing books from public libraries came a step closer yesterday at a quarterly meeting between the Administrator of the Cape and the Cape Town City Council.

Executive committee chairman Mr Louis Kreiner said the Administrator had indicated that he wanted to delegate the power to impose user-charges such as this one to local councils — and the council delegation favoured user-charges in principle.

“But it must be done in an acceptable way,” Mr Kreiner said. “Would the first book be charged for, or only the second? Are there areas where people can’t afford it? All these things must be taken into account.”

The council’s discussions continue.



Bob Tucker, co-editor of the Nedcor/Old Mutual book of scenarios, SA — Prospects for a Successful Transition, presents the book to the literary group the Bloomsbury Circle at an Exclusive Books and Juta function in Johannesburg yesterday.

Picture: ROBERT BOTHA

## Spoornet workers begin training in basic skills

SPOORNET has embarked on a multimillion-rand literacy and numeracy programme for about 38 000 of its employees.

And advanced courses on economic principles, business philosophy and supervisory training were being attended by 64 000 employees, Spoornet senior human resources manager André Verwey said this week.

Basic literacy training in the mother tongue of workers and in Afrikaans or English — began last year, while a numeracy training system was underway in the western Cape.

Aimed at the self-advancement of employees, the programmes had been chosen in co-operation with the 13 trade unions represented in Spoornet.

The programmes would cost about R5m a year.

"We want to get people in a position to be literate and so enable them to attend normal training courses to

work themselves up in the organisation," Verwey said.

Spoornet did not envisage a growth in staff for the near future and was looking at promoting from within.

Because of the nature and structure of the former state-run SA Railways, thousands of workers were employed for "muscle rather than brains", resulting in Spoornet having a large percentage of illiterate and semi-literate people.

Although social responsibility contributed to the decision to train employees, it was not fundamental. As a result of privatisation clients viewed Spoornet with different expectations, Verwey said.

"We realised there was a more effective and efficient way to conduct our business, that of having literate and trained workers even on the lowest level of employment," he said.

STEPHANE BOTHMA

## Commercial crime rate soars

SAP commercial crime units around the country arrested 349 people on counts involving more than R36m during the past month.

More than 350 white collar crime cases were finalised during October and early November, SAP public relations in Pretoria said yesterday.

"The extent of commercial crime goes largely unnoticed by the media and the public. It seems that the economic climate, erosion of ethical standards, greed and credulity are major factors attributing towards the large number of people arrested for commercial crimes," SAP national commercial crime unit co-ordinator Brig Manie Schoeman said yesterday.

A solution to the problem was urgently needed, especially in view of millions of rands changing hands over the festive season, he said.

Preventative measures included insistence on proof of identity when credit cards or cheques were presented, refusal to accept post-dated cheques and immediate

reporting of cheque frauds to the police, Schoeman said.

"Particular attention should be paid to people who cash cheques for large amounts, want to cash a large number of travellers' cheques, profess to be old customers, want to cash cheques made out with a felt-tip pen, or want to cash a cheque while under the influence of alcohol," he warned.

Police arrested 63 306 people for serious offences in October, 23 497 of whom had previous convictions.

Diamonds, gold and other precious metals worth almost R1m were confiscated by Diamond and Gold Units who made 248 arrests.

A total of 1 567 offences against children were reported country-wide, leading to the arrest of 452 people — 189 for rape, 34 for indecent assault and 71 for assault, police said.

The Truck Theft Unit recovered property to the value of R153 561, while 184 people were arrested for thefts of copper, aluminium and other cargo transported by Spoornet.

The Narcotic Bureau arrested 1 790 people and confiscated 110 785 Mandrax tablets, 20 791kg dagga, 547 gram cocaine and three gram LSD, police said.

STEPHANE BOTHMA





# Afrikaans will lose its status

■ Prominent educationist explores language policy in the new SA:

By Mzimasi Ngudle 27/11/92

AFRIKAANS will rapidly lose its most favoured status while English, as the lingua franca, will become the most rational policy option.

Prominent educationist Mr Neville Alexander explores national language policy and the status of all languages in one of his essays on the language question.

The following is an abridged version of his digression on language policy extracted from the book *Critical Choices*

*For South Africa* by R Schrirer. Alexander says that there is a general agreement that English should and will remain an official language in a post-apartheid South Africa-Azania.

"In South African society as constituted at present, racial, class and gender aspects of language policy sustain and reinforce inherited social inequalities and national divisions.

"In order, for instance, to acquire well-remunerated employment in any sphere it is essential that the prospective employee should be fluent in English and/or Afrikaans.

"This means that for the vast majority of people officially classified black, such employment is simply unattainable.

"Their home language is neither English nor Afrikaans and in most cases their schooling does not help them acquire the necessary proficiency in either or both of these languages," he says.

"There is no doubt that

English will increasingly play a pivotal role in a South Africa released from the mortgage of apartheid language policy. "Little opposition will be forthcoming from this component, except from the inevitable band of irredentist Afrikaner *bittereinders*," he says. Alexander concludes that the first component of the national language policy should be the promotion of English as a lingua franca.

The second component, he says, is to encourage the growth of all the languages spoken.

Here cultural-political, rather than economic dimensions of language policy, are paramount.

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50

# Liz teaches others to TALK by example

An English teacher who teaches people to write has added another string to her bow by teaching herself to talk two black languages — Zulu with particular fluency — and is using the system to teach others.

Liz Johanson, of Swedish missionary stock, is involved in two teaching projects, one of which is Think Write. The project is of great benefit not only to the disadvantaged but also to the average adult who might be inclined to try a course at Wits University's Centre for Continuing Education.

The other is TALK (Transfer of African Language Knowledge), and courses on both projects have been held at Wits this year.

TALK is Liz's special "baby" and is derived from a system for teaching US missionaries to speak indigenous languages. The Ixopo-born teacher says she is very much the junior partner to Vic and Wendy Rodseth in Think Write.

The course — usually spanning three days of intensive learning — teaches the kind of writing skills needed by students, teachers and busi-

ness people," said Johanson, who is the co-author of five academic books on reading and writing English, including "Think Write" with the Rodseths, which will be published soon by Hodder & Soughton.

Johanson holds an MA with honours in English among a string of degrees, and the Rodseths are both former teachers. Vic Rodseth — a teacher in both black and white schools, and a leader in the Molteno project which is aimed at improving English in black schools — was inspired to start Think Write by an American educationist.

The Molteno project is run by the Institute for the Study of English in Africa, based at Rhodes University.

William J Kerrigan's "Writing to the Point" set Rodseth thinking along the lines of a similar project for South Africa.

"In effect, it's a method of presenting an argu-



*Shafto's People*  
SIPPA  
11/12/92

ment and learning to organise your ideas," says Liz.

"It's a lost art in many ways, this kind of writing. It teaches people the value of coherence and cohesion within the paragraph, as a basis for developing larger pieces of work. By learning this skill people also learn to think with more precision."

Strangely, Liz did not learn her Zulu while growing up in Natal. Using the method she developed for TALK, she polished her knowledge of the language with a domestic at her Bellevue East, Johannesburg, home. She is doing the same with a second domestic, a Sotho-speaker.

TALK is based on the

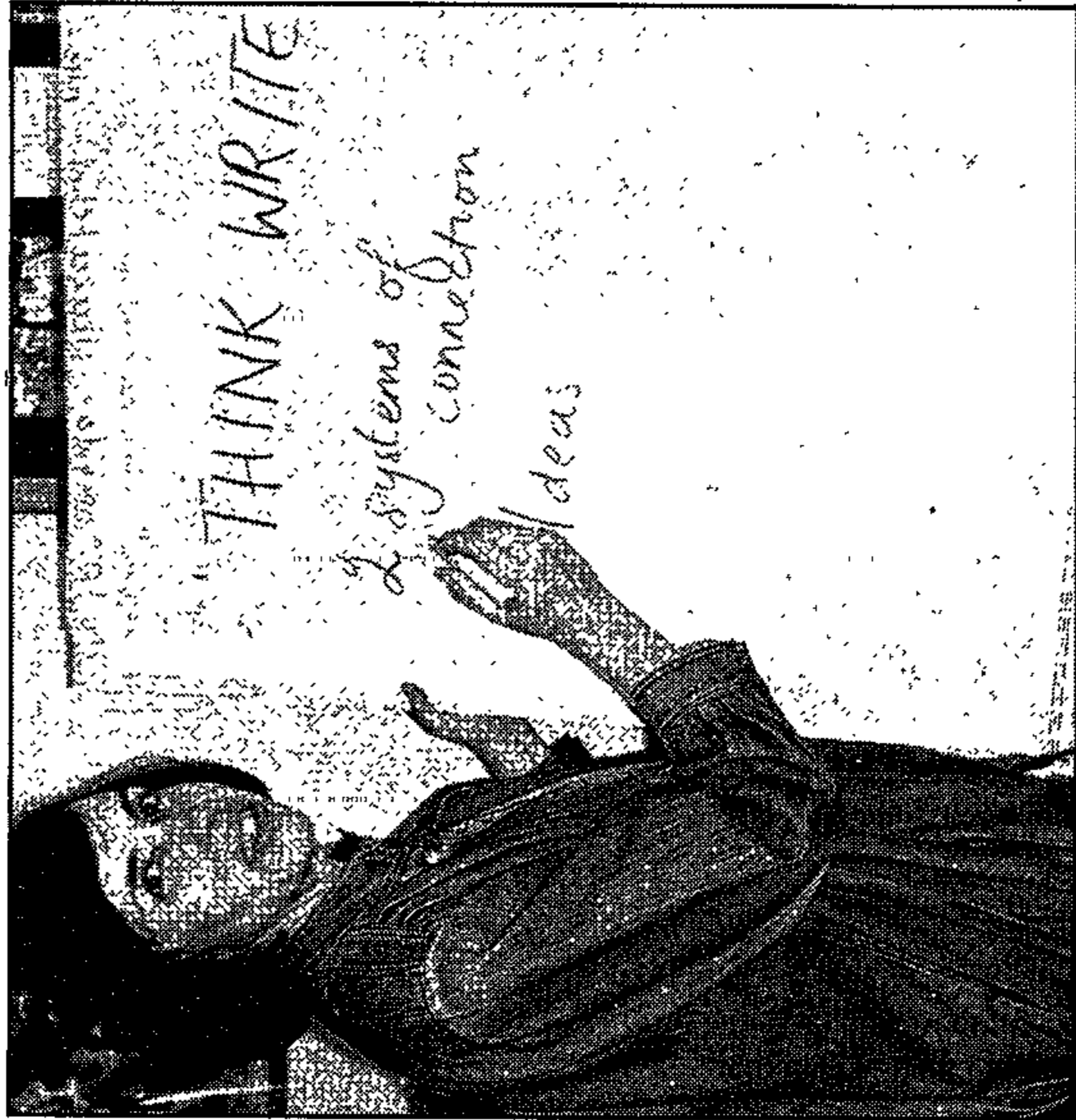
simplest of procedures. Its formula for success is that it aims to teach people the use of a black language without studying it formally.

"You learn by communicating with speakers of the particular language," she said. "Each learner has a mother-tongue speaker as a language-helper during the course. One of the big advantages of the method, I think, is that it allows you to focus on your own needs and learn at your own pace."

Liz is presently helped by two facilitators, Jabulani Mashini and Judy Connors. "What we believe is that language learning is a social, not an academic activity. The courses not only promote language learning but also build bridges of communication and understanding between people of different language groups."

Want to speak a black language? Give Liz a ring on (011) 487-1798.

**MICHAEL SHAFTO**



Versatile communicator . . . Liz Johanson is spreading her wings from teaching people to write English to developing a "social" system of learning African languages.

# Parents warned on Model C contracts

Own Correspondent

JOHANNESBURG. — Parents asked to enter into Model C contracts should read the small print first and refuse to sign one-sided agreements, Consumer Council executive director Mr Jan Cronje said yesterday.

"Often these contracts concentrate on the obligations of parents, with little or no emphasis on the commitments of the school and its employees.

Clauses excluding the school from reasonable accountability should also be avoided," he warned.

Council education spokesman Mr Christo Lombaard said parents' complaints had focused on clauses relieving the school of certain responsibilities.

Although by law, schools had always been exonerated in the case of accidents and injuries to pupils, Mr Lombaard said this was the first time parents had been asked to sign a contract agreeing to this. CT 2/12/92

He said parents had to commit themselves to paying fees and to allowing the governing body to modify these as it wished.

A chairman of a school governing body said the contract was intended specifically as an acknowledgement of debt on the part of the parent.

He said the contract also exonerated the school in the case of accidents, unless the parent could prove negligence on the part of a school employee.

# Teachers' union, ANC to join forces

~~24~~ (50) Staff Reporter CT 2/12/92

THE SA Democratic Teachers' Union (Sadtu) and the ANC will join forces to campaign against unilateral restructuring of the education system.

This was said by ANC regional assistant secretary, Mr Willie Hofmeyr, at a Sadtu/ANC press conference yesterday.

He said the crisis in schools had now reached such monumental proportions "that we fear yet another generation of children is to be sacrificed to the cynicism and muddle-headedness of a regime that has proved itself unfit to govern".

Ms Margie Keegan of the ANC Claremont branch's education forum called for a moratorium on the implementation of Model C "in so-called coloured and black schools", saying that if it led to hardship in wealthier schools, it would have a greater effect on the less advantaged.

STAR 2/12/92

## Project for education crisis

East Rand Bureau (50)

A project to deal with the crisis in education by raising funds to help address the vast imbalances in the system was launched yesterday.

Operation Education is a non-profit, non-political and non-discriminatory organisation, ac-

ording to chairman Pierre Louw.

He said the imbalance in the education system, the harsh economic climate and plight of parents struggling to pay school fees was the motivation behind his project.

"We hope this project through education will be a catalyst for peace and prosperity".

children, with a little assistance from adults, place toys  
eedy children. Later, a large turnout of people fired up their  
le's Carols by Candlelight evening, but strong winds made  
Picture: Gary Bernard

STAR 2/12/92

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The Star **WHAT'S IN...**

# Library fees a 'lesser evil'

INTRODUCING fees for borrowing books is a lesser evil than closing down certain libraries, according to the City Council's amenities and health committee.

Charging fees is not yet allowed under the provincial ordinance, but proposals have been made to change this.

A source within the Cape Provincial Administration said yesterday that the Administrator of the Cape, Mr Kobus Meiring, would reach a decision "within the next two weeks".

Mr Louis Kreiner, chairman of the Cape Town City Council executive committee, said discussed the matter with the Mr Meiring last week, whose view seemed to be that each local authorities should decide whether to charge library fees.

A report before the amenities and health committee yesterday disclosed that this committee had supported user charges for libraries because the alternative was closures.

The Regent Road (Sea Point), Janet Bourhill (a subsidiary library in Claremont), Observatory and Maitland libraries have been considered for closure.

SO CT 3/12/92  
Subsidies from the CPA are declining as a percentage of total costs, the report says.



# Bursary scheme for the destitute

*Dwefen 7/12/92 (50)*  
■ Jomo Sono Foundation the brainchild  
of students at University of the North:

A bursary scheme to help needy and disadvantaged students was launched at Soccer City near Crown Mines on Monday.

The scheme, named the Jomo Sono Foundation after South African soccer legend Ephraim Matsilele Sono, is the brainchild of students at the University of the North.

Among others the organisation aims to reduce the illiteracy rate among the underprivileged communities.

The foundation's co-ordinator, Lawrence Choeu, said this was the dawn of a new era for the disadvantaged students.

He appealed to the private sector and international donors for help.

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OF  
SOUTH AFRICA



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VAN  
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PRETORIA, 4 DECEMBER 1992  
DESEMBER

No. 14435

## GOVERNMENT NOTICES

### ADMINISTRATION: HOUSE OF ASSEMBLY

#### DEPARTMENT OF EDUCATION AND CULTURE

No. 3246

SD

4 December 1992

SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP  
EN KUNS ACT, 1959 (ACT No. 54 OF 1959), AS  
AMENDED

#### SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS: RULES

"Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns" has under the powers vested in it by section 4 of the "Wet op die Suid-Afrikaanse Akademie vir Wetenskap en Kuns, 1959 (Wet No. 54 van 1959)", as amended, and with the approval of the Minister of Education and Culture issued the following rules:

#### SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS: RULES

##### Definitions

1. In these rules, an expression to which a meaning has been assigned in the Act, shall have that meaning and unless the context otherwise indicates—

"council" means the council of the "Academy" constituted as prescribed in paragraph 5;

"faculty" means a division of the Academy as described in paragraph 2;

"faculty council" means the council of a faculty referred to in paragraph 2;

"member" means a member of the Academy as referred to in paragraph 4;

"the Act" means the "Suid-Afrikaanse Akademie vir Wetenskap en Kuns Act, 1959 (Act No. 54 of 1959)", as amended.

72720—A

## GOEWERMENSKENNISGEWINGS

### ADMINISTRASIE: VOLKSRAAD

#### DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 3246

4 Desember 1992

WET OP DIE SUID-AFRIKAANSE AKADEMIE VIR  
WETENSKAP EN KUNS, 1959 (WET No. 54 VAN  
1959), SOOS GEWYSIG

#### SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS: STATUUT

Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns het kragtens die bevoegdheid hom by artikel 4 van die Wet op die Suid-Afrikaanse Akademie vir Wetenskap en Kuns, 1959 (Wet No. 54 van 1959), soos gewysig, verleen en met die goedkeuring van die Minister van Onderwys en Kultuur onderstaande statuut uitgevaardig:

#### SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS: STATUUT

##### Woordomsrywings

1. In hierdie statuut het 'n uitdrukking waaraan 'n betekenis in die Wet geheg is, daardie betekenis en tensy uit die samehang anders blyk, beteken—

"die Wet" die Wet op die Suid-Afrikaanse Akademie vir Wetenskap en Kuns, 1959 (Wet No. 54 van 1959), soos gewysig;

"fakulteit" 'n afdeling van die Akademie soos in paragraaf 2 bedoel;

"fakulteitsraad" die raad van 'n fakulteit soos in paragraaf 2 bedoel;

"lid" 'n lid van die Akademie soos in paragraaf 4 bedoel;

"raad" die raad van die Akademie saamgestel soos voorgeskryf in paragraaf 5.

14435—1

**Faculties**(50) ~~54~~

2. (1) The Academy consists of two faculties, the faculty for art and human sciences and the faculty of science and technique respectively, which function in accordance with the regulations referred to in paragraph (2).

(2) The council may prescribe regulations regarding—

(a) the powers and functions of faculties and the admission of members thereto;

(b) the election, constitution and powers of the faculty councils and of sub-committees of such councils and the delegation of powers to them.

**Number of members**

3. The number of members of the Academy is unlimited.

**Membership**

4. (1) The requirements for new members are—

(a) endorsement of the objectives of the Academy as contained in the Act;

(b) South African citizenship: Provided that the council may, in an exceptional case, at its discretion elect a person who is not a South African citizen as a member;

(c) a major academic qualification or other achievement which, in the opinion of the council, is on a par with such a qualification; and

(d) work of a high standard as a result of own research, in written form or in the form of a practical achievement, or works of art or cultural or educational work of a high standard.

(2) (a) Nomination of new members shall be done on a form prescribed by the council, supported by three members of the faculty in respect of which the person is nominated.

(b) The nomination shall be well-motivated and the work or achievement of the person set out fully with an indication of the merit and the scope thereof.

(c) The council elects a nominee as member at its discretion.

(3) (a) Membership shall lapse when a member is more than two years in arrears with his annual membership fee, but such a member may apply for reinstatement of membership on payment of the outstanding annual membership fees and of all other monies he may owe the Academy.

(b) The council may at its discretion terminate the membership of a member if such a member has, in the opinion of the council, harmed the esteem of the Academy, provided that the member has had an opportunity to defend himself, for the purpose of which a written reply to the essence of the accusations lodged against him, will suffice.

(c) On the lapsing or termination of membership, the charter of membership of such person may be claimed by the council.

**Fakulteite**

2. (1) Die Akademie bestaan uit twee fakulteite, onderskeidelik die fakulteit vir kuns en geesteswetenskappe en die fakulteit vir natuurwetenskap en tegniek, wat fungeer volgens die in subparagraaf (2) bedoelde reglemente.

(2) Die raad kan reglemente voorskryf betreffende—

(a) die bevoegdhede en funksies van fakulteite en die toelating van lede daartoe;

(b) die verkiesing, samestelling en bevoegdhede van die fakulteitsrade en van onderkomitees van sodanige rade en die delegering van magte aan hulle.

**Ledetal**

3. Die ledetal van die Akademie is onbeperk.

**Lidmaatskap**

4. (1) Die vereistes vir nuwe lede is—

(a) onderskrywing van die oogmerke van die Akademie soos in die Wet bepaal;

(b) Suid-Afrikaanse burgerskap: Met dien verstande dat die raad in 'n uitsonderlike geval na goeëdunke iemand wat nie 'n Suid-Afrikaanse burger is nie, tot lid kan verkies;

(c) 'n hoë akademiese kwalifikasie of ander prestasie wat na die oordeel van die raad daarmee gelykgestel kan word; en

(d) werk van hoë gehalte as uitkoms van eie navorsing in skriftelike vorm of in die vorm van praktiese prestasie of kunswerk of kulturele of opvoedkundige werk van hoë gehalte.

(2) (a) Voorstelling van nuwe lede geskied op 'n deur die raad voorgeskrewe vorm, gesteun deur drie lede van die fakulteit ten opsigte waarvan die persoon voorgestel word.

(b) Die voorstel word deeglik gemotiveer en die persoon se werk of prestasie volledig aangegee met 'n aanduiding van die gehalte en omvang daarvan.

(c) Die raad verkies 'n voorgestelde persoon na goeëdunke tot lid.

(3) (a) Lidmaatskap verval wanneer 'n lid meer as twee jaar agterstallig is met sy jaarlikse ledegeld, maar hy kan aansoek doen om herstel van lidmaatskap by betaling van die agterstallige jaarlikse ledegeld en van alle ander gelde wat hy aan die Akademie verskuldig mag wees.

(b) Die raad kan na goeëdunke die lidmaatskap van 'n lid beëindig as hy na die oordeel van die raad die aansien van die Akademie geskaad het, mits hy eers 'n geleentheid gekry het om hom te verdedig, waarvoor 'n skriftelike antwoord op die hooftekke van die klagtes teen hom voldoende is.

(c) By verval of beëindiging van lidmaatskap kan so iemand se lidmaatskapsoorkonde deur die raad opgeëis word.

**The Council** (50) ~~(51)~~

5. (1) The council shall consist of 10 members, designated as follows:

(a) The chairman and vice-chairman of each of the faculty councils: Provided that, should such a member cease to be chairman or vice-chairman of his faculty council, he may remain a member of the council, and in such a case the new chairman or vice-chairman of the faculty council shall not automatically become a member of the council;

(b) four members, two from each faculty, elected by the general meeting; and

(c) two members, one from each faculty, co-opted by the eight members mentioned above.

(2) (a) The council shall elect a chairman and a vice-chairman from its own ranks: Provided that the chairman and vice-chairman shall not be members of the same faculty and that at the expiry of the term of office of the council, the chairman and vice-chairman of the newly constituted council shall be members of a faculty other than that of which their respective immediate predecessors were members.

(b) In the event of a tie in the voting, nominations shall again be called for and in the event of another tie, the lot will decide.

(3) (a) The council shall elect an executive committee from its members, consisting of the chairman, the vice-chairman and two other members, one from each faculty, and a secundus for each of the members.

(b) The executive committee may finalise matters referred to it by the council, or matters which the chairman regards as of such an urgent nature that they cannot be postponed until the next council meeting.

(4) Ten secundi for the members of the council shall be designated by the council from the following groups:

(a) **Four**, two from each faculty council, elected by the faculty council concerned from its own ranks as secundi for the members referred to in paragraph 1 (a);

(b) **four**, two from each faculty, being the persons who, in the election at the general meeting, received the most votes after those from their own faculty who were elected as members of the council, as secundi for the members referred to in subparagraph (1) (b): Provided that, if there had been no or too few other candidates, the council will appoint the secundi needed; and

(c) **two**, one from each faculty, as secundi for the two co-opted members.

(5) If a member is unable to attend a meeting of the council, the chairman of the meeting may invite a secundus from the group and the faculty to which the member concerned belongs, and if nobody from such a group is available, he may invite another secundus at his discretion.

(6) An interim vacancy shall be filled by the faculty council concerned or by the council itself, as the case may be, taking into account the equal representation of the two faculties.

**Die Raad**

5. (1) Die raad bestaan uit 10 lede, in die volgende groepe aangewys:

(a) Die voorsitter en ondervoorsitter van elk van die fakulteitsrade: Met dien verstande dat, indien so 'n lid ophou om voorsitter of ondervoorsitter van sy fakulteitsraad te wees, hy nietemin kan aanbly as lid van die raad, en in so 'n geval word die nuwe voorsitter of ondervoorsitter van die fakulteitsraad nie outomaties lid van die raad nie;

(b) vier lede, twee uit elke fakulteit, deur die algemene vergadering gekies; en

(c) twee lede, een uit elke fakulteit, deur die agt hierbo bedoelde lede gekoöpteer.

(2) (a) Die raad kies 'n voorsitter en 'n ondervoorsitter uit sy midde: Met dien verstande dat die voorsitter en ondervoorsitter nie tot dieselfde fakulteit behoort nie en dat by verstryking van die ampsduur van die raad die voorsitter en ondervoorsitter van die nuut saamgestelde raad tot die ander fakulteit behoort as dié waartoe hul onderskeie onmiddellike voorgangers behoort het.

(b) Die uitvoerende komitee kan sake afhandel wat deur die raad na hom verwys is of wat die voorsitter beskou as so dringend dat dit nie tot die eersvolgende raadsvergadering kan oorstaan nie.

(3) (a) Die raad kies 'n uitvoerende komitee uit sy midde bestaande uit die voorsitter, die ondervoorsitter en twee ander lede, een uit elke fakulteit, en 'n sekundus vir elk van die lede.

(b) Die uitvoerende komitee kan sake afhandel wat deur die raad na hom verwys is of wat die voorsitter beskou as so dringend dat dit nie tot die eersvolgende raadsvergadering kan oorstaan nie.

(4) Tien sekundi vir die lede van die raad word deur die raad aangewys, in die volgende groepe:

(a) **Vier**, twee uit elke fakulteitsraad deur die betrokke fakulteitsraad uit sy midde gekies tot sekundi vir die lede in subparagraaf (1) (a) bedoel;

(b) **vier**, twee uit elke fakulteit, synde die persone wat in die verkiesing in die algemene vergadering die meeste stemme gekry het na diegene uit hul eie fakulteit wat tot lede van die raad gekies is, tot sekundi vir die lede in subparagraaf (1) (b) bedoel: Met dien verstande dat, indien daar geen of te min ander kandidate was, die raad die ontbrekende sekundi aanstel; en

(c) **twee**, een uit elke fakulteit, tot sekundi vir die twee gekoöpteerde lede.

(5) Indien 'n lid 'n vergadering van die raad nie kan bywoon nie, kan die voorsitter van die vergadering 'n sekundus uit die groep en fakulteit waartoe die betrokke lid behoort, uitnooi, en indien niemand in so 'n groep beskikbaar is nie, kan hy na goeddunke 'n ander sekundus uitnooi.

(6) 'n Tussentydse vakature word na gelang van die geval deur die betrokke fakulteitsraad of deur die raad self aangevul, met inagneming van die gelyke verteenwoordiging van die twee fakulteite.

(7) The council's term of office is two years and members are eligible for re-election. (50) (50)

(8) A member who is absent from two consecutive meetings of the council without prior notice, shall forfeit his membership of the council.

(9) Seven members shall form a quorum and the chairman shall, in addition to his deliberative vote, have a casting vote.

(10) At a meeting of the council, a secundus who has been invited, shall have the same status as a full member of the council.

#### General meeting

6. (1) During each calendar year at least one general meeting of members shall be held on a date and of a venue determined by the council, chaired by the chairman or a substitute designated by the council.

(2) The council shall determine the agenda and shall submit to the meeting a report of the activities of the Academy during the past year of service.

(3) In the event of a tie in the voting on a matter, the proposal shall be regarded as rejected, but in the event of a tie in the voting concerning a person, nominations shall again be called for and put to the vote again, and in the event of another tie, the lot shall decide.

(4) The members present shall form a quorum.

(5) The council may decide when and to what extent the public will be admitted to the meeting.

(6) (a) If at least one twentieth of the members address a written request for a general meeting to the chairman the council shall convene such a meeting within four weeks after receipt of the request.

(b) Only matters mentioned in the request and matters placed on the agenda by the council, shall be dealt with at such a meeting.

(c) The preceding provisions of this paragraph shall *mutatis mutandis* apply to such a meeting.

#### Repeal

7. Government Notices No. 648 of 28 April 1944, No. 1010 of 17 May 1946, No. 2041 of 27 September 1946, No. 1046 of 9 May 1952, No. 655 of 2 April 1954, No. 38 of 10 January 1958, No. R. 1802 of 22 November 1963, No. R. 2099 of 29 December 1967 and No. 3033 of 13 December 1991 are hereby repealed.

Signed at Pretoria on this 30th day of October 1992.

**P. G. MARAIS,**

Minister of Education and Culture.

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#### DEPARTMENT OF LOCAL GOVERNMENT, HOUSING AND WORKS

No. 3252

4 December 1992

RENT CONTROL ACT, 1976

EXEMPTION OF CERTAIN DWELLINGS, GARAGES,  
PARKING SPACES AND SERVANTS' ROOMS  
FROM RENT CONTROL

I, Jacobus Theron Albertyn, Ministerial Representative for South-Western Cape, Administration: House of Assembly, in accordance with the powers granted to

(7) Die raad se ampsduur is twee jaar en lede is herkiesbaar.

(8) 'n Lid wat van twee agtereenvolgende vergaderinge van die raad afwesig is sonder voorafgaande kennisgewing, verbeur sy lidmaatskap van die raad.

(9) Sewe lede vorm 'n kworum en die voorsitter het benewens sy gewone stem ook 'n beslissende stem.

(10) Op 'n vergadering van die raad het 'n sekundus wat uitgenooi is dieselfde status as 'n volle lid van die raad.

#### Algemene vergadering

6. (1) In elke kalenderjaar word minstens een algemene vergadering van die lede gehou op 'n datum en plek deur die raad bepaal, onder voorsitterskap van die voorsitter of 'n plaasvervanger vir hom deur die raad daartoe aangewys.

(2) Die raad bepaal die program van verrigtinge en lê 'n verslag van die werksaamhede van die Akademie gedurende die afgelope diensjaar aan die vergadering voor.

(3) By staking van stemme oor 'n saak word die voorstel as verworpe beskou, maar by staking van stemme oor 'n persoon word weer nominasies gevra en dan oorgestem en indien die stemme weer staak, beslis die lot.

(4) Die aanwesige lede vorm 'n kworum.

(5) Die raad kan bepaal wanneer en in hoeverre die publiek toegang tot die vergadering het.

(6) (a) Indien minstens een twintigste van die lede 'n skriftelike versoek daartoe aan die voorsitter rig, moet die raad 'n algemene vergadering hou binne vier weke na ontvangs van die versoek.

(b) Alleen sake in die versoek genoem en sake deur die raad op die agenda geplaas, mag op so 'n vergadering behandel word.

(c) Die voorafgaande bepalinge van hierdie paragraaf geld *mutatis mutandis* vir so 'n vergadering.

#### Herroeping

7. Goewermentskennisgewing No. 648 van 28 April 1944, No. 1010 van 17 Mei 1946, No. 2041 van 27 September 1946, No. 1046 van 9 Mei 1952, No. 655 van 2 April 1954, No. 38 van 10 Januarie 1958, No. R. 1802 van 22 November 1963, No. R. 2099 van 29 Desember 1967 en No. 3033 van 13 Desember 1991 word hierby herroep.

Geteken te Pretoria op hierdie 30ste dag van Oktober 1992.

**P. G. MARAIS,**

Minister van Onderwys en Kultuur.

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#### DEPARTEMENT VAN PLAASLIKE BESTUUR, BEHUISING EN WERKE

No. 3252

4 Desember 1992

WET OP HUURBEHEER, 1976

VRYSTELLING VAN SEKERE WONINGS, MOTOR-  
HUISE, MOTORSTAANPLEKKE EN BEDIENDE-  
KAMERS VAN HUURBEHEER

Ek, Jacobus Theron Albertyn, Ministeriële Verteenwoordiger vir Suidwes-Kaapland, Administrasie: Volksraad, handelende kragtens die bevoegdheid my

# Model C parents 'paying up'

Staff Reporter

WHILE hundreds of jubilant pupils streamed out of school yesterday for the start of the summer holidays, many parents finally faced up to arduous task of paying compulsory school fees.

Model C schools in particular have faced an on-going battle this year to collect their increased fees from reluctant parents, but their persistence has finally paid off.

Cape Town High School principal Mr Nugent Field, who earlier this year revealed that the school

had "quite a big bad debt problem", said many parents had gone to the school yesterday to pay outstanding fees.

"We wrote to all those parents who hadn't paid and had a good response. They seem to have come to the understanding that it is an obligation that has to be met," he said.

South African College Schools principal Mr Gordon Law said yesterday that on the whole parents had been "very supportive" and that only a few had not yet paid because of the present economic climate.

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## Debt orders

# New work brings Serote home.

CIP/2017 6/11/2017

BY ZB MOLEFE

**W**ALLY Serote, the angry poet whose apocalyptic vision and voice shook SA's literary landscape in the 70s, is bursting with hope for his motherland.

He has mellowed with the years spent in exile in Botswana and the UK, punctuated by visits and studies in the US and most parts of his beloved Africa.

To say this literary wayfarer is back home sounds like a contradiction. After all, the man has been back from exile since 1990. He has also been active on the ANC's cultural desk and got into many other cultural activities.

But to those who have held him near and dear as a poet who told his people's story, he only arrived back home this week. That arrival is marked by the publication of a major work *Third World Express*, a 35-page epic poem which touches on the ups and downs of his life and that of his people.

It is the first major poetry work on home soil by this 1983 Ad Donker Prize winner for his outstanding contribution to SA literature during the 70s.

It was in part inspired by veteran American jazzman Jackie McLean and son Rene, playing at the world-famous Village Vanguard. One of their songs was *The Third World Express*. Of course it is also dedicated to Serote's five boys - Lentsoe, Zwelli, Sechaba, Vuyo and Thabo.

*Express* is vintage Serote. But it is

firm his belief. One is singer Letta Mbulu's hit *Not Yet Uhuru*; the other is Sibongile Mngoma-Khumalo and Sipho "Hotstix" Mabuse's *What About Tomorrow?* concert, which opens in Johannesburg next Thursday.

"We will call on our leaders to cherish peace. The past 40 years have been extremely hard on us. I really believe we deserve better than what we are going through at the moment," Serote says.

In fact he insists that "those of us who are in the arts" should be battling to find consensus within the mosaic that is SA culture.

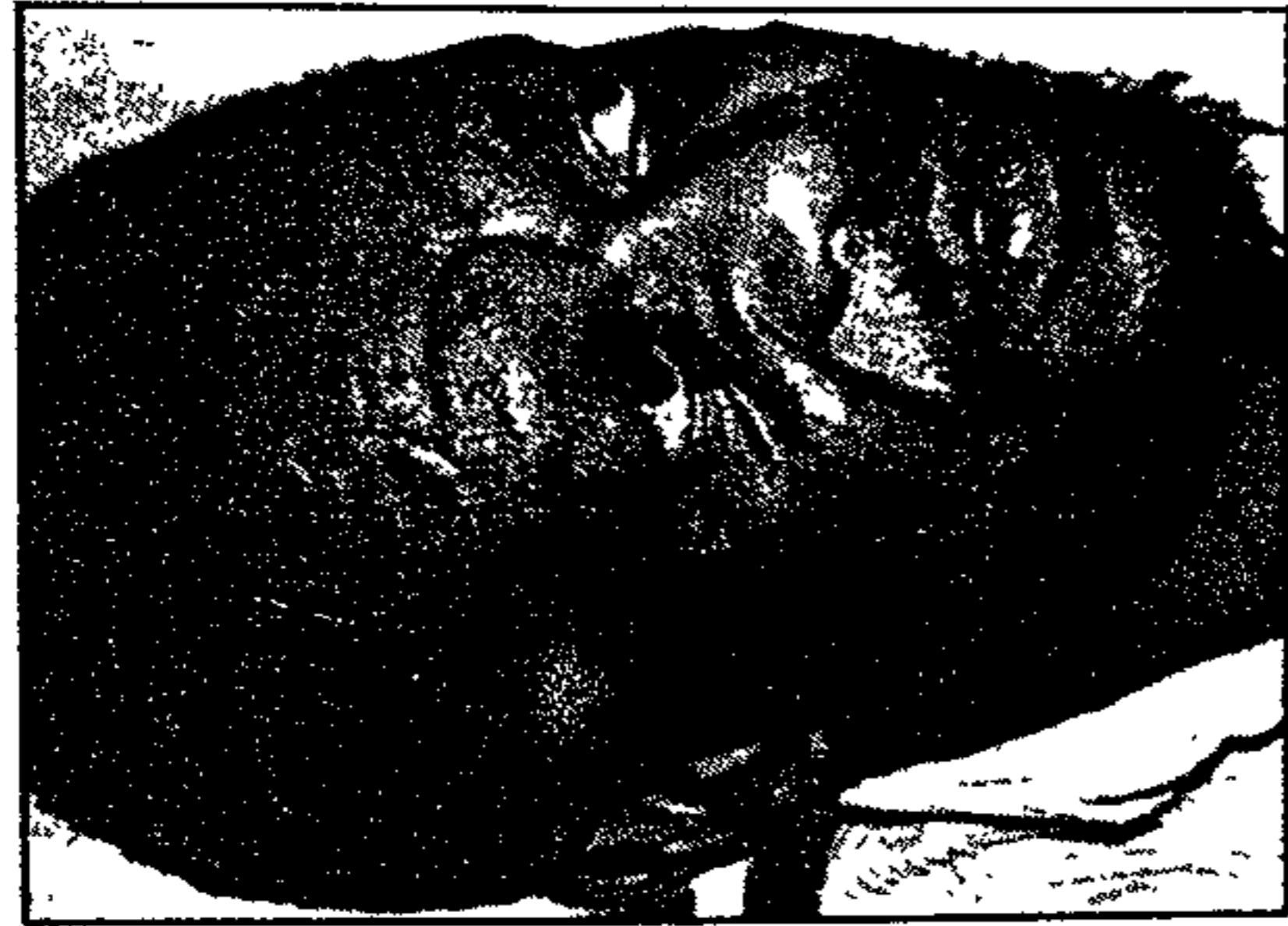
He explains: "We must ensure that to express our culture we create a culture of tolerance, using the richness of our culture to unite us. We are in a cultural melting pot. There are African, European and Asian cultures here. What is it that we must do to see that these cultures bloom and flourish?"

How does Serote balance his roles of serious poet and political activist. How does he react to the old saying that writers make lousy politicians because essentially a writer's strength is his individuality?

"The roles, in fact, complement each other. As far as my politics and craft are concerned I have never discovered conflict. How to find enough time to write has been my only dilemma."

"I am hoping history will judge me as a rounded person who was able to do both."

And Serote does not forget that his



**HOPE ... This time Wally Serote's really home. ■ Pic: EVANS MBOWENI**

also a mellow Serote, one humbled by age, travels and engaging some of the major and current voices of his craft.

Hence his optimism about the new SA - though he is quick to point out he is not alone in this.

"If you listen to our writers, dancers, theatre people and the musicians, there is a golden thread running through their work: they are calling for peace and tolerance. There is this voice calling on our people to recognise the dynamism of our culture," he says.

Two recent events or creations con-

artistic vision was broadened in exile. He was pleased to meet writers from east and west Africa and from Asia and Latin America.

"Also I have read European writers extensively. But there are those writers like Willie Kgositsile, who as South Africans, we must claim as our own. There is also Chinua Achebe and the late James Baldwin, especially in engaging issues like racism," he says.

Serote is emphatic that this experience did something to him "to realise one of the most bewildering things for a South African, when you realise you are on the African continent". That explains why he listened with a "special ear" to these writers.

Earlier Serote had tried to delve into what inspired him. The good old days of black consciousness was the key thing that occupied him and the minds of his generation, he recalls.

"What do we do as blacks to claim our humanity. That has been the basic question for me. Because I'm a strong believer in culture. This culture must shed what life can't use and assume new perspectives."

Serote reckons the concept of "Ubuntu" drives him. This is the weapon that has protected black South Africans against "extreme odds" he believes.

**■ THIRD WORLD EXPRESS is published by DAVID PHILIP and costs R24,95c.**



# Court orders school not to penalise girl over fees

SD

ARG 9/12/92

**LIBBY PEACOCK, Supreme Court Reporter**

A CONSTANTIA high school has been ordered not to bar a Standard 7 pupil from classes because her mother failed to pay school fees.

An urgent application for an interdict was brought yesterday by the 17-year-old Southfield girl, assisted by her mother, against the governing body of Norman Henshilwood High School, school principal Mr A Abrahams and the Minister of Education and Culture.

The mother said in an affidavit that her daughter was admitted to the school, which was State-aided, in January 1991.

She was retrenched in July and had been unemployed since. She was unable to pay her daughter's school fees.

She said she explained her predicament to Mr Abrahams, offering to contribute towards the fees. But he insisted she pay more than she could afford and refused to accommodate her.

She hoped to be able to settle the outstanding fees, but only in the new year when she got a permanent job.

Mrs Fisher said she wrote to Mr Abrahams on November 25, explaining why she could not pay.

The next day he replied that the school would not give her daughter a testimonial if her fees were not paid and, since she was "no longer of compulsory school-going age", she would not be re-admitted in January unless the fees were paid in full.

Mrs Fisher claimed that the requirement that her daughter apply for re-admission and that this be subject to payment of the fees for 1992 was invalid and went beyond the scope of the regulations governing the procedures for State-assisted schools.

The girl said that because her fees were not paid, she was not given photo-copies of notes in most of her classes. This resulted in her having to look down at an empty desk or share notes with another pupil.

She claimed she had been "severely prejudiced" by the conduct of the school in forbidding teachers to supply her with class notes.

This affected not only her work performance, but led to her being identified by pupils as the daughter of a parent who was not paying school fees.

The mother said the application was urgent, as Cape schools closed yesterday and it would be extremely difficult to find another school in their area when staff were on holiday.

Mr Justice Foxcroft ordered that the governing body and Mr Abrahams be interdicted from barring the girl from the school and having tuition at the beginning of the 1993 school year.

They were also interdicted from restricting her access to learning materials and aids provided to pupils in her standard and directed to make available all the notes denied her this year.

Mr Justice Foxcroft also ordered that she should not in any way be prejudiced because of non-payment of fees.



# Schools to get 'living' plan

CF 9/12/92  
SD

PRETORIA. — An experimental "Education for Living" programme is to be introduced in at least 10% of Department of Education and Culture schools next year.

Department superintendent-general Dr H J S Stone said yesterday these schools would com-

prise a representative test sample of Afrikaans and English medium schools, and of urban and country schools. The programme would include sex and family education, as well as career-orientated education.

Dr Johan Schreuder, the Cape Education Department's (CED) superintendent of education for

youth affairs and personnel training, said the programme aimed to bring all non-examination subjects under one umbrella and emphasise the development of "life skills and values".

He said the CED had given schools a large degree of freedom in implementing the programme. — Sapa, Staff Reporter

## Education by radio on the way for SA

GRAHAMSTOWN. — Millions of South Africans may one day be educated by radio. (50)

The potential of radio as an educational tool is being tapped by the South African Committee for Higher Education Trust (Sached), which has launched a "distance education through the radio" project in conjunction with a British consultant, Ms Prudence Smith.

Ms Smith, who has run courses for adult education teachers, said she believed distance education through radio was "the way forward".

She has offered similar courses in Somalia, Zimbabwe, Botswana, Zambia and Asia. — Ecna.

ARG 10/12/92

# Schools caned in fee row

**JOHN VILJOEN**  
Education Reporter

(5)

ARC 12/12/92  
lapsed during the year, leaving him with large debts.

MODEL C schools have been warned against withholding school reports from pupils whose parents have not paid their fees.

Discriminating against a pupil contravened the terms of the subsidies for Model C schools, said Education Minister Mr Piet Marais.

Two schools, Brackenfell Primary and Zonnekus Primary in Milnerton, have withheld reports from pupils whose parents had not paid fees.

Plans at Tygerhof Primary to act against parents who owe fees include withholding reports, books and notes, sports coaching, transport, educational outings, and insurance.

Meanwhile, Mr Marais condemned any form of discrimination against pupils whose parents had not paid fees.

His statement came after this week's Cape Town Supreme Court application by a pupil and her mother against a school, which wanted to prevent her from re-enrolling.

A Zonnekus father said a letter arrived from the school governing body this week.

The father said he could not pay the R450 he owed the school for 1992 fees. Although he was employed, a business venture col-

He had applied for a government subsidy to help pay the fees, but was turned down in terms of his income.

In accounts sent out last month, parents were told: "School fees are compulsory. Failure to render payment by the due date may not only preclude or prejudice your child's re-enrolment in 1993, but will lead to your child's 1992 report being withheld."

A letter sent out this week on the day reports were issued told parents in arrears that the school's governing body had their children's reports.

Parents in default had to contact the governing body by Monday to discuss payment of fees and to collect reports.

Mr David Killa, deputy chairman of the Zonnekus governing body, said parents would be given reports when they came to discuss fee payments.

About R18 000 was owed to the school and about 20 families had been affected by the decision not to send out reports.

Legal action against defaulting parents was not a viable alternative, he said.

Issuing a summons over R300 or R400 was "ridiculous" considering the legal costs involved.

Court action was also a last resort, he added.

Tygerhof Primary parents were told in a recent circular that R30 000 was owed the school in outstanding fees.

The governing body had decided not to write-off debts, but to keep them on parents' accounts.

Parents who had not paid accounts or made satisfactory arrangements with the governing body could not be provided with some services, including books, notes, sports coaching, and transport during educational outings.

School-leavers whose parents had not paid fees could not be issued with reports or transfer documents and, therefore, could not enrol at other schools.

The governing body had a responsibility to ensure that paying parents did not subsidise those in default.

Parents were invited to comment on the situation, and on whether the school was overspending or wasting money.

However, Buren High School told parents in default that outstanding fees would be carried over into the new year.

A message, "We wish you a blessed Christmas and a peaceful 1993", was sent with accounts.

# Cape subsidies unused

VIVIAN HORLER

Weekend Argus Reporter

PENINSULA schools are owed thousands of rands in outstanding fees and parents have just three weeks to find the cash before the end of the year.

But, less than a quarter of the R10,92 million set aside by the state to subsidise education in the Cape has been used.

One Southern Suburbs school is owed about R50 000 in fees, another is owed R40 000 and the principal of the second school said final notices would go out this week.

"After that, we hand the cases to our lawyers for debt collection."

Schools are caught in something of a bind between the requirements of the Model C system, which stipulate that they fund themselves except for salaries, and the fact that schooling is compulsory and children may not be turned away because of non-payment of fees.

The right to education was underlined this week when a 17-year-old girl won a landmark Cape Town Supreme Court ruling

■ As school bursars tot up their year-end accounts to find out how much they are owed in outstanding fees under the Model C system, it is disclosed that only 25 percent of the Cape's school fees subsidy fund has been used.

which ordered that Norman Henshilwood High School in Constantia re-admit her in spite of her mother's failure to pay fees.

The girl told the court that because her fees were not paid, she was not given notes, which "severely prejudiced" her.

With many schools charging fees of about R1 000 a year, it needs just 10 parents to default on payment to cause a R10 000 shortfall.

Norman Henshilwood principal Mr A A Abrahams declined to comment on the case, saying he felt like "an opening batsman facing the Indians without a helmet".

The school, which has 280 pupils, charges R800 a year. Second children in a family qualify for a reduction, "and we make allowances for people who are struggling".

When the Model C system was introduced,

the state set aside subsidy funds to help needy parents. Almost R11 million was earmarked for Cape Education Department schools, of which only about R2,5 million has been spent, according to department spokesman Dr Orland Firmani.

Parents unable to afford their children's fees apply for the subsidy through the school. The money is paid directly to the school.

The subsidy, on a sliding scale, is based on the number of dependent children and the gross combined income of the parents.

Any family which earns less than R10 000 a year automatically qualifies for a full subsidy of R400 a year for each primary school child, and R500 for each at high school.

The Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said even if people did not qualify on this basis, they could appeal.

Commenting on this week's Supreme Court case, Mr Marais said that while the judge's ruling was in line with education department policy, and that children could not be discriminated against because their fees had not been paid, the "decision does not exempt the parents from their obligation to pay compulsory school fees".

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ARG 12/12/92

This week as schools closed for the summer holidays, several Peninsula principals said they were pleased at how parents had responded over the fees issue.

Mr Brian Ingpen of Pinelands High said parents had been "exceptionally good". There are 867 pupils at the school and the fees are R1 000 a year.

Mr Louis Terblanche of Groote Schuur Hoër said some problems in the first year of the Model C system were inevitable.

"When you have compulsory schooling and compulsory fees, there are bound to be problems. At Groote Schuur, I'm happy to say we have not had to take any harsh steps, and where there have been problems we've handled them with understanding."

Mr Antony Smith of Bergvliet High confirmed the school was owed "large sums" and that lawyers would be consulted soon.

Mr David Craig of Rondebosch Boys' High said there had been "a positive response from approximately 96 percent of our parent body". The 740 boys at Rondebosch pay R1 700 a year.

Until recently, the state spent R3 000 a year for each white child, and less than R1 000 for black children.

## Model C: Problem are the 'won't pays'

et 16/12/92 Staff Reporter (ED)

MODEL C schools seem to have less of a problem with parents who cannot pay fees than with those who will not pay up, Cape Education Department spokesman Dr Orland Firmani said yesterday.

"I think the problem is not the parents who can't pay — it's those who won't pay," he said.

However, by far the majority of parents in the Cape Province were paying their fees.

"It's essential that parents who have problems should go to the principal," he said. They could apply through the school for a state subsidy.

The collection of fees was the responsibility of the school's governing body, not the CED.

## NECC calls for training forum

*27/1/79*  
JOHANNESBURG. — The National Education Co-ordinating Committee (NECC) has called on the government to establish a negotiating forum on education and training by February. (50)

This demand will be presented to National Education Minister Mr Sam de Beer on January 4, an NECC spokesman said yesterday.

● The Congress of SA Students and the Pan-Africanist Students' Organisation have launched a boycott of all school and examination fees due next year.

# Students plan boycott of school and exam fees

File 16/12/92  
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**The Argus Correspondent**

JOHANNESBURG. — The Congress of South African Students and the Pan Africanist Students Organisation (Paso) would kick off the new year with a boycott of all school and examination fees, the two organisations announced at a press conference in Johannesburg.

Paso assistant general-secretary George Mpya said yesterday the organisations believed it was the responsibility of the government to fully bear the

cost of education.

At the same time, the organisations committed themselves to the National Education Co-ordinating Committee's (NECC) programme of building a "culture of learning" schools under the Department of Education and Training.

NECC general secretary James Maseko said the education crisis in South Africa was worsening "as a result of the State's inexcusable unilateral restructuring of education".

# Govt told to shelve <sup>Sowetan</sup> changes

17/12/92.  
■ Threat to start campaigns:

By Isaac Moledi and Jed  
Battersby (SO)

THE NATIONAL Education Co-ordinating Committee has called on the Government to suspend the unilateral restructuring of education until a negotiating forum is established.

It also threatened to start campaigns if the Government failed to address the decline in the standard of education.

Addressing a Press conference in Johannesburg on Tuesday, NECC general secretary Mr James Maseko said the restructuring, retrenchment of and privatisation of technikons had lead to chaos in schools.

The NECC would initiate a meeting with the Government in January to establish a negotiating forum in February.

Meanwhile, the Congress of SA Students (COSAS) and the Pan African Students Organisation (PASO) announced that they would jointly launch a campaign next year to boycott examination and school fees.

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# NECC outlines education plans

THE National Education Co-ordinating Council (NECC) is hoping to negotiate the future of education with govt.

The council would establish a committee early in the new year to discuss education and training issues with government representatives, NECC general secretary James Maseko said this week.

This committee, when it met Education Minister Sam de Beer early next year, would demand that a negotiating forum be set up.

Because the NECC believed education in the townships was on a downward spiral, it would try to set up a formal negotiating forum.

"As long as our demands remain unattended the crisis will continue and African education might experience serious collapse by the end of 1993."

The NECC's demands included the timely delivery of sufficient textbooks to schools and suspension of any unilateral restructuring of the education system by the state through teacher retrenchments, the introduction of Model C schools and implementation of the education renewal strategy, Maseko said.

STEPHEN COPLAN

The NECC planned to launch a "back to school" campaign next year. There was an increase of almost 25% in the number of black matric pupils since a similar campaign at the end of 1991.

The national education policy investigation report, an NECC project which was published recently in conjunction with Oxford University Press, was not necessarily a blueprint for a new education system but presented policy options, Maseko said.

A national policy conference was planned for July 1993.

Prof George Mashamba of the University of the North was elected NECC chairman at a recent national conference.

Meanwhile, the Pan African Students Organisation and the Congress of SA Students (Cosas) would boycott exam and school fees next year, Cosas general secretary Bongani Mkongi said. The state would have to pay fees as education was a right not a privilege, he said.

The two organisations planned to inculcate a culture of learning and combat vandalism at schools by drawing up a code of conduct, Mkongi said.

## Govt set to evict returned exiles

GOVERNMENT's decision to withdraw two state-owned buildings used as reception centres for returning political exiles would complicate an already "critically" cash-strapped repatriation programme, the National Co-ordinating Committee for the Repatriation of SA Exiles (NCCR) warned this week.

Government confirmed yesterday that exiles would have to vacate buildings in Sebokeng and Durban by the end of the month, but said the NCCR had rejected proposals for alternative accommodation.

A Home Affairs Department spokesman, who asked not to be named, said the buildings had been lent to the NCCR until December 31 and were now needed by other government departments. He said a memorandum of understanding between government and the UNHCR — facilitators of the repatriation process — did not oblige government to provide support to the programme.

He said the NCCR had been offered a hostel in Maritzburg and other buildings. The NCCR said it was scaling down its

LLOYD COUTTS

operations because it had run out of funds, and had no money to maintain large buildings.

NCCR regional co-ordinator Willy Leslie said a move to the Natal capital would present logistical difficulties, and accused government of placing the organisation in a difficult position.

"Our present facility (in Durban) is under-utilised. The alternative is 10 times bigger, which poses a serious question in terms of the logistical problems of maintaining a facility 100km away from the regional office when the programme is having financial difficulties.

NCCR regional co-ordinator Willy Leslie said the NCCR had proposed to the Home Affairs Department at a meeting last week that government pay hotel bills, but had been told that this would have to be considered by Parliament.

NCCR vice-chairman Jude Pieterse said the NCCR had applied to the UNHCR for additional funding — it needs an estimated R10m extra.

## NECC calls urgently for better education for black pupils in the townships



SCHOOL'S OUT ... Pupils hand back their books after completing their examinations.

# Gloomy forecast for black education

By Mathatha Tsedu

**T**HE National Education Coordinating Committee has painted a gloomy picture of black education next year, and said if parents do not stand up, schooling may collapse.

The organisation came out of its National Conference in the Midrand sounding warnings and calling on the State to stop its unilateral restructuring and to supply textbooks to schools timeously.

It said black education was faced with a serious collapse next year unless the State responded to calls for improvements and stationery.

These views were expressed by the national general secretary of the NECC, Mr James Maseko, when he addressed a Press conference in Johannesburg this week.

And for parents with children in township schools who may have been hopping for a consoling word that 1993 would be better, Maseko said collapse was imminent if the state did not stop its unilateral actions and also failed, as it did each year, to supply adequate books and stationery to schools "timeously".

Maseko, flanked by the new executive committee of the NECC, faced a barrage of questions from journalists, who wanted to know whether programmes of the organisation for next year again included school boycotts.

## Inconsistencies

He was asked about the inconsistencies of the NECC's now annual call for a return to class and the reintroduction of the spirit of learning, which are fol-

Sowetan 17/12/92 (50)  
**■ MASS ACTION** Cosas and Paso have threatened to embark on boycotts next year:

lowed immediately thereafter by calls for boycotts.

Maseko had unveiled a plan by his organisation to stimulate learning in black schools. These included a demand to the State to timeously deliver "sufficient textbooks" to all schools.

He was asked what if, as in the past, that did not happen. More school boycotts, more marches during school hours, the journalists wanted to know.

Maseko was candid. The success of the entire programme of resuscitating the spirit of learning depended on the State's response.

The NECC could not speak for the Government but could only hope that this would be done.

If the State failed, local and regional committees that are to be formed throughout the country would devise strategies to force the Government.

These strategies would not necessarily include taking children out of schools but could take the form of one-man protests, he said.

However, the NECC conference held at Midrand last week had not tabled particular programmes of action that could be followed as this would be done at local level, he said.

He said the NECC call for a return to class had been successful as many pupils had gone back to school.

This had however become a problem that destabilised schools as the State

failed to cope with the influx in terms of books, accommodation and teachers.

This in turn led to disruptions by students demanding books and classes, a problem that still existed today. Hence the demand for the timeous dispatch of books.

He said the NECC had realised the contradictions that had arisen as a result of its calls for schooling and its support for marches and boycotts during school time and was determined to avoid such situations.

It was imperative, he said, that parents and teachers, as well as students, gave full attention to the problem in black schools as the present "crisis" was likely to continue.

"The country can't afford a repeat of what has happened and we foresee a significant decline in education which can lead to a serious collapse of schooling in DET schools," Maseko said.

## Restructuring

He appealed to the Government to stop its unilateral restructuring of education in the form of retrenchment of teachers, Model C, privatisation of technikons, language policy and the education renewal strategy.

He said the NECC called for a negotiation forum on education.

But in the end it was clear that the NECC was caught in a Catch 22 situation.

It has on one hand backed demands by the deprived black communities for improvements in their education conditions. However, these demands can only be met by the State, which does not seem to see the urgency of the matter.

The only option left is pressure - here the problem starts. What pressure? Boycotts alienate parents and black society in general - but without the weapon what do they use to force the State to respond?

Hence the one-man protests planned now.

It is a brave plan which was almost convincing, until Maseko introduced Cosas and PASO, two student wings aligned to the ANC and PAC respectively.

Right there in the NECC offices, leaders of these student organisations announced that they were to embark on mass action next, would not pay school and exam fees and would not buy books.

It was as if we were in another world. Maseko's reassuring voice went out the window and one stared at the prospect of another 1992 next year.

It is a worrying thing for parents who pay so much, and leads to the exodus of pupils from townships to town.

But then only those who can afford it can do so.

The majority of working people who cannot afford the fees in town schools are left with their children in township schools, wandering around the streets day in and day out, in the name of the revolution.

And the question that begs an answer is, who, between the NECC and the Cosas-PASO axis, is fooling whom?

DEVELOPMENT AID  
**Down to basics**

Official development assistance — channelled primarily through nongovernment organisations (NGOs) in SA — is expected to

increase considerably by the end of the decade from this year's record US\$343m.

A recently published Development Co-operation Report on SA by the UN Development Programme shows that education & training accounts for nearly 43% of development aid of which a "considerable portion" is intended as bursaries for tertiary study. The other main recipients of money are community development, rural development and human rights and legal services, which will each receive 11% of the total.

*Continue*

Sectors that will receive smaller grants include policy research & planning, institutional and management development & public administration.

The report says SA's NGOs "acquitted themselves relatively well in the accountable management of the funds and the implementation of development activities" — in spite of lacking the material infrastructure or human resource support systems available to government aid recipients in other developing countries.

The lack of previous comprehensive studies means it's not possible to define or measure trends in aid flows, but the report says available evidence indicates that 1992 disbursements will represent the largest amount of external aid to SA during the past 10 years.

The UN programme concludes that the value of aid to SA and the number of agencies in the country are likely to increase over the next few years due mainly to political reform initiatives.

Harnessing foreign and other aid in a co-ordinated initiative is a goal of Independent Development Trust CEO-designate Wiseman Nkuhlu. He wants to see the establishment of an independent panel to co-ordinate the efforts of SA's development agencies and determine priorities (*Current Affairs* December 4).

Nkuhlu believes a co-ordinated develop-

ment effort will also encourage new support from foreign governments and agencies who are sometimes confused by conflicting demands from what may be perceived as rival SA organisations.

He says alleviating poverty and improving the quality of life of SA's poor are the most important goals. These can be done through the promotion of small and medium-sized businesses and farmer support programmes to develop a successful black commercial agricultural sector.

Nkuhlu says it's also essential that people should have access to clean water, housing, electricity and basic health care. ■

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DESEMBER

No. 14475

## GOVERNMENT NOTICES

**ADMINISTRATION:  
HOUSE OF ASSEMBLY**  
DEPARTMENT OF EDUCATION AND  
CULTURE

No. R. 3360 18 December 1992

EDUCATION AFFAIRS ACT (HOUSE OF  
ASSEMBLY), 1988

REGULATIONS RELATING TO EDUCATIONAL AUXILIARY SERVICES TO SUPPLEMENT EDUCATIONAL PROGRAMMES

The Minister of Education and Culture has under section 112 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), and with the concurrence of the Minister of the Budget, made the Regulations in the Schedule.

### SCHEDULE 50

#### Definitions

1. In these Regulations any word or expression to which a meaning has been assigned in the Act, shall have the meaning so assigned to it and, unless the context otherwise indicates—

“**advisory committee**” means an advisory committee referred to in regulation 2;

“**auxiliary service**” means an educational auxiliary service provided in terms of section 5 (1) (d) (iii) of the Act to supplement educational programmes;

“**auxiliary service fund**” means an auxiliary service fund referred to in regulation 10;

“**Executive Director**” means an Executive Director of Education referred to in section 4 of the Act;

“**member**” means a member of an advisory committee; and

“**the Act**” means the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988).

75346—A

## GOEWERMENTSKENNISGEWINGS

**ADMINISTRASIE:  
VOLKSRAAD**  
DEPARTEMENT VAN ONDERWYS EN  
KULTUUR

No. R. 3360 18 Desember 1992

WET OP ONDERWYSAANGELEENTHEDE  
(VOLKSRAAD), 1988

REGULASIES BETREFFENDE ONDERWYSHULPDIENSTE OM ONDERWYSPROGRAMME AAN TE VUL

Die Minister van Onderwys en Kultuur het kragtens artikel 112 van die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988), en met die instemming van die Minister van Begroting, die regulasies in die Bylae uitgevaardig.

### BYLAE

#### Woordomskrywing

1. In hierdie Regulasies het 'n woord of uitdrukking waaraan in die Wet 'n betekenis geheg word, die betekenis aldus daaraan geheg, en tensy uit die samehang anders blyk, beteken—

“**advieskomitee**” 'n advieskomitee in regulasie 2 bedoel;

“**die Wet**” die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988);

“**hulpdiens**” 'n onderwys hulpdienst wat ingevolge artikel 5 (1) (d) (iii) van die Wet voorsien word om onderwysprogramme aan te vul;

“**hulpdienfonds**” 'n hulpdienfonds in regulasie 10 bedoel;

“**lid**” 'n lid van 'n advieskomitee; en

“**Uitvoerende Direkteur**” 'n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet bedoel.

14475—1

**Establishment and constitution of advisory committee**

2. (1) The Executive Director may <sup>(50)</sup> establish an advisory committee for an auxiliary service.

(2) An advisory committee shall consist of—

(a) the head of the auxiliary service concerned; and

(b) not fewer than four and not more than eight persons who do not hold posts at the auxiliary service concerned, appointed by the Executive Director.

**Terms of office of members**

3. (1) A member shall hold his office for a term determined by the Executive Director.

(2) A member whose term of office has expired, may be appointed again.

(3) Notwithstanding the provisions of subregulation (1), the Executive Director may at any time remove a member from office for reasons he deems to be sufficient.

(4) Subject to the provisions of subregulation (3), members shall, notwithstanding the expiration of their terms of office referred to in subregulation (1), hold office until a new advisory committee is constituted in accordance with regulation 2.

**Office bearers of advisory committee**

4. (1) At the first meeting of an advisory committee such committee shall elect from its members a chairman, a vice-chairman and a secretary: Provided that the head of the auxiliary service concerned shall not be elected as chairman or vice-chairman of the committee.

(2) The chairman, vice-chairman and secretary shall, subject to the provisions of subregulation (3), hold office for a period of 12 months, provided that such period is not longer than the term for which he was appointed as member.

(3) Should the office of chairman, vice-chairman or secretary become vacant for any reason, the advisory committee shall at the first meeting after the vacancy has occurred, subject to the provisions of subregulation (1), elect one of its members to fill such vacancy for the unexpired term of office of his predecessor.

(4) The head of the auxiliary service shall act as chairman of the meeting during the election of a chairman, if the office of vice-chairman is also vacant.

**Allowances to members**

5. The allowances payable to a member who is not in the full-time service of the State when he is engaged in the business of the advisory committee, shall be determined by the Minister with the concurrence of the Minister of the Budget.

**Casual vacancies on advisory committee**

6. (1) A casual vacancy shall occur on an advisory committee if a member—

(a) resigns in writing;

(b) dies;

**Instelling en samestelling van advieskomitee**

2. (1) Die Uitvoerende Direkteur kan vir 'n hulpdiens 'n advieskomitee instel.

(2) 'n Advieskomitee bestaan uit—

(a) die hoof van die betrokke hulpdiens; en

(b) minstens vier en hoogstens agt persone wat nie betrekings by die betrokke hulpdiens beklee nie en deur die Uitvoerende Direkteur aangestel word.

**Ampstermyne van lede**

3. (1) 'n Lid beklee sy amp vir 'n termyn deur die Uitvoerende Direkteur bepaal.

(2) 'n Lid wie se ampstermyne verstryk het, kan weer aangestel word.

(3) Ondanks die bepalings van subregulasie (1) kan die Uitvoerende Direkteur van Onderwys te eniger tyd 'n lid van sy amp onthef om redes wat hy as voldoende ag.

(4) Behoudens die bepalings van subregulasie (3), beklee lede ondanks die verstryking van hul ampstermyne bedoel in subregulasie (1), hul ampte tot 'n nuwe advieskomitee ooreenkomstig regulasie 2 saamgestel word.

**Ampsbekleërs van advieskomitee**

4. (1) Op die eerste vergadering van 'n advieskomitee verkies so 'n komitee uit eie geledere 'n voorsitter, 'n ondervoorsitter en 'n sekretaris: Met dien verstande dat die hoof van die betrokke hulpdiens nie tot voorsitter of ondervoorsitter van die komitee verkies mag word nie.

(2) Die voorsitter, ondervoorsitter en sekretaris beklee hul ampte behoudens die bepalings van subregulasie (3), vir 'n tydperk van 12 maande, mits sodanige tydperk nie langer is as die termyn waarvoor hy as lid aangestel is nie.

(3) Waar die amp van voorsitter, ondervoorsitter of sekretaris om enige rede vakant raak, verkies die advieskomitee op die eerste vergadering nadat die vakature ontstaan het, behoudens die bepalings van subregulasie (1), een van sy lede om daardie vakature vir die onverstreke ampstermyne van sy voorganger te vul.

(4) Die hoof van die hulpdiens tree as voorsitter van die vergadering op tydens die verkiesing van 'n voorsitter, indien die amp van ondervoorsitter ook vakant is.

**Toelaes aan lede**

5. Die toelaes wat aan 'n lid wat nie in die heelydse diens van die Staat is nie betaal kan word wanneer hy met die sake van die advieskomitee besig is, word deur die Minister met die instemming van die Minister van Begroting bepaal.

**Toevallige vakatures in advieskomitee**

6. (1) Toevallige vakature in 'n advieskomitee ontstaan indien 'n lid—

(a) skriftelik bedank;

(b) te sterwe kom;

(c) is absent from three consecutive meetings without the permission of the committee;

(d) is removed from office in terms of regulation 3 (3); or

(e) accepts a post at the auxiliary service concerned, excluding that of head thereof.

(2) Whenever a casual vacancy occurs, the Executive Director shall forthwith appoint a competent person to fill the vacancy.

(3) A person appointed in terms of subregulation (2), shall, subject to regulation 3 (3), hold office for the unexpired portion of the term of office of his predecessor.

#### **Powers and functions of advisory committee**

7. The Executive Director shall determine the powers and functions of an advisory committee.

#### **Meetings of advisory committee**

8. (1) An advisory committee shall meet at least once during a school quarter.

(2) The chairman of an advisory committee shall determine the date, time and place of a meeting and the secretary of such committee shall at least 14 days prior to such meeting, notify each member in writing thereof: Provided that in the case of a matter requiring urgent handling in the opinion of the chairman of the advisory committee, at least 24 hours' notice may be given.

(3) Any person may on the invitation of the advisory committee be present at a meeting of such committee and take part in the discussion, but shall have no vote and shall leave the meeting when the advisory committee so decides.

(4) An advisory committee may require any staff member of the auxiliary service concerned to attend a meeting of such committee in connection with any matter relating to the functions of the advisory committee.

(5) The majority of the number of members of an advisory committee constituted in accordance with regulation (2), shall constitute a quorum for any meeting of the advisory committee.

(6) An advisory committee shall determine its own rules relating to its meetings and procedures at those meetings.

#### **Minutes of proceedings of meetings**

9. (1) The secretary of an advisory committee shall keep minutes of the proceedings of every meeting and shall provide the Executive Director, at his request, and every member with a copy of such minutes.

(2) The minutes of the proceedings of every meeting of an advisory committee—

(a) shall at the next ensuing meeting of the advisory committee be submitted for approval; and

(b) shall at all reasonable times be open for inspection by the members and the Executive Director.

(3) Upon the dissolution of an advisory committee or the expiry of its term of office, all minutes and other documents of such committee shall be handed to the head of the auxiliary service concerned.

(4) At the discontinuation of an auxiliary service the head of the auxiliary service shall hand in all minutes and other documents of the advisory committee at the Department for safe-keeping.

(c) sonder die toestemming van die komitee van drie agtereenvolgende vergaderings afwesig is;

(d) ingevolge regulasie 3 (3) van sy amp onthef word; of

(e) 'n betrekking by die betrokke hulpdiens aanvaar, uitgesonderd die betrekking van hoof daarvan.

(2) Wanneer 'n toevallige vakature ontstaan stel die Uitvoerende Direkteur onverwyld 'n bevoegde persoon aan om die vakature te vul.

(3) 'n Persoon wat ingevolge subregulasie (2) aangestel is, beklee sy amp behoudens regulasie 3 (3) vir die onverstreke deel van die ampstermyn van sy voorganger.

#### **Bevoegdhede en werksaamhede van advieskomitee**

7. Die Uitvoerende Direkteur bepaal die bevoegdhede en werksaamhede van 'n advieskomitee.

#### **Vergaderings van advieskomitee**

8. (1) 'n Advieskomitee vergader minstens een keer gedurende 'n skoolkwartaal.

(2) Die voorsitter van 'n advieskomitee bepaal die datum, tyd en plek van 'n vergadering en die sekretaris van so 'n komitee stel elke lid minstens 14 dae voor sodanige vergadering skriftelik daarvan in kennis: Met dien verstande dat in die geval van 'n saak wat na die oordeel van die voorsitter van die advieskomitee spoedeisend hanteer moet word, minstens 24 uur kennis gegee kan word.

(3) Enigiemand kan op uitnodiging van die advieskomitee by 'n vergadering van so 'n komitee teenwoordig wees en aan die besprekings deelneem, maar het nie stemreg nie en verlaat die vergadering wanneer die advieskomitee aldus besluit.

(4) 'n Advieskomitee kan vereis dat enige personeelid van die betrokke hulpdiens 'n vergadering van so 'n komitee moet bywoon in verband met enige aanleiding wat op die werksaamhede van die advieskomitee betrekking het.

(5) Die meerderheid van die getal lede van 'n advieskomitee ooreenkomstig regulasie 2 saamgestel, maak 'n kworum vir enige vergadering van die advieskomitee uit.

(6) 'n Advieskomitee bepaal sy eie reëls betreffende sy vergaderings en prosedures op daardie vergaderings.

#### **Notules van verrigtinge van vergaderings**

9. (1) Die sekretaris van 'n advieskomitee hou notule van die verrigtinge van elke vergadering en voorsien die Uitvoerende Direkteur, op sy versoek, en elke lid van 'n afskrif van so 'n notule.

(2) Die notule van die verrigtinge van elke vergadering van 'n advieskomitee—

(a) moet op die eersvolgende vergadering van die advieskomitee vir goedkeuring voorgelê word; en

(b) moet te alle redelike tye ter insae lê van die lede en die Uitvoerende Direkteur.

(3) By die ontbinding van 'n advieskomitee of die verstryking van sy ampstermyn moet alle notules en ander dokumente van so 'n komitee aan die hoof van die betrokke hulpdiens oorhandig word.

(4) By die beëindiging van 'n hulpdiens moet die hoof van die hulpdiens alle notules en ander dokumente van die advieskomitee by die Departement vir veilige bewaring inhandig.

**Establishment and control of auxiliary service fund**

10. (1) The Executive Director may establish an auxiliary service fund for an auxiliary service to provide such amenities or promote such activities for that auxiliary service as he may deem necessary in the general interest of the auxiliary service: Provided that all contributions to such fund shall be voluntary. (50)

(2) All moneys which an auxiliary service receives from any source shall be paid into the auxiliary service fund.

(3) No person, organization or body shall collect contributions in the name of or on behalf of an auxiliary service or auxiliary service fund without the written consent of the head of the auxiliary service.

(4) (a) An auxiliary service fund established under subregulation (1), shall be controlled and managed by the advisory committee of the auxiliary service concerned, and the moneys in the auxiliary service fund shall be accounted for and dealt with in accordance with the directions issued by Government Notice No. R. 1719 of 27 July 1990, which directions shall *mutatis mutandis* apply to auxiliary service funds.

(b) For the purposes of the directions referred to in paragraph (a)—

(i) a reference in the said directions to a fund shall be construed as a reference to an auxiliary service fund;

(ii) a reference in the said directions to a council shall be construed as a reference to an advisory committee; and

(iii) a reference in the said directions to a school or a hostel shall be construed as a reference to an auxiliary service.

(5) (a) When an auxiliary service is to be discontinued, the advisory committee shall, before the discontinuation, in consultation with the provincial education department concerned under whose jurisdiction the auxiliary service falls, decide to which other educational institution's fund the moneys, and the furniture, equipment and other items purchased solely with money out of the auxiliary service fund, or donated to such auxiliary service, shall be transferred, subject to specific conditions which may apply to certain donations.

(b) After an auxiliary service has been permanently discontinued, the Executive Director shall determine the manner in which effect is to be given to a decision contemplated in paragraph (a), and any costs incurred in connection therewith shall be charged against the balance of the auxiliary service fund.

(c) The items referred to in paragraph (a) shall be deemed to be a donation to the fund to which they are transferred.

**Instelling en beheer van hulpdiensfonds**

10. (1) Die Uitvoerende Direkteur kan vir 'n hulpdiens 'n hulpdiensfonds instel om vir daardie hulpdiens die geriewe te voorsien of die aktiwiteite te bevorder wat hy in die algemene belang van die hulpdiens nodig ag: Met dien verstande dat alle bydraes tot so 'n fonds vrywillig is.

(2) Alle gelde wat 'n hulpdiens uit enige bron ontvang word in die hulpdiensfonds gestort.

(3) Geen persoon, organisasie of liggaam samel bydraes in die naam van of ten behoeve van 'n hulpdiens of hulpdiensfonds in sonder die skriftelike toestemming van die hoof van die hulpdiens nie.

(4) (a) 'n Hulpdiensfonds kragtens subregulasie (1) ingestel, word beheer en bestuur deur die advieskomitee van die betrokke hulpdiens en die geld in die hulpdiensfonds word van rekenskap gegee en mee gehandel volgens die voorskrifte uitgereik by Goewermentskennisgewing No. R. 1719 van 27 Julie 1990, welke voorskrifte *mutatis mutandis* van toepassing is op hulpdiensfondse.

(b) By die toepassing van die voorskrifte in paragraaf (a) bedoel—

(i) word 'n verwysing in genoemde voorskrifte na 'n fonds uitgelê as 'n verwysing na 'n hulpdiensfonds;

(ii) word 'n verwysing in genoemde voorskrifte na 'n raad uitgelê as 'n verwysing na 'n advieskomitee; en

(iii) word 'n verwysing in genoemde voorskrifte na 'n skool of 'n koshuis uitgelê as 'n verwysing na 'n hulpdiens.

(5) (a) Wanneer 'n hulpdiens beëindig moet word, besluit die advieskomitee voor die beëindiging in ooreenstemming met die betrokke provinsiale onderwysdepartement onder wie se jurisdiksie die hulpdiens ressorteer, na watter onderwysinstelling se fonds die gelde en die meubels, uitrusting en ander items uitsluitlik met geld uit die hulpdiensfonds gekoop, of aan sodanige hulpdiens geskenk, oorgeplaas moet word, behoudens spesifieke voorwaardes wat op bepaalde skenkings van toepassing mag wees.

(b) Nadat 'n hulpdiens permanent beëindig is, bepaal die Uitvoerende Direkteur van Onderwys die wyse waarop uitvoering gegee moet word aan 'n besluit in paragraaf (a) beoog, en enige koste in verband daarmee aangegaan word teen die saldo van die hulpdiensfonds in rekening gebring.

(c) Die items in paragraaf (a) beoog, word as 'n geskenk aan die fonds waarheen dit oorgeplaas word beskou.

# Education

## ■ The DET holds the key to progress in black education in the new year:

PROPER and sufficient schooling infrastructure by the Department of Education and Training will decide the course of black education for 1993.

Exactly how black schooling will be in the coming year will depend largely on what happens when schools re-open.

Already the National Education Co-ordinating Committee (NECC) has forecast doom and damnation if the Government does not provide properly for black education. *50* *31/12/92*

But it has been the same story since the mid-'80s when frustrated and demotivated pupils moved from one township to the next only to have education doors slammed in their faces. Not enough classrooms.

Militant pupils seized registration posts, set teachers and organisations against each other and parents watched helplessly from the sidelines.

That first day's confusion usually sets the pace for the year.

Next year will be a write-off unless drastic improvements are made.

Beacons of hope are:

Signing of the South African Democratic Teachers Union (Sadtu) recognition agreement by the DET.

The setting up of the private sector's R500 000 Education Trust.

Attempts by student and pupil organisations to work together.

The National Education Conference made up of 14 organisations.

The Disheartening:

Threats by the Pan African Student Organisation (Paso) and Congress of South African Students (Cosas) to embark on boycotts.

The Government's continued unilateral restructuring of education, not to mention its fragmented education.

Continued parental apathy.



EDUCATION — GENERAL

1993

JANUARY — MARCH.

# Data highlights school inequities

(56) ARG 2/1/93

■ An American research group's data on black-white educational disparities is seen to be invaluable to black negotiators seeking an equitable dispensation for education that hitherto was designed and operated overwhelmingly in favour of white school children

NEW YORK. — A North Carolina researcher says he is optimistic a computer study he helped conduct will bring more equality to South Africa's educational system.

An independent agency in South Africa invited Mr Hank Healey of the Research Triangle Institute and colleague Mr Luis Crouch to the country nearly two years ago to help gather data about the national school system.

The data they collected and analysed led to the first seri-

ous discussions between black leaders and the white minority government on providing equal education opportunities for South Africa's children, the News and Observer of Raleigh reported this week.

"The most striking thing about it to me was that everybody really wanted the transition to work," said Healey, who works with Crouch at the RTI's Center for International Development. "It's a very hopeful sign."

Disparities between schools for whites and those for black and so-called coloured children have long been recognised, but there was little data about the size of the gap or the amount of money needed to bridge it.

For black groups such as the African National Congress, such data was crucial for bargaining.

"They realised they didn't hold any of the cards because the government owned all the data," Healey said. "So the negotiations were all uphill."

Healey, Crouch and a partner from the Education Foundation spent 18 months in South Africa gathering infor-

mation and then fed the data into a computer programmed to analyse it.

"In 18 months, we had in one source better information than could be found in any one source in the government," Healey said.

Afterwards leaders of South Africa's major political groups attended workshops on school reform.

Whites learned that the government spends more than three times as much on each white pupil as on a student of another race. And that the average pupil-to-teacher ratio in white schools was 22 to 1, compared with 40 to 1 for most blacks — and in rural areas, 100 to 1.

Blacks learned that it would not be simple to raise the standards of black schools to match those of white schools. Achieving full parity would consume more than half the nation's entire budget. A compromise solution involved taking some money from white schools while gradually improving standards for non-white schools. Desegregation is now being explored, but it will take years to work out details. — Sapa-AP.

**T**HE GOVERNMENT OF President FW de Klerk is ultimately responsible for the poor matric results in black education.

However, De Klerk and his Government are not alone in the dock.

Accompanying De Klerk and his fellow creators and curators of apartheid are the liberation movements, the principals and the teachers.

To put it simpler, the mere fact that black education - as apart from white education and coloured education and Indian education - is still an issue is indicative of the superficiality of what De Klerk calls "Government's constitutional goals".

When the noose of isolation, financial, economic and trade sanctions tightened around the ruling National Party, they started looking for a way out of the hangman's shadow.

The NP then, by the later 1980s, looked at what accounting or managerial methods could be used to save its neck and complied, methodically, over an extended period with the requirements laid down by the international community for the lifting of sanctions.

### Anti-Apartheid Act

De Klerk looked specifically at the Comprehensive Anti-Apartheid Act passed by the United States Congress in 1986 and stopped at that.

He wanted Government to be admitted into the international fold and dressed the country up for this.

It is quite clear that repealing provisions in the constitution which make room for racism in education and social pensions, for example, are not part of De Klerk managerial redevelopment of South Africa.

Humanitarianism is not part of the National Party's political make-up.

But, as the self-proclaimed big brother of the broader liberation movement, the African National Congress is not without blame.

The ANC lost its impotence when it impaled itself on the spear of the nation and entered into negotiations with Government while one of the NP's most effective policies, Bantu or black education, was still in effect.

### Black education

So luring is the promise of potency that the ANC will re-enter talks with Government on January 20 this year with the issue of black education still unresolved and still eating away at the black community like a progressive and terminal disease.

Black pupils will return to black schools and learn black syllabi prescribed by white, probably NP aligned, civil servants.

The teachers and principals appear to be too interested in retaining their salaries, pensions and housing allowances than getting involved in

The problem with black education is that everyone has something to say but very few are actually doing something. The Government, the PAC, Azapo and ANC are all to blame, argues Political Correspondent **Ismail Lagardien:**

*Sowetan 4/1/93*



### FW de Klerk ... cannot escape blame.

creative ways of levelling education in the country.

It's the old syndrome of everyone has something to say about the parlous state of affairs but nobody does anything to change it.

Which brings one to the other tier of the liberation movement, the Azanian People's Organisation and the Pan Africanist Congress.

These two parties issue more re-active than pro-active statements than any single group of people in this country.

### Liberating the masses

Azapo and the PAC, both of whom claim to have the right formula for "liberating the masses", have not lived up to expectations. They did not do so in 1990, when the black matric pass rate was 36,4 percent, not in 1991 when it was 39,2 percent and not now that it is 43,8 percent.

They have not even considered calling for a separate education forum, as the labour federations have, to solve the education problem.

At the same time, big business, which has a vested interest in the labour force of the next

**It is quite clear that repealing provisions in the constitution which make room for racism in education and social pensions, for example, are not part of the De Klerk managerial redevelopment of South Africa**

South Africa, has done even less. Admittedly some companies have prepared bursaries and/or fund private schools.

These private schools, however, do not form part of the catastrophe that plays itself out at the end of every school year for black matriculants.

### Obligation, not right

It is absolutely necessary that something is done to improve black education, as an obligation not as a right.

It has been suggested that raising the education standards for all pupils in the country, with an added year of education for black pupils to catch up with their white counterparts, is a solution.

But whatever the mooted suggestion, it is perhaps high time that the political representatives of black scholars say this far and no further.

It is perhaps high time, too, that De Klerk and his people are asked to answer the most crucial question which the President has avoided answering in spite of *Sowetan's* obduracy:

Does De Klerk really think that apartheid can be killed by repealing the legislation that holds it in place?

Chances are he will not.

# Single education system 'on way'

ROBERT BRAND

Weekend Argus Political Staff

SO  
ARG 9/1/93

RACIALLY fragmented education departments — and with them Model C schools — are on the way out, possibly before the end of next year.

In an interview in the latest issue of Leadership magazine, National Education Minister Piet Marais said a single education system could be in place before a constitutional settlement had been reached.

Mr Marais said there was "a fair

amount of consensus" about the aim of a single, non-discriminatory education system among the key political players.

While educational reform should go hand in hand with political reform, changes to the education system could be brought about before the implementation of a new constitution.

"Until we have a completely new constitutional dispensation, we should start working towards creating a new educational system.

"Changes that could be brought about independently of the political process

should also now at least be considered and discussed with all the players," he said.

The government envisages the election of a constituent assembly before April next year, with a new constitution being negotiated towards the end of 1994.

Democratic Party education spokesman Mr Roger Burrows went even further, saying racial education departments could be disbanded before the formation of an interim government — in other words, before April next year.

He anticipated the Model C system would then disappear.

## Racial furore as Tvl school goes open

JOHANNESBURG. — A nursery school this week found itself in the middle of a racial furore when white parents withdrew their children because a black child had been enrolled.

Most of the 34 children removed were taken home to be looked after by black domestic workers, news reports here said.

Owner of the Wonderland creche in Alberton, Mr Jan van der Merwe, said his life and property had been threatened and parents had said because he had admitted four-year-old Derrick Smit, the son of a black accountant and coloured woman.

After buying the creche, he informed parents he would be opening it to all races. Although some parents objected, he had not anticipated losing almost half his pupils. — Sapa

# Govt, ANC to meet tomorrow

*Blom 9/2/93*  
**BILLY PADDOCK**  
**11/1 804A**

**FUNDAMENTAL** problems still divided government and the ANC but much common ground was being found on the process which the parties hoped would bring them closer together on the core issues of regionalism and power-sharing.

Negotiators from both camps yesterday firmly denied any agreements had been reached in bilateral talks which they said were "exploratory".

"The only agreement we have been able to come to has been that there should be a preparatory planning conference prior to a new multiparty forum being convened," one source said.

Government and the ANC were seeking common ground to satisfy minimum demands which would provide a basis for the two parties to argue in tandem during multilateral talks.

Sources said yesterday the government/ANC bilateral meeting tomorrow would be tense because the Umkhonto we Sizwe issue had moved to the top of the agenda following last week's disclosure of an arms smuggling operation in Natal.

Government believes a decision on how to deal with the security forces and armed formations such as MK is vital to allow multiparty talks to move to the next stage.

It believes that once this has been achieved there would be a firm basis for multiparty talks to move on, especially with Inkatha demanding MK's disbandment before it joins negotiations.

Meanwhile, at the government/Inkatha bilateral talks yesterday, priority attention was devoted to political violence and the control of weapons by armed forces other than security forces.

In a joint statement after the meeting, Constitutional Development Minister Roelf Meyer and Inkatha national chairman Frank Mdlalose said they had discussed at length violence "by armed bands sowing death and destruction amongst their public and private opponents".

Linked to this was discussion on the acquisition and distribution of arms and armaments and the "destabilising effect these have on the constitutional negotiating process, as well as the question of private armies in an election process", the statement said.

They said the rest of the time was spent on the proposed planning conference and on the exploration of common ground on constitutional matters. The delegations said they hoped the conference would take place before the month-end and they decided to meet for three days

from February 17 to 19.

Meanwhile senior MK and ANC officials, including MK chief of staff Siphiwe Nyanda and southern Natal regional chairman Jeff Radebe, went to Middelburg yesterday to discuss the alleged operation with the three cadres detained after the discovery of the cache.

Senior ANC negotiators told government last week that senior officials were not involved and the matter would be fully investigated.

ANC spokesman Carl Niehaus said the investigating team would report back today.

Four major areas of disagreement between the ANC and government remain to be discussed at tomorrow's meeting.

These are: how comprehensive should an interim constitution be; at what stage should the powers, functions and duties of regions be determined; how to build in checks and balances that dispense with the need for entrenched power-sharing; and what level of authority the transitional executive council will have, especially over security forces.

The government negotiator said the parties were trying to find agreement on a phased approach to regionalism. Government and the ANC held similar views on the issue, but differed with regard to timing and implementation.

## Quelea

CAPE TOWN — An agricultural Agriculture Department spokesman said that the program Sapa reports ti

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## Heated debate likely on medical aid Bill

ANDREW KRUMM

TODAY'S parliamentary debate over the Medical Schemes Amendment Bill is expected to be acrimonious as parties air their feelings about the provision and cost of health care.

Doctors, worried that they would not be paid for services, initially objected to the Bill's proposed removal of automatic payment guarantees by medical aids. The Medical Association of SA called for the resignation of Health Minister Rina Venter.

However parliamentary sources expect the Bill to be passed largely unscathed — and with the support of those who regard it with distaste.

DP health spokesman

However a recent con-

# Govt: Model C here to stay

Staff Reporter

EDUCATION and Culture Minister Mr Piet Marais yesterday denied rumours that the Model C system would soon be abolished.

He was responding to claims by DP education spokesman Mr Roger Burrows that there were clear indications from government sources that racial education departments were soon to

be disbanded. **SO CT 9/11/93**  
"In a new education dispensation state-aided schools could form the core of a community orientated education system," Mr Marais said yesterday.

Their research towards the end of 1992 showed that 94,2% of parent communities evaluated the Model C system as satisfactory to reasonably satisfactory, and that only 7,2% of parents had

not yet paid school fees.

Camps Bay High School governing body chairman Mr Barry Gie said that to his knowledge most Peninsula state-aided schools' had debt was 20%.

He added that the supposed benefits of increased autonomy and parent involvement had not amounted to anything substantial at most Model C schools. — Sapa

## Racial furore as Tvl school goes open

JOHANNESBURG. — A nursery school this week found itself in the middle of a racial furore when white parents withdrew their children because a black child had been enrolled.

Most of the 34 children removed were taken home to be looked after by black domestic work-

# SA endorses chemical weapons ban

By Esther Waugh  
Political Reporter #11/193

South Africa will this week sign a United Nations treaty prohibiting the use of chemical weapons.

Foreign Affairs Minister Pik Botha is to sign the Chemical Weapons Convention (CWC) on Wednesday in Paris.

The CWC prohibits the development, production, stockpiling and use of chemical weapons.

It makes provision for comprehensive verification measures, including inspections and routine verifications in the chemical industry.

The convention was finalised in August in Geneva by the Ad Hoc Committee on Chemical Weapons at the UN Conference on Disarmament and was later endorsed by the UN General Assembly.

Botha said: "The decision to sign the Chemical Weapons Convention in January 1993 is an expression of the South African Government's wish to participate in international disarmament initiatives."

The Government acceded to the Treaty on the Non-proliferation of Nuclear Weapons on July 10 1991.

# Single education system on way

STAR 11/193

Own Correspondent (SO)

Racially fragmented education departments — and with them Model C schools — are on the way out, possibly before the end of next year.

In an interview in the latest issue of Leadership magazine, National Education Minister Piet Marais said a single education system could be in place before a constitutional settlement had been reached.

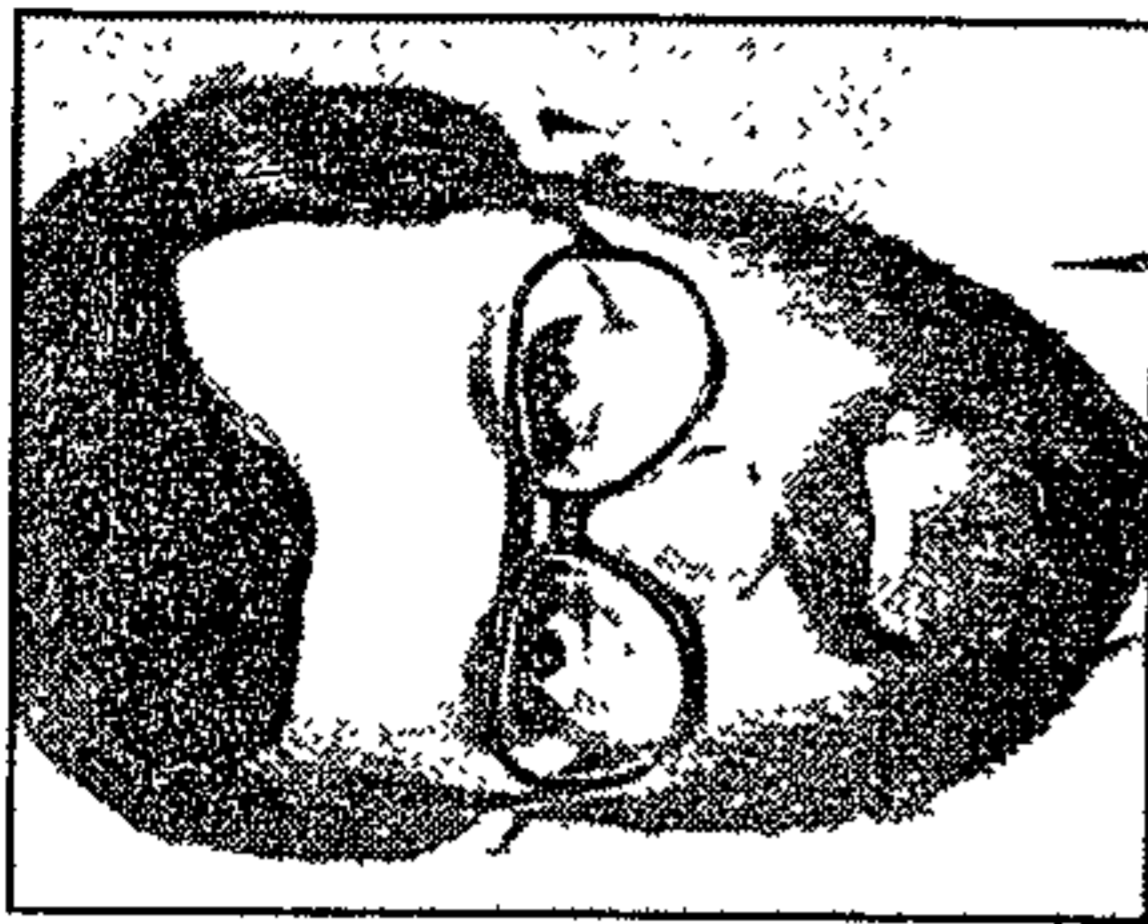
Marais said there was "a fair

amount of consensus" about the aim of a single, non-discriminatory education system among the key political players.

"Until we have a completely new constitutional dispensation, we should start working towards creating a new educational system," he said.

The Government envisaged the election of a constituent assembly before April next year, with a new constitution in place towards the end of 1994.

But Democratic Party educa-



Roger Burrows . . . must map out new system.

tion spokesman Roger Burrows said racial education departments could be disbanded before the formation of an interim government in April next year. He anticipated the Model C system would then disappear.

Burrows said it was imperative the Government began discussions immediately to map out a new education system.

He expected that a future system would entail State, State-aided and private schools.

# Air crash survivor thanks family for brave sea rescue

Own Correspondent

RICHARDS BAY — "Thank you, thank you all for saving my life. I would have died."

With these words, German air crash survivor Gunter Vogel greeted the four members of the Rohlandt family who rescued him on Friday.

The plane in which Vogel and two friends were flying from Nelspruit to Durban crashed

into the sea 300 m off Nhlabane Beach, north of Richards Bay.

Koos and Allen Rohlandt braved rough, shark-infested waters to pull him to safety.

The family visited him in the Bay Hospital at the weekend, where he is recovering from a fracture in his spine and numerous bruises.

The Rohlandts said his relief at surviving was tinged with sadness at the loss of his two

friends, pilot Gines Demoral and fellow tourist Helmut Scheibe.

Vogel (40), a graphics designer from Nuremberg, told his new friends: "I am very lucky to be alive and have already phoned my family at home to tell them I am all right."

Vogel owes his life to the fast action of Transvaal holiday-maker Stephen Rohlandt, who was packing up to leave the

beach after a day of fishing with his sister and brother, who live in Richards Bay.

They saw the Piper Cherokee 235 plunge into the sea after a wing had hit the water.

Stephen Rohlandt said he told his younger brother Koos and his son Allen to jump into the water to help one of the crash victims who appeared to be swimming to shore.

# We can't start



# Cosas campaign against school and exam fees

JOHN YELD  
Staff Reporter

A CAMPAIGN against the payment of school and examination fees is being launched by the Congress of South African Students (Cosas) in the Western Cape this week.

Cosas regional president Mr Songezozo Mgongile said yesterday that the move was in line with a national decision announced jointly by Cosas and the Pan Africanist Students' Organisation (Paso) last year.

"We believe education is the re-

sponsibility of the government," he said.

Cosas was planning a mass meeting of standard 10 pupils on Thursday to discuss the campaign, and would also consult parents and community organisations on the issue, said Mr Mgongile.

The campaign would be geared to high school pupils and would include rallies. Cosas did not envisage class boycotts at this stage.

"But we will do anything at our disposal to make the campaign a suc-

cess," he warned.

Mr Mgongile said the government had acted "very irresponsibly" by increasing the examination fee for matric pupils.

Cosas believed the fee, which was between R76 and R84, had been raised to about R105.

The 1985 campaign against school fees had been successful, but the Department of Education and Training (DET) had reimposed the system after 1987, when soldiers had been sent into classrooms during the state of emer-

gency, Mr Mgongile alleged.

School fees were R60 and Cosas believed some schools were overcharging pupils.

"We are saying this (the school fee system) is going to come to an end," he said.

"There should be no obstacle for any child to register in any school. No child must be deprived of the right to learn."

There had been "maximum support" for the campaign in schools Cosas had visited so far.

ALG 2/2/93 (50)

# Class boycott over exam fees

By RAMOTENA MABOTE

TOWNSHIP pupils have embarked on a class boycott in defiance of ANC, PAC and Azapo calls for them to go back to school this year.

Classrooms were deserted yesterday morning when the pupils began a campaign against examination fees.

The class-boycott call was made by the Congress of South African Students (Cosas), the Pan Africanist Students' Organisation (Paso) and the Azanian Students' Movement (Azasm).

An Azasm spokesman said the purpose of the boycott was to draw the attention of "liberation" and community organisations to pupils' problems.

Last week national spokesmen for Cosas and Azasm denounced a similar action in Soweto.

Speaking on a CCV newswire programme on Monday evening, they said more consultation was needed and that any action taken should not disrupt schools.

Mr Monde Tulwana, a teacher at ID Mkhize and a former national president of the National Education Crisis Committee, said the pupils' campaign made a "mockery" of the existing Parents', Teachers' and Students' Associations (PTSAs).

He said that although the issue of exam fees was serious and

## Mass action on education crisis

JOHANNESBURG. — Mass action aimed at ending the financial crisis affecting students and calling for the disbanding of the Independent Development Trust is to hit tertiary education country-wide on March 8.

At a press conference at Wits University yesterday, South African Students' Congress (Sasco) information and publicity secretary, Mr Mogomotsi Mogodiri, called for the disbanding of the IDT because of dissatisfaction with its "unilateral" approach in giving students financial assistance.

Sasco's Southern Transvaal regional chairman, Mr Peniel Mashele, said this

was in spite of the trust having agreed to consultation on funding.

Sasco said mass action would take the form of sit-ins, marches, demonstrations, and picket protests.

According to Sasco's figures, the University of the North (Turfloop) had outstanding student fees of R18 million in 1992, and only 3 000 students are registered there this year, compared with 12 000 last year.

At Fort Hare, which had an R11 million deficit in 1992, only 2 500 students registered, against 6 000 last year.

Mr Mashele said the IDT should fund students in arrears, to enable them to register this year. — Sapa

needed to be addressed, teachers could not be part of unnecessary and unwanted action.

"Our position is clear. Teachers and parents must meet soon and come out clearly on this matter, while pupils and teachers must go back to class to learn and teach, respectively," he said.

The PAC's regional secretary, Mr Batembu Lugulwana, said yesterday that his organisation was not against students taking action against the injustices of the Department of Education and Training (DET), but strategies had to be decided after extensive consultation.

The ANC's Mr Tony Yengeni, said that the disruption of classes was not consistent with the call

by the ANC for pupils to go back to class this year.

He said the ANC would neither condemn nor support any action about which it did not have full knowledge, and called for an urgent meeting to discuss the matter.

President of the SA Democratic Teachers' Union (Sadtu), Mr Shepherd Mdladlana, said Sadtu would discuss the matter with all concerned organisations this weekend, before making a statement.

The pupils plan to march to DET offices today.

A DET spokesman said the department was not informed of the disrupted classes or the planned march.

# Decision pending on schools system

B10m 11/1193

(50)

KATHRYN STRACHAN

NO DECISION had been made about the establishment of a single education structure, National Education Minister Piet Marais said on Friday.

In response to reports last week that the establishment of a single department of education was imminent, Marais said that no decisions in regard to the future of education have yet been made — but various possibilities were being explored.

There was consensus on the aim for a single non-discriminatory education system, Marais said, but he added that changes in education should go hand in hand with constitutional changes.

Educational changes would relate to questions such as whether to have a centralised or decentralised system of government, and whether regions should have original or delegated authority.

"In the meantime, until we have a completely new constitutional dispensation, we should start working towards creating a new educational system," he said.

Marais said changes that could be brought about independently of the political process should also be at least considered and discussed with all players.

Marais also denied claims made by DP and ANC sources that the Model C system would disappear once a single education structure was in place.

"In a new education dispensation, state-aided ordinary schools (Model C schools) could form the core of a community-orientated education system. One of the main advantages of state-aided ordinary schools is embedded in the fact that they contribute to an increased level of community participation," he said.

He added that the wide acceptance of the Model C system by parents and teachers as well as the smooth implementation of the system showed that it had been a success, and that it gave important pointers to the future.

Research conducted at the end of last year which revealed that only 7,2% of all parents had not yet paid school fees and that 94,2% of all parents evaluated the system as "satisfactory to reasonably satisfactory" showed that Model C was here to stay, he said.

Meanwhile, Transvaal Education Department (TED) executive director Ken Paine said at the weekend that three schools in Johannesburg's northern suburbs had been re-established as Model D schools this term.

TED spokesman Willie van Staden said the three former Model C schools — Northview High, Barnato Park High and Bramley Primary — had closed at the end of last year because of dwindling pupil numbers. The schools will now be reopened as Model D schools, which means they will be non-racial and fully funded by the state.

He said preference would be given to pupils who resided in the natural feeder areas of these schools.

Northview High and Barnato Park High are the first secondary schools in the Transvaal to adopt Model D status.

Van Staden added that 18 Transvaal schools had closed their doors at the end of last year as a result of declining pupil numbers.

● Comment: Page 4

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# Cape schools defy fully-funded trend

APR 13/1/93 (5)

JOHN VILJOEN  
Education Reporter

SOME cash-strapped schools elsewhere in the country have given up Model C status in a bid for survival — but the trend in the Cape seems to be the opposite.

Cape Education Department (CED) spokesman Dr Orland Firmani said yesterday that no Cape Model C schools had applied to change back to fully-funded state schools.

He said more schools were turning to the Model C option.

Dr Firmani was reacting to reports that certain struggling Johannesburg schools had dropped their Model C status in favour of Model D to stay open.

In terms of Model D a marginal school controlled by one of the white education departments effectively becomes a black school.

Model C schools have to have a majority of white pupils, but through negotiation such a school can become a Model D school with no racial restrictions.

The school continues to be run and staffed by the white department and fees are not compulsory.

There are no Model D schools in the Cape.

"To date no Cape Model C school has requested a change in its status," said Dr Firmani.

Since May 1 last year, when Model C was introduced in Cape schools, eight more CED schools had applied for Model C status and a ninth would be changing in April, he said.

# Model C: Racial mix increases

Staff Reporters

CONTROVERSIAL Model C schools re-open on Tuesday and despite schools being forced to increase their fees, many report having become more racially integrated this year.

South African College Schools headmaster Mr Gordon Law said yesterday there had

been an "appreciable increase" in the number of Std 6 pupils admitted from other race groups this year.

Fees would be increased by 15% during the course of the year.

Gardens Commercial High School, where fees are to be increased by about 10%, principal Mr John Wagerhoff said yesterday there had been a

"definite increase" in the number of pupils admitted from different race groups and the situation was now approaching racial parity.

Westerford High School deputy principal Mr James Bisset said there had been more applications from pupils from other race groups this year and the school was slowly becoming more integrated.

● A white Brackenfell family have chosen to send their two sons to a coloured high school, Kasselsvlei Senior Secondary School, where annual fees only total R75 as opposed to nearly R2 000 at alternative local Model C schools.

Kasselsvlei principal Mr Franklin Engelbrecht was happy to admit the two white pupils.

(50) CT 16/1/92

CIPress 17/11/93

# New teachers hunt for jobs

By **BENSON NTLEMO**

THE Gazankulu Department of Education has failed to create new posts for hundreds of newly qualified teachers from three colleges of education.

Hundreds of new teachers have found themselves stranded,

Political comment and newsblits by K Sibya, headlines and sub-editing by B Kheswa, both of 2 Herb St, New Doornfontein, Johannesburg.

frantically looking for schools where they could push out unqualified teachers and take up posts.

Angry teachers told City Press this week they had contacted the circuit offices in Giyani and were told that even if they could locate themselves in some of the schools, they would not be paid until April.

Those who had not got

(50) posts said they were told that the government would create new posts in April.

Director-general for education in Gazankulu, SDC Vukela, confirmed no new posts were created for the newly qualified teachers.

Vukela attributed his department's failure to under-funding and said he hoped new posts would be created by April.

## Parents set for lessons about management

Education Reporter

AS Model C schools begin the first full year under the system, efforts are being made to inform and advise governing bodies on effective financial management.

The Cape Provincial Parents' Association has announced the first initiative.

Chairman Mrs Naomi Peagam said the association had had several inquiries and requests for help or guidance from governing bodies.

Most inquiries revolved around budgeting, recovering unpaid compulsory fees, financing additional teachers and the implications of tax and VAT on Model C.

The association had arranged a seminar at which hired consultants would brief governing bodies on tax, accounting, financial and legal matters.

The seminar would be at 2 pm on January 29 in Zoology Lecture Theatre 2, University Avenue, Upper Campus, at the University of Cape Town.

It would be repeated at 8.30 am on January 30 in the extra-mural department, University of Stellenbosch Bellville campus, 4 Mike Pienaar Drive.

Attendance would cost R75 and was limited to three representatives from each school. Contact Mrs Peagam at 686 8675.

## Former heads of state for city think-tank on Africa

TOS WENTZEL  
Political Staff

THE future of Africa and how the suffering continent can be brought back into the international mainstream will be the theme when prominent former heads of state or government meet in Cape Town on Thursday.

The elder statesmen are a core group of the influential Interaction Group, an independent international organisation founded in 1983 to mobilise the experience and contacts of a group of statesmen who have held high office.

They will consider ways in which Africa can again become a positive centre of world attention. The implications of South Africa's full integration into the rest of the continent will also be considered.

South Africans who will sit in on the discussions are former Minister of Finance Mr Barend du Plessis, executive director of Idasa Dr Alex Boraine and Soweto community leader Dr Nthato Motlana.

Among the prominent South Africans the group will meet are President De Klerk, ANC members Mr Thabo Mbeki and Walter Sisulu, the IFP's Chief Mangosuthu Buthelezi and the DP's Mr Colin Eglin.

The meeting, in the National Gallery in the public gardens until Saturday, will be chaired by former British Prime Minister Lord Callaghan.

The terms of reference of the high-level group state that the world is at present undergoing a series of political, strategic, economic, social and philosophic transformations.

These will shape the structure of international relations and the pros-

illiteracy, social and ethnic tensions and poor government — all of which impede Africa's prospects.

"Africa is a region that has been doubly marginalised over the past decade. It faces a pressing need to recover economically, even to its originally modest world status, and to get back to a situation where most governments can guarantee the basic security of their people.

"Yet Africans are confronted with the paradox that their continent's role and relevance tends to be further diminished as a result of the current world dynamics."

Particular attention will be given to aspects such as the eradication of poverty, conflict resolution, the resuscitation of agriculture, food production, investment, technology and environmental protection.

Attention will also be given to the potential benefits of widening political and social cooperation and integration.

An important part of the group's work will be to focus on what the international community can do to support Africa's efforts, in particular what changes might be required in attitude and policy.

Apart from Lord Callaghan, other elder statesmen who will attend are ex-president Dr Kenneth Kaunda of Zambia, former head of the Nigerian military government General Olusegun Obasanjo, former Portuguese prime minister Mr Maria de Lourdes Pintasilgo, former Zambian prime minister Mr Daniel Lisulo, former Angolan prime minister Mr Lopo do Nascimento and former Egyptian prime minister Mr Mustapha

# Appeal to the community for donations



Sowetan

19/1/93

By Joe Mdhlela

■ **AT STAKE** *Survival of Ikemeleng*

**A**LTHOUGH companies and individuals have already made cash contributions, the survival of Ikemeleng Remedial Education Centre will depend on the donations made by the community.

By the time you read this article, the hat will be out begging for at least R500 000 which will make the construction of new premises in Meredale, south of Johannesburg, possible.

The acquisition of funds will make it possible for children with learning disabilities to get attention

The minimum donation the centre is asking from the community is R1 a person

Education officer of the centre Mrs Carol Tshoedi this week made an appeal to the community to donate generously to the project.

To make sure that every parent has a say about the wellbeing of their children, the centre has called a meeting on January 23.

"During this meeting we expect parents to bombard us with ideas on how to raise funds," said Tshoedi.

## 'Dig deeper'

She urged the corporate world to "dig deeper into their pockets" for donations

"We are not asking for too much from the community of Soweto and other adjacent areas. What we are asking for is small if one considers that the donations will go a long way in enriching our community as a result of the knowledge and skills their children will acquire

"We alone know what is good for our society, and can therefore pull ourselves up by our own bootstraps to achieve what we have to achieve," she said

She is asking businessmen to contribute at least R100 each.

## Extra cash

"We cannot dictate to the business world how they should spend their money but we think contributing to this project will alleviate the plight of children with learning disabilities," said Tshoedi.

The extra cash would ensure that language laboratories, audio-perception equipment and other facilities to help overcome defects experienced by children are installed.

"I am confident the black community will help us raise the required R500 000 to build a centre to benefit children with learning defects," she said.

Tshoedi said the centre would house 125 pupils but did not know what to do with a waiting list of 103 children who have acute learning disabilities

"By having our centre we hope to phase out the waiting list," she said.

"The more we have a backlog of children on the waiting list, the higher the level of illiteracy will increase among the black community

## Remedial Education Centre:

### Factfile

**Name of School:** Ikemeleng Remedial Education Centre.  
**Established:** 1984  
**Population:** 125 pupils.  
**Waiting list:** 103 pupils.  
**Who goes to this centre?** Children with learning disabilities.  
**Situated at:** Orlando East.  
**Education officer:** Carol Tshoedi.  
The school requires R500 000 to establish its own centre.

**'We are not asking for too much from the community of Soweto and other adjacent areas. What we are asking for is small if one considers that the donations will go a long way in enriching our community as a result of the knowledge and skills their children will acquire.'**

**'We alone know what is good for our society, and can therefore pull ourselves up by our own bootstraps to achieve what we have to achieve'**

"The aim of the new project is to help alleviate the problem of illiteracy," Tshoedi said.

The Ikemeleng Remedial Education Centre was adopted by *Sowetan* in 1989.

It moved from Youth Alive Ministries in Dube to the Baptist Church in Orlando East in 1991

"We have outgrown the premises we are renting at the Baptist Church. Besides, we need to have our own premises if the centre is to grow to its full potential."

Tshoedi said donations they had received from various sources had dried up.

This was due to the fact that a big portion of the budget went on salaries.

The Department of Training and Education did not subsidise their wage bill, she said.

A big slice of their income went to running costs, the payment of teachers' salaries and other costs.

"We believe that once we acquire our own premises we will be more efficient with the resources we have, and will generate funds from the projects which we hope to run," she said.

Among the fund-raising projects the school hopes to stage are the mini-Olympic school games.

"We will be asking sporting organisations to participate in our mini-Olympic games to cater for various sporting codes.

"We are hoping the project will enable us to raise substantial funds to make the centre realise some of the objectives we have set to achieve," she said.

The date for the games will be made known in due course, she said.

**'We will be asking sporting organisations to participate in our mini-Olympic games to cater for various sporting codes. We are hoping the project will enable us to raise substantial funds to make the centre realise some of the objectives we have set out to achieve'**



# Schools reopen, but four black children still wait

SD A126 20/11/93

**PAT CANDIDO**  
The Argus Bureau

**PORT ELIZABETH.** — Cape schools have reopened for all except four children — who have been refused admission to Jeffreys Bay Primary School because they are black.

Two girls, Pheliswa Mayekiso, 8, and Raelyn Stilwane, 8, stood forlornly outside the school as their friends entered the classrooms.

The problem arose when Jeffreys Bay Christian School, which admitted all races, closed last year.

Its white pupils were accepted by parallel-medium Jeffreys Bay Primary, but for the two girls and two boys, Nathan Pillay, 10, and his brother Gavin, 9, things were different.

The Pillay boys went to school in the United States for two years, speak English with an American accent and hardly any Afrikaans.

Their father, Pastor Hendrik Pillay of the Hankey Congregational Church, who studied at Yale University, feels the boys are too young to go to boarding school.

The Rev Graham Stilwane of the United Congregational Church said one of his sons was at boarding school, the other battling at an Afrikaans coloured school and he was not



**OUT IN THE COLD:** Raelyn Stilwane and Pheliswa Mayekiso outside Jeffreys Bay Primary school, which all their friends are attending. Because they are black they must wait until Friday to hear if they can enrol.

going to do the same to his daughter.

"Recently a man was prosecuted for not sending his child to school. I wish they would prosecute me. I can't send my child to school because there is nowhere she can go because

she speaks English."

Pheliswa, daughter of Mrs Ruth Mayekiso, who works for Jeffreys Bay pharmacist Mrs Kim Meyer and her husband Mike, was also refused admission. The Meyers are a deeply religious family and Pheliswa

has been brought up like a daughter.

"Her friends are all at the school. She is a very bright little girl. How can I ever send my daughter to this school if the girl she has known as a sister can't attend?" asked Mrs Meyer.

Pastor Dave Webster of the Jeffreys Bay Wavcrest Christian Fellowship said the refusal to admit the children was unfair because they had the necessary qualifications.

Parents canvassed at the school said they had no objections to the admission of the children.

One parent said she believed parents would be sent a form — "virtually a referendum" — to sign.

Principal Mr Goff Slabbert said a decision would be made on Friday and referred questions to Mr Rene Zietsman, chairman of the management committee.

Mr Zietsman said: "This is a closed school. That is what the parents decided."

Asked about the referendum, he said he knew nothing about it. Asked how parents would be canvassed if a decision was to be made by Friday, he refused to answer.

"A decision will be made on Friday. That is all I am prepared to say," he said.

## 'One school system' (50)

Own Correspondent

DURBAN. — South Africa should have a single education department within a year as the government finds itself "cornered" over the formation of Model D schools, DP spokesman on education Mr Roger Burrows has said.

Five schools in Natal have opted for Model D which, unlike Model B, does not limit the percentage of black children to 49% — with the result that entirely-black schools have developed under white education departments.

This meant some black schools now fell under two different funding structures — provincial white education departments and the Department of Education and Training, Mr Burrows said.

However, federal council chairman Mr Allan Powell said Model C schools, "correctly named 'state-subsidised schools'", should be given a chance to prove their viability.

# Ecole adds continental touch to Hope Street

JOHN VILJOEN, Education Reporter

A TOUCH of continental flair came to Hope Street in Gardens when the French School began classes in its new home.

A year-long search for new accommodation when the school outgrew its premises it rented from Sy Cyprian's in Oranjezicht ended when the French School Trust, aided by a large subsidy from the French Government, bought the building at 101 Hope Street.

*l'Ecole du Cap* is part of a worldwide network of French schools, some of which have thousands of pupils.

The schools are managed from France and supported by the French Government.

Mrs Susan de Moyencourt, Cape Town French School Board chairman, praised the efforts of French Ambassador, Mrs Joëlle Bourgois, who played a major role in obtaining new premises when enrolment grew to 64 pupils.

French deputy Foreign Minister Mr Georges Kiejnan also took a personal interest in the school's plight after a visit to Cape Town in November.

Pupils aged from 2½ to 17 are the children of diplomats from various French-speaking countries, expatriates and parents in South Africa on contract.

A French Embassy spokesman said *l'Ecole du Cap* was extremely important to his government.

French could be termed an African language as it was spoken by more than 100 million people on the continent, he said.

French schools worldwide are standardised and the one in Hope Street operates as if it were in France.

The academic time-table follows French term times — the year begins in September and pupils have a two month break during the European summer.

The French curriculum is followed and a child in Cape Town effectively turns the same page on the same day as a pupil in Paris — or Johannesburg, where there is also a school.

No. R. 96

22 January 1993

AGRICULTURAL PRODUCT STANDARDS ACT, 1990  
(ACT No. 119 OF 1990)

REGULATIONS RELATING TO THE GRADING,  
PACKING AND MARKING OF CITRUS FRUIT  
INTENDED FOR SALE IN THE REPUBLIC OF  
SOUTH AFRICA

The Executive Officer: Agricultural Product Standards intends to request the Minister of Agriculture to approve new regulations regarding control over the sale of citrus fruit in substitution of the existing regulations.

Draft regulations are available for inspection and copies can be obtained from the Executive Officer: Agricultural Product Standards, Private Bag X258, Pretoria, 0001, Telephone (012) 206-3258, Fax (012) 206-3267.

Interested parties who wish to comment on the new regulations are invited to forward their comments in writing to the above address by not later than 19 February 1993.

**D. P. KEETCH,**

Executive Officer: Agricultural Product Standards.

## DEPARTMENT OF EDUCATION AND TRAINING

No. R. 77

22 January 1993

EDUCATION AND TRAINING ACT, 1979  
(ACT No. 90 of 1979)

REGULATIONS REGARDING STATE-AIDED  
SPECIAL SCHOOLS

The Minister of Education and Training has, under section 44 of the Education and Training Act, 1979 (Act No. 90 of 1979), made the regulations in the Schedule.

### SCHEDULE

#### Definitions

1. In these regulations any word or expression to which a meaning has been assigned in the Act, shall have the meaning so assigned, and unless the context otherwise indicates—

“**auditor**” means an accountant and auditor registered in terms of the Public Accountants’ and Auditors’ Act, 1951 (Act No. 51 of 1951);

“**authorised officer**” means an officer of the Department responsible for the administrative and professional guidance of a school;

“**calendar year**” means the period extending from the first day of January until the last day of the following December (both days inclusive);

“**council**” means the governing body of a school, constituted in terms of regulation 2;

“**council fund**” means the fund referred to in regulation 17;

“**expulsion**” means the permanent prohibition of a pupil from attending a school;

No. R. 96

22 Januarie 1993

WET OP LANDBOUPRODUKSTANDAARDE, 1990  
(WET No. 119 VAN 1990)

REGULASIES BETREFFENDE DIE GRADERING,  
VERPAKKING EN MERK VAN SITRUSVRUGTE  
BESTEM VIR VERKOOP IN DIE REPUBLIEK VAN  
SUID-AFRIKA

Die Uitvoerende Beampte: Landbouprodukstandaarde is voornemens om die Minister van Landbou te versoek om nuwe regulasies betreffende beheer oor die verkoop van sitrusvrugte goed te keur, ter vervanging van die bestaande regulasies.

Konsepregulasies is ter insae beskikbaar by en afskrifte kan bestel word vanaf die Uitvoerende Beampte: Landbouprodukstandaarde, Privaatsak X258, Pretoria, 0001, Telefoon (012) 206-3258, Faks (012) 206-3267.

Belanghebbendes wat kommentaar op die nuwe regulasies wil lewer word genooi om dit skriftelik voor of op 19 Februarie 1993 by bovermelde adres in te dien.

**D. P. KEETCH,**

Uitvoerende Beampte: Landbouprodukstandaarde.

## DEPARTEMENT VAN ONDERWYS EN OPLEIDING

No. R. 77

22 Januarie 1993

WET OP ONDERWYS EN OPLEIDING, 1979  
(WET No. 90 VAN 1979)

REGULASIES BETREFFENDE STAATSONDER-  
STEUNDE SPESIALE SKOLE

Die Minister van Onderwys en Opleiding het kragtens artikel 44 van die Wet op Onderwys en Opleiding, 1979 (Wet No. 90 van 1979), die regulasies in die Bylae uitgevaardig.

### BYLAE

#### Woordomskrywing

1. In hierdie regulasies het 'n woord of uitdrukking waaraan in die Wet 'n betekenis geheg word, die betekenis aldus daaraan geheg en, tensy uit die samehang anders blyk, beteken—

“**die Wet**” die Wet op Onderwys en Opleiding, 1979 (Wet No. 90 van 1979);

“**eienaar**”, met betrekking tot 'n skool, die persoon of liggaam van persone aan wie die betrokke skool behoort;

“**gemagtigde beampte**” 'n beampte van die Departement wat vir die administrasie en vakkundige leiding van 'n skool verantwoordelik is;

“**kalenderjaar**” die tydperk wat strek van die eerste dag van Januarie tot die laaste dag van die eersvolgende Desember (albei dae inbegrepe);

“**ouditeur**” 'n rekenmeester en ouditeur ingevolge die Wet op Openbare Rekenmeesters en Ouditeurs, 1951 (Wet No. 51 van 1951), geregistreer;

“owner”, in relation to a school, means the person or body of persons to whom the school belongs;

“principal” includes the acting head of a school;

“school”, for the purposes of these regulations, means a State-aided special school registered in terms of section 8 of the Act;

“school day” means anyone of the days in a calendar year on which tuition shall be given to the registered pupils of a school;

“school year” means the period extending from the first school day in any calendar year up to and including the last school day in such calendar year;

“subsidy” includes a grant-in-aid or a loan allocated in terms of section 9 of the Act;

“suspension” means the temporary prohibition of a pupil from attending a school;

“the Act” means the Education and Training Act, 1979 (Act No. 90 of 1979); and

“treasurer” means the principal of the school.

### COUNCIL

#### Constitution

2. (1) The Council of a school shall consist of—

(a) the owner or his representative: Provided that where the owner consists of a body of persons, it shall nominate one representative;

(b) six members nominated by the owner; and

(c) five members nominated by the Minister.

(2) A person who holds an appointment at the school concerned shall not be eligible for nomination as a member of the council of such school.

(3) A vacancy on the council or a shortage in the council's membership shall not—

(a) affect the validity of the council's constitution or its continued existence;

(b) subject to the provisions of these regulations relating to a quorum, affect anything done by the council.

(4) A council shall be deemed to be duly constituted as soon as a chairman and vice-chairman have been elected in terms of regulation 3 (1).

#### Chairman and vice-chairman

3. (1) At the first meeting following the constitution of a council, the members of such council shall, under the chairmanship of the authorised officer, elect a chairman and a vice-chairman from their number for a term of office of three years.

(2) If the chairman is absent from a meeting, the vice-chairman shall act as chairman and if both the chairman and the vice-chairman are absent from the meeting at the same time, the council shall elect a person from its own number to preside at the meeting, and for the duration of that meeting the member so elected shall have all the powers of the chairman.

(3) Should a chairman or a vice-chairman vacate his office, another chairman or vice-chairman shall be elected in accordance with the provisions of subregulation (1).

“prinsipaal” ook die waarnemende hoof van die skool;

“raad” die bestuursliggaam van 'n skool kragtens regulasie 2 saamgestel;

“raadsfonds” die fonds in regulasie 17 bedoel;

“skool”, by die toepassing van hierdie regulasies 'n Staatsondersteunde spesiale skool ingevolge artikel 8 van die Wet geregistreer;

“skooldag” enigeen van die dae in 'n kalenderjaar waarop daar onderrig aan die ingeskrewe leerlinge van 'n skool gegee moet word;

“skooljaar” die tydperk wat strek van die eerste skooldag in enige kalenderjaar tot en met die laaste skooldag in sodanige kalenderjaar;

“skorsing” die tydelike verbod op 'n leerling om 'n skool by te woon;

“subsidie” ook 'n hulptoelae of 'n lening ingevolge artikel 9 van die Wet toegeken;

“tesourier” die prinsipaal van die skool; en

“uitsetting” die permanente verbod op 'n leerling om 'n skool by te woon.

### RAAD

#### Samestelling

2. (1) Die raad van 'n skool bestaan uit—

(a) die eienaar of sy verteenwoordiger: Met dien verstande dat waar die eienaar uit 'n liggaam van persone bestaan, hy 'n verteenwoordiger moet aanwys;

(b) ses lede benoem deur die eienaar; en

(c) vyf lede benoem deur die Minister.

(2) Iemand wat 'n betrekking aan die betrokke skool beklee, word nie as lid van die raad van sodanige skool benoem nie.

(3) Geen vakature in die raad of tekort in die ledetal van die raad—

(a) raak die geldigheid van die samestelling van die raad of sy voortgesette bestaan nie;

(b) raak, behoudens die bepalings van hierdie regulasies in verband met 'n kworum, enigiets deur die raad gedoen nie.

(4) 'n Raad word geag behoorlik gekonstitueer te wees sodra 'n voorsitter en visevoorsitter ingevolge regulasie 3 (1) gekies is.

#### Voorsitter en visevoorsitter

3. (1) Op die eerste vergadering na die samestelling van 'n raad kies die lede van sodanige raad onder voorsitterskap van die gemagtigde beampte uit eie geledere 'n voorsitter en 'n visevoorsitter vir 'n ampstermyn van drie jaar.

(2) Indien die voorsitter van 'n vergadering afwesig is, neem die visevoorsitter as voorsitter waar en indien die voorsitter en die visevoorsitter tegelykertyd van die vergadering afwesig is, kies die raad iemand uit eie geledere om op die vergadering voor te sit, en die aldus gekose lid het vir die duur van daardie vergadering al die bevoegdhede van die voorsitter.

(3) Indien 'n voorsitter of 'n visevoorsitter sy amp ontruim, word 'n ander voorsitter of visevoorsitter ooreenkomstig die bepalings van subregulasie (1) gekies.

**Secretary of the council**

(50)

4. (1) The principal of a school shall *ex officio* be the secretary of the council.

(2) If the principal cannot be present at a council meeting, he shall designate a member of the school's teaching staff to act as secretary of the council for the meeting concerned.

(3) The secretary of the council may designate a member of the school's teaching staff to assist him at a meeting.

(4) The secretary of a council may participate in the discussions at a council meeting and may offer suggestions, but he shall not have the right to vote.

**Term of office of council members and vacancies**

5. (1) A member of the council, excluding the owner or his representative, shall hold office for a term of three years, unless he tenders his resignation in writing to the secretary of the council prior to the expiry of his term of office or vacates his office for another reason: Provided that the Minister may extend the term of office of the members of a council for a period determined by him, but not for longer than one year.

(2) On establishing a new school or where a council constituted in terms of these regulations is established for an existing school for the first time, the Minister shall fix the date on which the term of office of the members shall commence and thereafter the terms of office of succeeding members shall commence in accordance with the provisions of subregulation (3).

(3) (a) Not later than six months prior to the expiry of the term of office of the members of the council the council shall, through its secretary, give notice to the owner or his or its representative, as the case may be, and to the Minister, of such expiry and shall request the said persons to make, within a period of three months, the nominations referred to in regulation 2 (1) (b) and (c) with a view to the constitution of a succeeding council.

(b) The term of office of persons so nominated shall commence on the day immediately following the day on which the term of office of the outgoing members expires: Provided that if the expiry of the term of office of members of the council falls at the end of a school year or calendar year, the outgoing executive committee shall remain functioning until the new council is constituted.

(4) A vacancy in the council arising from the demise of or the vacation of his office by a member, or from the termination of a member's term of office in terms of subregulation (5), shall be filled in accordance with the provisions of regulation 2 for the unexpired part of that member's term of office.

(5) A council member, excluding the owner, shall vacate his office if—

(a) he is found guilty of an offence and—

(i) is sentenced to imprisonment without the option of a fine; or

**Sekretaris van die raad**

4. (1) Die prinsipaal van 'n skool is *ex officio* die sekretaris van die raad.

(2) Indien die prinsipaal nie op 'n vergadering van die raad teenwoordig kan wees nie, wys die prinsipaal 'n lid van die onderwyspersoneel van die skool aan om vir die betrokke vergadering as sekretaris van die raad op te tree.

(3) Die sekretaris van 'n raad kan 'n lid van die skool se onderwyspersoneel aanwys om hom by 'n vergadering by te staan.

(4) Die sekretaris van 'n raad kan aan die besprekings op 'n vergadering van die raad deelneem en aanbevelings aan die raad doen, maar het nie die reg om te stem nie.

**Ampstermyn van lede van 'n raad en vakatures**

5. (1) 'n Lid van die raad, behalwe die eienaar of sy verteenwoordiger, beklee sy amp vir 'n termyn van drie jaar, tensy hy voor die verstryking van die termyn sy bedanking skriftelik by die sekretaris van die raad indien of sy amp om 'n ander rede ontruim: Met dien verstande dat die Minister die ampstermyn van die lede van 'n raad vir 'n tydperk wat hy bepaal, maar nie vir 'n tydperk langer as een jaar nie, kan verleng.

(2) By die stigting van 'n nuwe skool of waar 'n raad wat ingevolge hierdie regulasies saamgestel is vir die eerste maal vir 'n bestaande skool ingestel word, bepaal die Minister die datum waarop die ampstermyn van die lede 'n aanvang neem en daarna neem die ampstermyne van opvolgende lede 'n aanvang ooreenkomstig die bepalings van subregulasie (3).

(3) (a) Nie later nie as ses maande voor die verstryking van die ampstermyn van die lede van die raad gee die raad deur sy sekretaris kennis aan die eienaar of sy verteenwoordiger, na gelang van die geval, en aan die Minister, van sodanige verstryking en versoek hy genoemde persone om binne 'n tydperk van drie maande die benoemings in regulasie 2 (1) (b) en (c) bedoel, te maak met die oog op die samestelling van 'n opvolgende raad.

(b) Die ampstermyn van persone aldus benoem neem 'n aanvang op die dag wat onmiddellik volg op die dag waarop die ampstermyn van die uittredende lede verstryk: Met dien verstande dat as die verstryking van die ampstermyn van lede van die raad aan die einde van 'n skooljaar of kalenderjaar val, die uittredende dagbestuur bly funksioneer totdat die nuwe raad gekonstitueer is.

(4) 'n Vakature in die raad wat ontstaan deur die dood van of die ontruiming van sy amp deur 'n lid of deur die beëindiging van die ampstermyn van 'n lid kragtens subregulasie (5), word ooreenkomstig die bepalings van regulasie 2 vir die onverstreke gedeelte van die ampstermyn van daardie lid gevul.

(5) 'n Lid van die raad, behalwe die eienaar, ontruim sy amp indien—

(a) hy aan 'n misdryf skuldig bevind en—

(i) gevonnissen word tot gevangenisstraf sonder die keuse van 'n boete; of

(ii) is fined and the nature of the offence was, in the Minister's opinion, such that his continued membership of the council is undesirable; (50)

(b) he is absent from two consecutive meetings without a reason acceptable to the council;

(c) he takes up a post at the school of whose council he is a member;

(d) in the Minister's opinion, he is guilty of improper conduct;

(e) in the Minister's opinion, he does not or did not perform his duties properly as member of the council;

(f) his estate is sequestrated; or

(g) he becomes a patient or a State patient as defined in section 1 of the Mental Health Act, 1973 (Act No. 18 of 1973).

(6) A person whose term of office as a council member has expired, may be nominated again.

#### **Executive committee of a council**

6. (1) The executive committee of a council shall be designated by such council and shall consist of the chairman and at least two other members, at least one of whom shall be a member referred to in regulation 2 (1) (c).

(2) A council may delegate to its executive committee any of the council's powers or functions: Provided that the council shall not be divested of a power or function which it has entrusted to its executive committee, and that a resolution of the executive committee may be amended or set aside by the council at its first meeting after the resolution in question was taken, providing such an amendment or setting aside is still legally possible.

(3) The quorum for an executive committee shall be three members, at least one of whom shall be a member referred to in regulation 2 (1) (c).

(4) In the case of an equality of votes at a meeting of an executive committee the chairman shall have a casting vote.

(5) The secretary of the council shall also be the secretary of the executive committee.

(6) Minutes shall be kept of every meeting of the executive committee and such minutes shall be submitted to the council for confirmation at the first ensuing meeting of the council.

#### **Council meetings**

7. (1) A council or its executive shall meet at least four times in each calendar year: Provided that at least two such meetings shall be plenary council meetings.

(2) Notice of a meeting shall state explicitly the day, date, time and venue of the meeting and shall be accompanied by an agenda.

(3) Notice in writing of an ordinary meeting shall, on the authority of the chairman, be posted by the secretary to the members or handed to them personally, so as to be in their possession at least 14 days prior to the fixed date.

(ii) 'n boete opgelê word en die misdryf na die oordeel van die Minister van so 'n aard is dat sy voortgesette lidmaatskap onwenslik is;

(b) hy sonder 'n rede wat die raad aanvaarbaar vind, van twee agtereenvolgende vergaderings afwesig is;

(c) hy 'n betrekking aan die skool van die raad waarvan hy 'n lid is, aanvaar;

(d) hy hom na die oordeel van die Minister aan onbehoorlike gedrag skuldig gemaak het;

(e) hy/sy pligte as lid van die raad na die oordeel van die Minister nie na behore uitvoer of uitgevoer het nie;

(f) sy boedel gesequestreer word; of

(g) hy 'n pasiënt of 'n Staatspasiënt soos omskryf in artikel 1 van die Wet Op Geestesgesondheid, 1973 (Wet No. 18 van 1973), word.

(6) Iemand wie se ampstermyn as lid van 'n raad verstryk het, kan weer benoem word.

#### **Dagbestuur van 'n raad**

6. (1) Die dagbestuur van 'n raad word deur sodanige raad aangewys en bestaan uit die voorsitter en minstens twee ander lede, van wie minstens een 'n lid in regulasie 2 (1) (c) bedoel, moet wees.

(2) 'n Raad kan aan sy dagbestuur enige van die raad se bevoegdhede of werksaamhede opdra: Met dien verstande dat die raad nie ontdoen is van 'n bevoegdheid of werksaamheid wat hy aan sy dagbestuur opgedra het nie, en dat 'n besluit van die dagbestuur deur die raad by sy eerste vergadering na die neem van die betrokke besluit, gewysig of tersyde gestel kan word, mits sodanige wysiging of tersydestelling nog regtens moontlik is.

(3) Die kworum van 'n dagbestuur is drie lede, van wie ten minste een lid 'n lid bedoel in regulasie 2 (1) (c) moet wees.

(4) In die geval van 'n staking van stemme op 'n vergadering van 'n dagbestuur het die voorsitter 'n beslissende stem.

(5) Die sekretaris van die raad is ook die sekretaris van die dagbestuur.

(6) Notule moet van elke vergadering van die dagbestuur gehou word en sodanige notule moet op die eersvolgende vergadering van die raad vir bekragtiging aan die raad voorgelê word.

#### **Vergaderings van 'n raad**

7. (1) 'n Raad of sy dagbestuur vergader minstens vier keer elke kalenderjaar: Met dien verstande dat minstens twee van sodanige vergaderings volle raadsvergaderings moet wees.

(2) 'n Kennisgewing van 'n vergadering moet die dag, datum, tyd en plek van die vergadering uitdruklik vermeld en vergesel gaan van 'n sakelys.

(3) 'n Kennisgewing van 'n gewone vergadering moet skriftelik op gesag van die voorsitter deur die sekretaris aan die lede gepos of persoonlik aan hulle oorhandig word sodat dit minstens 14 dae voor die bepaalde datum in hulle besit is.

(4) Subject to the provisions of regulation 9, the non-receipt of a notice referred to in subregulation (3) and the consequent absence of a member shall not be prejudicial to the validity of the proceedings at a meeting of the council.

(5) The chairman may at any time convene an extraordinary meeting should circumstances, in his opinion, necessitate such a meeting: Provided that such meeting shall be convened at the written request of at least two members of the council.

(6) The chairman shall convene a meeting of the council or the executive if the Director-General requests him to do so.

(7) The secretary shall, at least three weeks prior to the date of every ordinary meeting of the council, send a copy of the agenda to the Director-General, except in the case of an urgent executive committee meeting, in which case it may be furnished together with the minutes.

#### **Minutes**

8. (1) The secretary of a council shall keep minutes of the proceedings of every council meeting in a book or file which is used exclusively for this purpose and which the said secretary shall keep in a safe place.

(2) The secretary of the council shall, in the minutes of every meeting, enter the names of the members who are present, as well as the names of those who are absent with or without apology.

(3) The first act of an ordinary meeting after it has been constituted shall be the approval of the minutes of the last previous ordinary meeting and of any extraordinary meeting and any meeting of the executive committee held after that, and the confirmation thereof by the signature of the chairman: Provided that objections to the minutes shall be raised and dealt with before confirmation of the minutes.

(4) Only a member of the council, the owner (if not himself/itself a member) or a person duly authorised thereto in writing by the Director-General shall have the right to peruse the minutes of any meeting.

(5) Within seven days after every ordinary or extraordinary meeting, the secretary shall submit two copies of the minutes of such meeting to the chairman of the council, who shall, within two weeks from such submission, forward one copy to the Director-General.

#### **Quorum**

9. (1) A mere majority of the number of members of a council shall constitute a quorum at a meeting: Provided that at least two of the members who are present shall be members referred to in regulation 2 (1) (c).

(2) If a quorum is not present at an ordinary meeting which has been properly convened, such meeting shall be postponed for at least eight but not more than 12 days (including the day on which the meeting would have been held), and on the date so determined, the meeting, which shall be convened in accordance with subregulation (3), shall deal with the agenda, irrespective of whether or not a quorum is present at such meeting.

(4) Behoudens die bepalings van regulasie 9 doen die nie-ontvangs van 'n kennisgewing bedoel in subregulasie (3) en die gevolglike afwesigheid van 'n lid nie afbreuk aan die geldigheid van die verrigtinge op 'n vergadering van die raad nie.

(5) Die voorsitter kan te eniger tyd 'n buitengewone vergadering belê indien omstandighede so 'n vergadering volgens sy oordeel noodsaaklik maak: Met dien verstande dat sodanige vergadering belê moet word op skriftelike versoek van minstens twee lede van die raad.

(6) Die voorsitter moet 'n vergadering van die raad of van die dagbestuur belê indien die Direkteur-generaal hom versoek om dit te doen.

(7) Minstens drie weke voor die vergaderdatum van elke gewone vergadering van die raad stuur die sekretaris 'n afskrif van die sakelys aan die Direkteur-generaal, behalwe in die geval van 'n dringende dagbestuursvergadering, in welke geval dit saam met die notule verstrek kan word.

#### **Notule**

8. (1) Die sekretaris van 'n raad hou notule van die verrigtinge van elke vergadering van die raad in 'n boek of lêer wat slegs vir dié doel gebruik word en wat bedoelde sekretaris in veilige bewaring moet hou.

(2) Die sekretaris van die raad moet in die notule van elke vergadering die name van die lede wat teenwoordig is, asook die name van diegene wat met of sonder verskoning afwesig is, notuleer.

(3) Die eerste handeling van 'n gewone vergadering, nadat dit gekonstitueer is, is die goedkeuring van die notule van die laaste voorafgaande gewone vergadering en van enige buitengewone vergadering en enige vergadering van die dagbestuur wat daarna gehou is, en die bekragtiging daarvan deur die handtekening van die voorsitter: Met dien verstande dat besware teen die notule voor die bekragtiging daarvan geopper en afgehandel moet word.

(4) Slegs 'n lid van die raad, die eienaar (as hy nie self lid is nie) of iemand wat behoorlik skriftelik deur die Direkteur-generaal daartoe gemagtig is, het insae in die notule van 'n vergadering.

(5) Die sekretaris van die raad moet binne sewe dae na afloop van elke gewone of buitengewone vergadering twee afskrifte van die notule van sodanige vergadering voorlê aan die voorsitter van die raad, wat binne twee weke vanaf sodanige voorlegging een afskrif aan die Direkteur-generaal moet stuur.

#### **Kworum**

9. (1) 'n Blote meerderheid van die getal lede van 'n raad maak 'n kworum op 'n vergadering uit: Met dien verstande dat minstens twee teenwoordige lede lede in regulasie 2 (1) (c) bedoel, moet wees.

(2) Indien daar by 'n gewone vergadering wat behoorlik belê is, nie 'n kworum teenwoordig is nie, word sodanige vergadering vir minstens agt maar hoogstens 12 dae (met inbegrip van die dag waarop die vergadering sou plaasvind) uitgestel, en op die aldus bepaalde datum handel die vergadering, wat ooreenkomstig subregulasie (3) belê moet word, die sakelys af, ongeag of daar by sodanige vergadering 'n kworum teenwoordig is of nie.



(3) The notice whereby the meeting referred to in subregulation (2) is postponed, shall—

(a) state explicitly the day, date, time and venue of the meeting;

(b) be accompanied by an agenda; and

(c) be in writing and on the authority of the chairman be posted by the secretary to the members or handed to them personally, so as to be in their possession at least seven days prior to the fixed date.

**Attendance of meetings by non-members and departure from meeting by principal**

10. (1) Subject to the provisions of these regulations, every council meeting shall be a closed meeting and no person who is not a member of the council shall be allowed to attend them.

(2) The council may decide that the principal shall leave the meeting temporarily when a matter concerning his person is discussed and that the minutes be kept during such period by a member designated by the council.

(3) A council may require the presence of any staff member of the school at any of its meetings in connection with any matter which falls within the prescribed powers and duties of the council and such staff member shall, when requested to do so, attend such meeting for such period as the council may determine.

(4) Should the council deem it necessary, any other person who, in the opinion of the council, may be able to provide information on any matter falling within the powers and duties of the council, may attend a council meeting for such a period as may be determined by the council.

(5) Any officer of the Department, authorised thereto by the Director-General, shall have the right to attend any meeting of the council in an advisory capacity or as an observer.

**Procedure at meetings**

11. (1) At a meeting the council shall deal with matters of which prior notice has been given in terms of regulation 7 (2), and with such matters as may be raised by a member with the approval of the meeting.

(2) All matters serving before a council shall be decided by a majority of the members of the council who are present and who vote.

(3) The chairman and every member shall have one vote when a matter is brought to the vote: Provided that, in the case of an equality of votes, the chairman or the person who acts as chairman in his absence, shall, in addition to his deliberative vote, also have a casting vote.

(4) If the meeting so decides, it shall be recorded how many members voted in favour of or against a motion, and at the request of a member the chairman shall direct that the vote of such member be recorded.

(5) The chairman may rule that voting shall take place by way of ballot.

(3) Die kennisgewing waarby die vergadering in subregulasie (2) genoem uitgestel word, moet—

(a) die dag, datum, tyd en plek van die vergadering uitdruklik vermeld;

(b) vergesel gaan van 'n sakelys; en

(c) skriftelik op gesag van die voorsitter deur die sekretaris aan die lede geos of persoonlik aan hulle oorhandig word sodat dit minstens sewe dae voor die bepaalde datum in hulle besit is.

**Bywoning van vergaderings deur nie-lede en verlating van vergaderings deur prinsipaal**

10. (1) Behoudens die bepalings van hierdie regulasies is elke vergadering van 'n raad geslote en word niemand wat nie 'n lid van die raad is nie, toegelaat om dit by te woon nie.

(2) Die raad kan besluit dat die prinsipaal die vergadering tydelik moet verlaat wanneer 'n aangeleentheid rakende sy persoon bespreek word en dat die notule vir dié tyd gehou word deur 'n lid wat die raad aanwys.

(3) 'n Raad kan die teenwoordigheid van enige personeellid van die skool by enige vergadering van 'n raad vereis in verband met enige saak wat binne die voorgeskrewe bevoegdhede en pligte van die raad val en bedoelde personeellid moet, wanneer hy daartoe versoek word, sodanige vergadering bywoon vir sodanige tydperk as wat die raad bepaal.

(4) Indien die raad dit nodig ag, kan enige ander persoon wat na die mening van die raad moontlik inligting kan verskaf oor 'n saak wat binne die bevoegdhede en pligte van die raad val, 'n vergadering van die raad bywoon vir sodanige tydperk as wat die raad bepaal.

(5) Enige beampte van die Departement wat deur die Direkteur-generaal daartoe gemagtig is, het die reg om enige vergadering van die raad in 'n raadgewende hoedanigheid of as waarnemer by te woon.

**Prosedures op vergaderings**

11. (1) Op 'n vergadering behandel die raad sake waarvan daar vooraf ingevolge regulasie 7 (2) kennis gegee is, en sodanige sake as wat 'n lid met die goedkeuring van die vergadering opper.

(2) Alle sake wat voor 'n raad dien, word beslis deur 'n meerderheid van die lede van die raad wat teenwoordig is en stem.

(3) Die voorsitter en elke lid beskik oor een stem wanneer 'n saak tot stemming gebring word: Met dien verstande dat, in geval van 'n staking van stemme, die voorsitter of die persoon wat in sy afwesigheid as voorsitter optree, benewens sy beraadslagende stem ook 'n beslissende stem het.

(4) Indien die vergadering aldus besluit, word daar genotuleer hoeveel lede ten gunste van of teen 'n mosie gestem het, en op versoek van 'n lid gelas die voorsitter dat die stem van sodanige lid aangeteken word.

(5) Die voorsitter kan reël dat daar by wyse van stembriefies gestem word.

(6) Subject to the provisions of these regulations, the chairman shall rule on a point of order or procedure: Provided that, should a member object to such a ruling, the matter shall be brought to the vote without discussion and the decision of the meeting shall be final.

(50)

#### **Duties and powers of a council**

12. (1) A council shall be a juristic person and may exercise any power or perform any function not inconsistent with the Act or these regulations or any other regulations made under the Act: Provided that a council may not without the approval of the Director-General—

(a) let, sell, exchange or otherwise alienate its immovable property or grant to any person any real right therein or servitude thereon;

(b) borrow money.

(2) A council shall be competent or under an obligation, as the case may be, to—

(a) manage the school generally;

(b) promote and protect the interests of the school;

(c) ensure that the buildings, grounds, fencing and other facilities of the school are properly attended to, and to decide on the repair of any damage;

(d) request the Minister's approval for the appointment, promotion and dismissal of staff of the school;

(e) investigate any written complaint in connection with the school, and if the council deems it necessary, report to the Director-General, in which case the council shall submit the written complaint, together with its recommendation, to the Director-General;

(f) recommend to the Director-General that an inquiry be instituted by him if, in the opinion of the council, a member of the staff of the school—

(i) is in terms of section 26 (2) of the Act, incompetent to perform his duties efficiently; or

(ii) has, on account of continued ill-health or some physical or mental defect, become incapable of teaching satisfactorily;

(g) bring to the attention of the Director-General any matter which, in the opinion of the council, affects the efficiency and welfare of the school;

(h) take steps against staff members and pupils who are guilty of misconduct, in accordance with the provisions of the Act and the regulations made thereunder;

(i) advise the Director-General on any matter relating to the school;

(j) provide the information, reports or advice which the Director-General may require from time to time;

(6) Behoudens die bepalings van hierdie regulasies beslis die voorsitter oor 'n vraag van orde of procedure: Met dien verstande dat, indien 'n lid teen so 'n beslissing beswaar maak, die vraag sonder bespreking tot stemming gebring word en die beslissing van die vergadering dan afdoende is.

#### **Pligte en bevoegdhede van 'n raad**

12. (1) 'n Raad is 'n regspersoon en mag enige bevoegdheid uitoefen of werksaamheid verrig wat nie met die Wet of hierdie regulasies of enige ander regulasies kragtens die Wet uitgevaardig onbestaanbaar is nie: Met dien verstande dat 'n raad nie sonder die Direkteur-generaal se goedkeuring—

(a) sy onroerende goed mag verhuur, verkoop, verruil of op 'n ander wyse vervreem of aan iemand 'n saaklike reg of serwitut daarop mag verleen nie;

(b) geld mag leen nie.

(2) 'n Raad is, na gelang van die geval, bevoeg of verplig om—

(a) in die algemeen die skool te bestuur;

(b) die belange van die skool te bevorder en te beskerm;

(c) toe te sien dat die geboue, terrein, omheining en ander bybehore van die skool behoorlik versorg word en om oor die herstel van enige skade te besluit;

(d) die Minister se goedkeuring te vra vir die aanstelling, bevordering en ontslag van personeel van die skool;

(e) ondersoek in te stel na enige skriftelike klagte in verband met die skool en verslag te doen aan die Direkteur-generaal indien die raad dit nodig ag, in welke geval die raad die skriftelike klagte tesame met sy aanbeveling aan die Direkteur-generaal moet voorlê;

(f) by die Direkteur-generaal aan te beveel dat 'n ondersoek deur die Direkteur-generaal ingestel word indien, na die oordeel van die raad, 'n lid van die personeel van die skool—

(i) ingevolge artikel 26 (2) van die Wet onbekwaam is om sy pligte behoorlik uit te voer; of

(ii) weens voortdurende swak gesondheid of die een of ander liggaamlike of geestelike gebrek onbekwaam geword het om behoorlik onderwys te gee;

(g) 'n saak wat na die oordeel van die raad op die doeltreffendheid en welsyn van die skool betrekking het, onder die aandag van die Direkteur-generaal te bring;

(h) ooreenkomstig die bepalings van die Wet en die regulasies daarkragtens uitgevaardig, op te tree teen personelede en leerlinge wat hulle aan wan-gedrag skuldig maak;

(i) die Direkteur-generaal van advies te dien aangaande enige aangeleentheid in verband met die skool;

(j) die inligting, verslae of advies wat die Direkteur-generaal van tyd tot tyd mag verlang, te verstrek;

(k) exercise general supervision over the school; and

(l) perform such other duties as the Director-General may assign to the council.

(3) A council shall consider the principal's reports on the school and the Departmental inspection reports submitted to the council and shall make recommendations to the Director-General regarding the matters emanating therefrom.

(4) At least once per term a school shall be visited by a member of the council designated specifically for that purpose by the council.

(5) The member referred to in subregulation (4) shall submit a written report on the school's activities to the council at its next meeting, and the Director-General shall be provided with a copy of the report together with the minutes concerned.

#### **Access to books and documents**

13. The Director-General or any duly authorised officer of the Department, or the owner, shall have access at any time to the books, minutes and documents of any council.

#### **Travel and subsistence allowances**

14. (1) A travel and subsistence allowance in respect of the attendance of not more than four plenary meetings of a council during a calendar year shall be paid to council members from the council fund.

(2) The Minister shall, with the concurrence of the Minister of State Expenditure, determine the basis on which and the conditions subject to which such allowances shall be paid.

#### **Responsibility for finances**

15. (1) The council shall control the council fund referred to in regulation 17.

(2) The principal of a school shall *ex officio* be the treasurer of the council: Provided that the principal may, with the approval of the council, delegate the duty of keeping the financial books to a member of the staff of the school concerned: Provided further that, irrespective of who is responsible for keeping such books, the principal shall remain the treasurer of the council and as such he shall be responsible for the keeping of correct and complete accounts of all moneys expended or received by the council.

#### **Subsidisation**

16. (1) When a school makes its first application for a subsidy contemplated in section 9 of the Act, the owner of the school concerned shall provide the Director-General with a written undertaking in which he declares that he is conversant with the basis and conditions of such subsidy and that he will adhere thereto, as well as to any subsequent amendments thereto.

(2) The subsidy payable to a school for a specific financial year shall be subject to Parliament appropriating the required funds.

(k) algemene toesig oor die skool uit te oefen; en

(l) die ander pligte uit te voer wat die Direkteur-generaal aan die raad opdra.

(3) 'n Raad oorweeg die verslae van die prinsipaal oor die skool en die Departementele inspeksieverslae wat aan die raad voorgelê word en doen aanbevelings by die Direkteur-generaal omtrent die aangeleenthede wat daaruit voortspruit.

(4) 'n Skool moet minstens een keer per kwartaal deur 'n lid van die raad wat spesiaal vir dié doel deur die raad aangewys is, besoek word.

(5) Die lid in subregulasie (4) bedoel, moet 'n skriftelike verslag oor die bedrywighede van die skool aan die raad op sy volgende vergadering voorlê en 'n afskrif van die verslag moet saam met die betrokke notule aan die Direkteur-generaal voorsien word.

#### **Toegang tot boeke en dokumente**

13. Die Direkteur-generaal of enige beampte van die Departement behoorlik daartoe gemagtig, of die eienaar, het te eniger tyd toegang tot die boeke, notules en dokumente van 'n raad.

#### **Reis- en verblyftoelae**

14. (1) 'n Reis- en verblyftoelae ten opsigte van die bywoning van hoogstens vier volle vergaderings van 'n raad gedurende 'n kalenderjaar word aan raadslede uit die raadsfonds betaal.

(2) Die Minister bepaal met die instemming van die Minister van Staatsbesteding die grondslag waarop en die voorwaardes onderworpe waaraan sodanige toelae betaal word.

#### **Verantwoordelikheid vir finansies**

15. (1) Die raad beheer die raadsfonds in regulasie 17 bedoel.

(2) Die prinsipaal van 'n skool is *ex officio* die tesourier van die raad: Met dien verstande dat die prinsipaal met die goedkeuring van die raad aan 'n personeellid van die betrokke skool die plig kan opdra om die finansiële boeke by te hou: Met dien verstande voorts dat, ongeag wie verantwoordelik is vir die byhou van sodanige boeke, die prinsipaal die tesourier van die raad bly en as sodanig verantwoordelik is vir die byhou van noukeurige en volledige rekenings van alle gelde wat deur die raad bestee of ontvang is.

#### **Subsidiëring**

16. (1) By die eerste aansoek om 'n in artikel 9 van die Wet bedoelde subsidie deur 'n skool moet die eienaar van die betrokke skool 'n skriftelike onderneming aan die Direkteur-generaal verskaf waarin verklaar word dat hy vertrouwd is met die grondslag en voorwaardes van sodanige subsidie en dat hy hom daaraan sowel as aan enige daaropvolgende wysigings daarvan sal hou.

(2) Die subsidie betaalbaar aan 'n skool vir 'n bepaalde boekjaar is onderworpe aan bewilliging van fondse deur die Parlement.

**Contributions to the council fund**

17. (1) Into a council's account referred to in regulation 18 (2) shall be deposited— (50)

(a) subsidies paid over by the Department to the council in accordance with these regulations;

(b) contributions by the owner in respect of the council's annual budget as well as additional contributions that the owner has undertaken to make;

(c) school fees which shall be fixed by the council and which shall be paid by the parents of pupils;

(d) moneys fixed as contributions to the council fund by the council and paid by the parents of pupils: Provided that no parent may be compelled to make such contribution to the council fund; and

(e) donations and bequests to the council fund.

(2) (a) Moneys collected for a school shall be controlled and administered by the council: Provided that where the donor of money collected imposes conditions with respect to the utilisation of such money, the receipt thereof shall be subject to the approval of the council and the Director-General, who shall refuse approval if the conditions concerned are in conflict with the aims and objectives of the school.

(b) Collected money, the utilisation of which is subject to conditions imposed by the donor thereof, shall be deposited in a separate account.

**Financial administration and bookkeeping**

18. (1) The financial year of a council's account shall extend from 1 April of one year up to and including 31 March of the following year.

(2) A council shall open a current account in its own name at a commercial bank registered in terms of the provisions of the Deposit-taking Institutions Act, 1990 (Act No. 94 of 1990), for all moneys controlled by it.

(3) The treasurer shall daily bring into account all moneys received on behalf of the council fund and, as far as possible, deposit these in the council's account at the bank concerned on the day of receipt or at the earliest opportunity thereafter, but not later than 10 days after receipt thereof.

(4) A council shall under no circumstances overdraw its bank account.

(5) Withdrawals from a current account shall be by cheque or withdrawal slip only and with the approval of the council, and for this purpose the council shall authorise, at a properly constituted meeting, two of its members and the treasurer to sign cheques and other documents relating to the council fund jointly on behalf of the council: Provided that the council may, in the absence of one or both of the members concerned, or of the treasurer, or of all three of them, authorise one, two or three of its other members to sign cheques and other documents.

**Bydraes tot die raadsfonds**

17. (1) In 'n raad se rekening in regulasie 18 (2) bedoel, word gestort—

(a) subsidies deur die Departement oorbetal aan die raad ooreenkomstig hierdie regulasies;

(b) bydraes van die eienaar ten opsigte van die raad se jaarlikse begroting asook addisionele bydraes wat die eienaar onderneem het om te maak;

(c) skoolgelde deur die raad bepaal wat deur ouers van leerlinge betaal moet word;

(d) gelde wat deur die raad as bydraes tot die raadsfonds bepaal is en deur ouers van leerlinge betaal word: Met dien verstande dat geen ouer verplig kan word om so 'n bydrae tot die raadsfonds te maak nie; en

(e) skenkings en bemakings aan die raadsfonds.

(2) (a) Geld wat vir 'n skool ingesamel is, word deur die raad beheer en geadministreer: Met dien verstande dat waar die donateur van geld wat ingesamel is, voorwaardes gestel het met betrekking tot die aanwending van sodanige geld, die ontvangs daarvan onderworpe is aan die goedkeuring van die raad en die Direkteur-generaal, wat goedkeuring weier indien die betrokke voorwaardes strydig is met die oogmerke en doelstellings van die skool.

(b) Ingesamelde geld waarvan die aanwending onderworpe is aan voorwaardes deur die donateur daarvan gestel, word in 'n afsonderlike rekening gestort.

**Finansiële administrasie en boekhouding**

18. (1) Die boekjaar van 'n raad se rekening strek van 1 April van een jaar tot en met 31 Maart van die daaropvolgende jaar.

(2) 'n Raad moet 'n lopende rekening in sy eie naam by 'n handelsbank geregistreer ingevolge die bepalinge van die Wet op Depositonemende Instellings, 1990 (Wet No. 94 van 1990), vir alle gelde onder sy beheer open.

(3) Die tesourier moet daagliks alle gelde ten behoeve van die raadsfonds ontvang, in rekening bring en sover moontlik op die dag van ontvangs of by die vroege moontlike geleentheid daarna, maar nie later nie as 10 dae na ontvangs daarvan, in die raad se rekening by die betrokke bank deponeer.

(4) 'n Raad mag onder geen omstandighede sy bankrekening oortrek nie.

(5) Onttrekkings uit 'n lopende rekening geskied slegs per tjek of opvragingstrokie met die goedkeuring van die raad, en vir dié doel magtig die raad op 'n behoorlik gekonstitueerde vergadering twee lede van die raad en die tesourier om tjeks en ander dokumente wat betrekking het op die raadsfonds, gesamentlik namens die raad te teken: Met dien verstande dat die raad in afwesigheid van een van of albei die betrokke lede of die tesourier, of al drie, een, twee of drie van sy ander lede kan magtig om tjeks en ander dokumente te onderteken.

(6) Cash cheques may be issued for the purposes of supplementing a petty-cash account only. (50)

(7) The treasurer shall keep proper cash-books in which shall be entered all details of moneys received, receipt numbers, deposits, payments and cheque numbers, and at the end of each month the cash-books shall be closed, balanced and reconciled with the account concerned.

(8) Receipts shall be issued immediately for all moneys received, from whatever source, and receipts shall be obtained for all moneys expended.

(9) The treasurer shall use only one receipt book at a time.

(10) Receipts shall be written out in their numerical sequence, no alterations to the name and the amount in words or figures shall be permitted on a receipt and a receipt shall, by means of carbon paper, be copied on a duplicate, which shall be kept in the receipt book.

(11) Carbon copies of used receipt forms, as well as the originals and duplicates of cancelled receipt forms, shall be kept safely in their original position in the receipt book for inspection and auditing purposes.

(12) Should a mistake be made on a receipt, the original as well as the duplicate receipt form shall be cancelled and kept in the receipt book when a new receipt is issued.

(13) Details of receipts issued by the treasurer shall be entered in the revenue cash-book daily.

(14) The serial numbers of all receipt books bought shall be recorded by the treasurer in a reserve stock register.

(15) All payments out of the council fund shall be made only according to the council's budget, which shall be approved in terms of subregulation (27).

(16) In addition to the said budget, the treasurer shall also submit a budget of estimated income and expenditure in respect of funds received from the sources listed in regulation 17 (1) (c) to (e).

(17) In accordance with the directives issued by the Director-General from time to time, a council's cash-books and documents shall be checked monthly by a council member and scrutinised by an auditor every three months.

(18) In addition to the action prescribed in subregulation (17), the said auditor shall annually issue a financial statement of the council's accounts and stock to the satisfaction of the Director-General.

(19) All documents pertaining to accounts shall be stored in a safe place in accordance with the instructions of the council for auditing and inspection purposes.

(20) No instalment sale transaction may be entered into.

(21) Debts which have been incurred contrary to the provisions of these regulations shall not be charged against the council fund, and council members who have approved the incurring of such debts shall jointly and severally be held accountable therefor.

(6) Kontanttjeks mag uitgereik word slegs vir die doeleindes van aanvulling van 'n kleinkasrekening.

(7) Die tesourier moet behoorlike kasboeke byhou waarin besonderhede oor alle gelde ontvang, kwitansienommers, deposito's, betalings en tjeknommers aangeteken word, en aan die einde van elke maand moet die kasboeke afgesluit, gebalanseer en met die betrokke rekening gerekonsilieer word.

(8) Kwitansies moet onmiddellik uitgereik word vir alle gelde wat ontvang word, uit watter bron ook al, en kwitansies moet verkry word vir alle gelde wat bestee word.

(9) Die tesourier mag slegs een kwitansieboek op 'n keer gebruik.

(10) Kwitansies word in hulle nommervolgorde uitgeskryf, geen wysigings aan die naam en die bedrag in woorde of syfers op 'n kwitansie is toelaatbaar nie en 'n kwitansie word deur middel van deurslagpapier afgedruk op 'n duplikaat wat in die kwitansieboek behou moet word.

(11) Deurslae van gebruikte kwitansievorms asook die oorspronklikes en duplikate van gekanselleerde kwitansievorms moet in hul oorspronklike posisies in die kwitansieboek vir inspeksie en ouditering veilig bewaar word.

(12) Indien 'n fout op 'n kwitansie begaan is, moet die oorspronklike sowel as die duplikaatkwitansievorm gekanselleer word en in die kwitansieboek behou word wanneer 'n nuwe kwitansie uitgereik word.

(13) Besonderhede van die kwitansies wat deur die tesourier uitgereik is, moet daagliks in die inkomstekasboek geskryf word.

(14) Die reeksnommers van alle kwitansieboeke aangekoop moet deur die tesourier in 'n reserwevoorraadregister aangeteken word.

(15) Alle betalings uit die raadsfonds geskied slegs ooreenkomstig die raad se begroting wat ingevolge subregulasie (27) goedgekeur word.

(16) Die tesourier moet benewens genoemde begroting ook 'n begroting voorlê van verwagte inkomste en uitgawes ten opsigte van fondse ontvang uit die bronne in regulasie 17 (1) (c) tot (e) genoem.

(17) Ooreenkomstig die voorskrifte wat die Direkteur-generaal van tyd tot tyd uitreik, moet 'n raad se kasboeke en bewysstukke, nadat dit maandeliks deur 'n lid van die raad gekontroleer is, elke drie maande deur 'n ouditeur nagegaan word.

(18) Benewens die optrede in subregulasie (17) voorgeskryf, moet genoemde ouditeur jaarliks 'n finansiële staat van die raad se rekenings en voorrade tot bevrediging van die Direkteur-generaal uitreik.

(19) Alle betalingsbewysstukke van rekenings moet ooreenkomstig die voorskrifte van die raad in veilige bewaring vir ouditering en inspeksie geplaas word.

(20) Geen afbetalingsverkooptransaksie mag aangegaan word nie.

(21) Skuld wat in stryd met die bepalings van hierdie regulasies aangegaan is, mag nie teen die raadsfonds in berekening gebring word nie en raadslede wat die aangaan van sodanige skuld goedgekeur het, is gesamentlik en afsonderlik daarvoor aanspreeklik.

- (22) No loans shall be granted from the council fund.
- (23) The council may approve the keeping by the treasurer of a petty-cash account, according to the advance loan system, of an amount approved by it and the replenishment of and payments from the petty-cash shall be entered in the petty-cash book by the treasurer.
- (24) Balances of moneys which are withdrawn from a council's account for a specific purpose but which are not spent shall at the earliest possible opportunity be redeposited in the council's account by the treasurer.
- (25) Notwithstanding the provisions of regulation 15, a council shall, when the treasurer or the member of staff referred to in regulation 15 is guilty of dishonesty or misconduct and does not perform his duties as treasurer or bookkeeper of the council fund books properly, instruct the chairman to freeze the council's account, and the chairman shall report the matter to the Director-General.
- (26) When a council's account has been frozen, all the duties and responsibilities of the treasurer shall devolve upon the chairman of the council until such time as the matter has been settled to the satisfaction of the council.
- (27) A budget of estimated income and expenditure for each financial year shall annually at the beginning of such year be submitted by the treasurer to the council, and thereafter by the council to the Department, for consideration and approval within the guidelines of the approved Departmental subsidy referred to in regulation 17 (1) (a) and the owner's contribution referred to in regulation 17 (1) (b).
- (28) At every council meeting the treasurer shall report on the income and expenditure of the council fund: Provided that a member of the council shall scrutinise all account books and documents every month and before every meeting to verify the details of the report, and should the meeting not be satisfied with the report, the meeting shall instruct the chairman to submit the report to an auditor.
- (29) The owner and members of the council shall be furnished with audited statements of the income and expenditure for the previous financial year on a date determined by the Director-General, which shall be a date before the meeting referred to in subregulation (30).
- (30) The audited statements referred to in subregulation (29) shall be submitted to the council for its approval by the treasurer as soon as possible after the end of the previous financial year at a plenary council meeting, and shall thereafter be submitted by the authorised officer for Departmental approval.

#### **Utilisation of council fund**

19. (1) The council fund shall be utilised solely in accordance with the approved annual budget of the council, for items specifically listed therein.

(22) Geen lenings uit die raadsfonds word toegestaan nie.

(23) Die raad kan goedkeuring verleen dat die tesourier 'n kleinkasrekening van 'n bedrag wat deur die raad goedgekeur word, volgens die voorskotstelsel hou en aanvulling van en uitbetalings uit die kleinkas moet deur die tesourier in die kleinkasboek ingeskryf word.

(24) Saldo's van gelde wat vir 'n spesifieke doel uit 'n raad se rekening onttrek is maar nie bestee is nie, moet by die vroegs moontlike geleentheid deur die tesourier in die raad se rekening teruggestort word.

(25) Ondanks die bepalings van regulasie 15 moet 'n raad, wanneer die tesourier of die personeelid in regulasie 15 genoem hom skuldig maak aan oneerlikheid of wangedrag en nie sy pligte as tesourier of boekhouer van die raadsfondsboeke na behore nakom nie, aan die voorsitter opdrag gee om die raad se rekening te bevries, en die voorsitter moet die aangeleentheid aan die Direkteur-generaal rapporteer.

(26) Wanneer die rekening van 'n raad bevries is, gaan al die pligte en verantwoordelikhede van die tesourier oor op die voorsitter van die raad tot tyd en wyl die aangeleentheid tot tevredenheid van die raad afgehandel is.

(27) 'n Begroting van verwagte inkomste en uitgawes vir elke boekjaar moet jaarliks aan die begin van sodanige jaar deur die tesourier aan die raad, en daarna deur die raad aan die Departement, vir oorweging en goedkeuring voorgelê word, binne die riglyne van die goedgekeurde Departementele subsidie in regulasie 17 (1) (a) bedoel en die eienaar se bydrae in regulasie 17 (1) (b) bedoel.

(28) Die tesourier doen by elke raadsvergadering verslag oor die inkomste en uitgawe van die raadsfonds: Met dien verstande dat 'n lid van die raad alle rekeningboeke en stukke maandeliks en voor elke vergadering moet nagaan om die besonderhede van die verslag te kontroleer, en indien die vergadering nie tevrede is met die verslag nie, moet die vergadering die voorsitter opdrag gee om die verslag aan 'n ouditeur voor te lê.

(29) Geouditeerde state van die inkomste en uitgawes vir die voorafgaande boekjaar word aan die eienaar en raadslede voorsien op 'n datum deur die Direkteur-generaal bepaal, wat 'n datum voor die vergadering in subregulasie (30) bedoel, moet wees.

(30) Die geouditeerde state in subregulasie (29) bedoel, moet deur die tesourier op 'n volle vergadering van die raad so spoedig moontlik na die einde van die vorige boekjaar vir aanvaarding deur die raad voorgelê word, en moet daarna deur die gemagtigde beampte vir Departementele goedkeuring voorgelê word.

#### **Aanwending van raadsfonds**

19. (1) Die raadsfonds word alleen ooreenkomstig die goedgekeurde jaarlikse begroting van die raad aangewend, vir items spesifiek daarin genoem.

(2) Any other expenses to a maximum determined by the Director-General from time to time may be incurred only with the approval of both the authorised officer and the chairman of the council. (50)

20. Subject to the conditions of any donation, bequest or trust, the council fund may be utilised for—

- (a) the purchase of sports equipment, including sports attire for team members;
- (b) the payment of affiliation fees for membership of sports unions;
- (c) the subsidisation of transport for sports teams, as well as participants in concerts and other cultural activities approved by the authorised officer;
- (d) prizes for class, school and sports achievements;
- (e) the subsidisation of educational excursions or tours, including accommodation costs, refreshments (alcoholic beverages excluded) and admission fees of pupils and accompanying teachers;
- (f) the subsidisation of holiday camps for both pupils and accompanying teachers, including transport, the hire of premises, rooms or tents and the purchase of foodstuffs and other essentials;
- (g) the purchase of works of art for the school;
- (h) the hiring of entertainment films;
- (i) the entertainment of pupils;
- (j) the expenditure which precedes fund-raising, including printing costs, the hiring of loudspeakers and the purchase of materials, meat or baking necessities;
- (k) the purchase of prefect badges;
- (l) costs and expenses relating to the administration of the council fund account concerned, including expenses in connection with account books, cash-books and banking costs; and
- (m) any other purposes in the general interest of the school or pupils.

#### **Stock bought out of school fund**

21. (1) The treasurer shall record all material and equipment bought out of the council fund in the school's stock register and note down in this register the details of all issues of materials and equipment.

(2) A council shall implement a system of bookkeeping of and control over stocks to the satisfaction of the Director-General, and detailed reports shall be submitted to the owner and the council.

#### **Auditing of books**

22. (1) The council shall obtain and pay out of its own funds for the services of an auditor, who shall be responsible for inspecting the vouchers, the cash-books and other relevant documents three-monthly, and shall annually issue audited statements regarding the school's finances and stock.

(2) Enige ander uitgawes tot 'n maksimum van tyd tot tyd deur die Direkteur-generaal bepaal, mag aangegaan word slegs met die goedkeuring van sowel die gemagtigde beampte as die voorsitter van die raad.

20. Die raadsfondse kan, behoudens die voorwaardes van enige skenking, bemaking of trust, aangewend word vir—

- (a) die aankoop van sporttoerusting, met inbegrip van sportdrag vir spanlede;
- (b) die betaling van affiliasiegelde vir lidmaatskap van sportunies;
- (c) die subsidiëring van vervoer van sportspanne, asook deelnemers aan konserte en ander kultuurbedrywighede deur die gemagtigde beampte goedgekeur;
- (d) pryse vir klas-, skool- en sportprestasies;
- (e) die subsidiëring van opvoedkundige uitstappies of toere, met inbegrip van verblyfkoste, verversings (alkoholiese drank uitgesluit) en toegangsgelde van leerlinge en begeleidende onderwysers;
- (f) die subsidiëring van vakansiekampe vir leerlinge asook begeleidende onderwysers, met inbegrip van vervoer, huur van persele, lokale of tente en die aankoop van voedselware en ander noodsaaklikhede;
- (g) die aankoop van kunswerke vir die skool;
- (h) die huur van vermaaklikheidsfilms;
- (i) die vermaak van leerlinge;
- (j) die uitgawes wat fondsinsameling voorafgaan, met inbegrip van drukkerskoste, huur van luidsprekers en die aankoop van materiaal, vleis of bakbenodighede;
- (k) aankoop van prefekwapens;
- (l) koste en uitgawes verbonde aan die administrasie van die betrokke raadsfondsrekening, met inbegrip van uitgawes verbonde aan rekeningboeke, kasboeke en bankkoste; en
- (m) enige ander doeleindes in die algemene belang van die skool of leerlinge.

#### **Vorrade aangekoop uit raadsfonds**

21. (1) Die tesourier moet alle materiaal en toerusting wat uit die raadsfonds aangekoop is, in die voorraderegister van die skool opneem en besonderhede van alle uitreikings van materiaal en toerusting in dié register opteken.

(2) 'n Raad pas 'n stelsel van boekhouding met betrekking tot, en beheer oor, voorrade toe tot bevrediging van die Direkteur-generaal, en met volle verslaggewing aan die eienaar en die raad.

#### **Ouditering van boeke**

22. (1) Die raad bekom, en betaal uit eie fondse vir, die dienste van 'n ouditeur wat verantwoordelik is om elke drie maande die bewysstukke, die kasboeke en relevante ander stukke na te gaan en jaarlikse geouditeerde state omtrent die raad se finansies en voorraad uit te reik.

(2) The Director-General may, notwithstanding the provisions of subregulation (1), at any time direct that the books of the council be audited by an auditor at the cost of the council.

#### Statements and reports 50

23. A council shall furnish the Director-General with—

- (a) the information he requires; and
- (b) through the authorised officer, the annual financial statements of the council referred to in regulation 18 (30).

#### Admission of pupils

24. The Director-General shall determine the maximum number of pupils who may be admitted to a school and its hostels for a particular school year and this number shall not be exceeded without the Director-General's prior consent.

#### Admission requirements

25. (1) No person shall be admitted by the principal to a school as a pupil, unless—

- (a) application for his admission has been made to the principal of the school on the official application form by or on behalf of his parent;
- (b) such person complies with the qualifications for admission set for that school by the Director-General;
- (c) the necessary accommodation is available; and
- (d) the principal is satisfied—
  - (i) that such person does not suffer from an infectious disease and that his state of health is such that it will not be detrimental to the tuition of other pupils; and
  - (ii) that such person has reached the required age and is, in certain cases, of the appropriate sex.

(2) Before admission to a school is granted, the Director-General or the council or the principal may require that such written or other proof (including a birth certificate, baptismal certificate, identity document or affidavit) be furnished as may be necessary to determine the accuracy of the information given in respect of such person.

(3) The admission of such person as a pupil by the principal in terms of this regulation shall be provisional and shall be subject to confirmation by the authorised officer.

#### Admission register

26. (1) When the admission of a person to a school as a pupil has been confirmed, the principal shall forthwith record in an admission register approved by the Director-General, details of such pupil, including—

- (a) the pupil's registration number;

(2) Die Direkteur-generaal kan ondanks die bepalings van subregulasie (1) te eniger tyd gelas dat die boeke van die raad op die koste van die raad deur 'n ouditeur geouditeer moet word.

#### State en verslae

23. 'n Raad verstrek aan die Direkteur-generaal—

- (a) die inligting wat hy verlang; en
- (b) deur tussenkoms van die gemagtigde beampte, die jaarlikse finansiële state van die raad in regulasie 18 (30) bedoel.

#### Toelating van leerlinge

24. Die maksimum getal leerlinge wat vir 'n bepaalde skooljaar tot 'n skool en sy koshuise toegelaat kan word, word deur die Direkteur-generaal bepaal, en die getal mag nie sonder die Direkteur-generaal se voorafverkreeë toestemming oorskry word nie.

#### Toelatingsvereistes

25. (1) Niemand word deur die prinsipaal as leerling tot 'n skool toegelaat nie, tensy—

- (a) aansoek om sy toelating, op die amptelike aansoekvorm, deur of namens sy ouers by die prinsipaal van die skool gedoen is;
- (b) sodanige persoon voldoen aan die kwalifikasies vir toelating gestel vir daardie skool deur die Direkteur-generaal;
- (c) die nodige akkomodasie beskikbaar is; en
- (d) die prinsipaal oortuig is—
  - (i) dat sodanige persoon nie aan 'n aansteeklike siekte ly nie en dat sy gesondheidstoestand sodanig is dat dit nie aan die onderrig van ander leerlinge afbreuk sal doen nie; en
  - (ii) dat sodanige persoon die vereiste ouderdom bereik het en, in sekere gevalle, van die toepaslike geslag is.

(2) Voordat toelating tot 'n skool verleen word, kan die Direkteur-generaal of raad of prinsipaal vereis dat sodanige skriftelike of ander bewys (met inbegrip van 'n geboortesertifikaat, doopsertifikaat, identiteitsdokument of beëdigde verklaring) gelewer word as wat nodig is om die juistheid van die inligting wat ten opsigte van sodanige persoon verstrek is, vas te stel.

(3) Die toelating van sodanige persoon as leerling deur die prinsipaal kragtens hierdie regulasie is voorwaardelik en is onderworpe aan bekragtiging deur die gemagtigde beampte.

#### Toelatingsregister

26. (1) Wanneer die toelating van 'n persoon as 'n leerling tot 'n skool bekragtig is, moet die prinsipaal onverwyld in 'n toelatingsregister deur die Direkteur-generaal goedgekeur, die besonderhede van sodanige leerling aanteken, waaronder—

- (a) sy leerlingregistrasienuommer;



(b) his full names, surname, date of birth as stated on his birth certificate or his baptismal certificate, or, if the said documents are not readily available, his full names, surname and date of birth as determined on the basis of other evidence;

(c) his home address; and (50)

(d) the full names, surname and address of the parent of the pupil.

(2) Every person registered in terms of regulation (1) shall be deemed to have been duly admitted and registered as a pupil of that school for the relevant school year.

#### **Attendance register**

27. (1) Every class teacher in the school shall keep an attendance register in a form approved by the Director-General, in which such teacher shall record the following in respect of every pupil in his class:

(a) The full names and surname as recorded in the admission register; and

(b) the days on which the pupil attends or is absent from the school.

(2) The principal shall inspect every attendance register at least once a week and if it appears that a pupil is absent from school unnecessarily or for a protracted period, he shall determine the reason for such absence.

(3) If a pupil is absent from school for more than five consecutive school days without the parent or the person with whom he normally resides while attending the school informing the principal orally or in writing that the pupil is absent owing to sickness or for any other valid reason, the principal shall warn the parent or the person concerned that the name of the pupil may be deleted from the admission and attendance registers.

(4) If a pupil referred to in subregulation (3) does not return to the school within five days after his parent or the person concerned, as the case may be, has been warned in accordance with the subregulation in question, or if a valid reason for his absence has not been furnished to the principal within the said period, the principal shall delete the pupil's name from the register and the pupil shall then be deemed to have been expelled from the school.

(5) When a pupil's name has been deleted from the register in terms of subregulation (4) and he wishes to be readmitted to the school, application for readmission shall be made, and in this case regulation 26 shall apply *mutatis mutandis*: Provided that the readmission of a person older than 16 years shall be subject to the prior approval of the Director-General.

#### **Transfer**

28. (1) When a pupil is transferred from one school to another, the parent shall in writing inform the principal of the school from which the pupil is being transferred, after which the principal shall provide the parent with a transfer form approved by the Director-General and duly completed by the principal.

(b) sy volle name, van en geboortedatum soos vermeld in sy geboortesertifikaat of in sy doopsertifikaat, of indien vermelde dokumente nie gereedlik beskikbaar is nie, sy volle name, van en geboortedatum wat op grond van ander getuienis vasgestel kan word;

(c) sy woonadres; en

(d) die volle name, van en adres van die ouer van die leerling.

(2) Elke persoon wat ingevolge subregulasie (1) ingeskryf is, word geag behoorlik as leerling van daardie skool toegelaat en geregistreer te wees vir die betrokke skooljaar.

#### **Bywoningsregister**

27. (1) Elke klasonderwyser in die skool hou 'n bywoningsregister by op 'n wyse deur die Direkteur-generaal goedgekeur, waarin sodanige onderwyser ten opsigte van elke leerling in sy klas die volgende aantekeninge:

(a) Die volle name en van soos in die toelatingsregister aangeteken; en

(b) die dae waarop die leerling die skool bywoon of afwesig is.

(2) Die prinsipaal moet elke bywoningsregister minstens een keer per week nagaan en as dit blyk dat 'n leerling onnodig of vir 'n lang tydperk afwesig is, moet hy die rede vir sodanige afwesigheid vasstel.

(3) Indien 'n leerling meer as vyf agtereenvolgende skooldae van die skool afwesig is sonder dat die ouer of die persoon by wie die leerling normaalweg inwoon terwyl hy die skool bywoon die prinsipaal mondeling of skriftelik meedeel dat die leerling weens siekte of 'n ander geldige rede afwesig is, moet die prinsipaal die ouer of die betrokke persoon waarsku dat die naam van die leerling van die toelatings- en bywoningsregister geskrap kan word.

(4) Indien 'n leerling bedoel in subregulasie (3) nie binne vyf skooldae nadat sy ouer of die betrokke persoon, na gelang van die geval, ooreenkomstig bedoelde subregulasie gewaarsku is, na die skool terugkeer of 'n geldige rede vir sy afwesigheid nie binne gemelde tydperk aan die prinsipaal verstrek is nie, kan die prinsipaal die naam van die leerling van die register skrap en die leerling word dan geag uit die skool gesit te wees.

(5) Wanneer 'n leerling se naam ingevolge subregulasie (4) van die register geskrap is en hy weer tot die skool toegelaat wil word, moet om hertoelating aansoek gedoen word, en in dié geval is regulasie 26 *mutatis mutandis* van toepassing: Met dien verstande dat die toelating van 'n persoon wat ouer as 16 jaar is, aan die voorafverkreë goedkeuring van die Direkteur-generaal onderworpe is.

#### **Oorplasing**

28. (1) Wanneer 'n leerling van een skool na 'n ander skool oorgeplaas word, moet die ouer die prinsipaal van die skool waarvandaan hy oorgeplaas word, skriftelik in kennis stel, waarna die prinsipaal die ouer moet voorsien van 'n oorplasingvorm wat die Direkteur-generaal goedgekeur het en die prinsipaal behoorlik ingevul het.

(2) When application for admission to another school is made, the principal of such other school shall be provided with the transfer form referred to in subregulation (1), as well as with such other documents as the said principal may require.

#### **Discharge**

29. (1) The discharge of a pupil from a school at the request of a parent shall be effected only with the approval of the Director-General.

(2) A substantiated application for approval for the discharge of a pupil may be submitted by the parent to the Director-General through the agency of the principal.

(3) The Director-General may direct that a pupil be discharged from a school—

(a) if such pupil has reached an age which, in the opinion of the Director-General, makes the pupil's further attendance of such school unnecessary or inadvisable; and

(b) if the Director-General is of the opinion that such pupil is not benefiting sufficiently from the training in such school or has already received adequate training, or that the reason for his further attendance of such school no longer exists, or that it is otherwise advisable to terminate his attendance.

#### **Control and discipline**

30. (1) The principal of a school shall be responsible for the control over and discipline of the pupils.

(2) A code for the control over and discipline of pupils shall be drafted by the council for the guidance of the principal, and such code shall be subject to the approval of the Director-general.

#### **Suspension and expulsion**

31. (1) Should a pupil behave in such a way that his continued attendance of a school will, in the principal's opinion, be detrimental to the welfare of the school in its entirety or of any of the pupils, the principal shall immediately in writing inform such pupil's parent of such conduct and shall also inform him that, if such or similar conduct is repeated, such pupil will be liable to expulsion, and he shall report the matter to the council.

(2) On recurrence of the conduct referred to in subregulation (1) or similar conduct, the principal shall confront such pupil about his behaviour and afford him the opportunity to state his side of the matter in writing, or verbally in the presence of a teacher or other witness, and after consideration of the pupil's side of the matter the principal may suspend him from the school.

(3) Notwithstanding the provisions of subregulations (1) and (2), the principal may, after consultation with the council, forthwith suspend a pupil from the school if he commits a transgression which in the opinion of the principal seriously harms or may harm the maintenance of order and discipline at the school.

(4) When a pupil is suspended in terms of subregulation (2) or (3)—

(a) the pupil shall—

(i) leave the school premises without delay and, unless the principal has ordered otherwise, leave any school hostel; and

(2) Wanneer aansoek om toelating tot 'n ander skool gedoen word, moet die prinsipaal van sodanige ander skool voorsien word van die oorplasingvorm in subregulasie (1) bedoel, asook van sodanige ander stukke as wat gemelde prinsipaal mag vereis.

#### **Ontslag**

29. (1) Ontslag van 'n leerling uit 'n skool op versoek van 'n ouer geskied slegs met die goedkeuring van die Direkteur-generaal.

(2) 'n Gemotiveerde aansoek om goedkeuring vir die ontslag van 'n leerling kan deur die ouer deur bemiddeling van die prinsipaal by die Direkteur-generaal ingedien word.

(3) Die Direkteur-generaal kan opdrag gee dat 'n leerling uit 'n skool ontslaan word—

(a) indien sodanige leerling 'n ouderdom bereik het wat na die mening van die Direkteur-generaal sy verdere bywoning van sodanige skool onnodig of onraadsaam maak; en

(b) indien die Direkteur-generaal van mening is dat sodanige leerling nie genoegsaam baat vind by die opleiding in sodanige skool nie, of reeds voldoende opleiding ontvang het, of die rede vir sy verdere bywoning van sodanige skool nie meer bestaan nie, of dit andersins raadsaam is om sy bywoning te beëindig.

#### **Beheer en tug**

30. (1) Die prinsipaal van 'n skool is verantwoordelik vir die beheer oor en tug van die leerlinge.

(2) 'n Kode vir die beheer oor en tug van leerlinge moet deur die raad opgestel word vir die leiding van die prinsipaal en sodanige kode is onderworpe aan die goedkeuring van die Direkteur-generaal.

#### **Skorsing en uitsetting**

31. (1) Indien 'n leerling hom sodanig gedra dat sy voortgesette bywoning van 'n skool na die oordeel van die prinsipaal nadelig sal wees vir die welsyn van die skool in sy geheel of van enige van die leerlinge, moet die prinsipaal sonder versuim die ouer van sodanige leerling skriftelik van sodanige gedrag verwittig en hom meedeel dat, by herhaling van sodanige of soortgelyke gedrag, sodanige leerling hom aan uitsetting sal blootstel en moet hy die saak by die raad aanmeld.

(2) By herhaling van die gedrag in subregulasie (1) bedoel of soortgelyke gedrag moet die prinsipaal sodanige leerling oor sy gedrag konfronteer en geleentheid gee om sy kant van die saak skriftelik, of mondeling in teenwoordigheid van 'n onderwyser of 'n ander getuie, te stel, en na oorweging van die leerling se kant van die saak kan die prinsipaal hom uit die skool skors.

(3) Ondanks die bepalinge van subregulasies (1) en (2) kan die prinsipaal na oorlegpleging met die raad 'n leerling onverwyld uit die skool skors indien hy 'n oortreding pleeg wat na die oordeel van die prinsipaal die handhawing van orde en dissipline in die skool ernstig benadeel of kan benadeel.

(4) Wanneer 'n leerling kragtens subregulasie (2) of (3) geskors word—

(a) moet die leerling—

(i) sonder versuim die perseel van die skool en, tensy die prinsipaal anders gelas, enige skoolkoshuis verlaat; en

(ii) save for the purpose of an investigation as set out below, not be or remain on the school premises, including any sportsfield;

(b) the principal shall without delay—

(i) in writing inform the pupil's parent of the suspension and the reason therefor; and

(ii) submit a detailed report regarding such suspension to the council.

(5) The council may, after consideration of the report and after such further investigation as it may deem desirable, order the expulsion of such pupil or take such other steps as it may deem necessary.

(6) Notwithstanding the provisions of subregulations (1), (2), (3), (4) and (5), the council may summarily expel from the school a pupil if he—

(a) deliberately or negligently contravenes any regulation made in terms of the Act;

(b) behaves within or outside the buildings or within the schoolgrounds in a manner which, in the opinion of the principal, seriously harms or may harm the maintenance of order or discipline at the school;

(c) deliberately damages, destroys or uses or appropriates to himself the property of the school or of any other person or body;

(d) deliberately contravenes any examination regulation or instruction;

(e) deliberately refuses to carry out a legitimate instruction given by the principal or a teacher authorised thereto by the principal;

(f) deliberately gives false information to the principal or a teacher;

(g) is found guilty in court of an offence which, in the opinion of the principal or the authorised officer, is serious enough to justify disciplinary action;

(h) incites or instigates a fellow pupil to contravene any regulation or instruction made in terms of the Act;

(i) participates in or instigates a boycott of classes or school functions or participates in or instigates protest marches, sit-ins or any riotous action;

(j) performs an act of insubordination; or

(k) possesses or uses a habit-forming drug without the prescription of a registered medical practitioner.

(7) An appeal by the parent against the expulsion of a pupil from a school may be made to the Director-General within seven days of such expulsion and the Director-General's decision shall be final.

(ii) uitgesonderd vir die doeleindes van 'n ondersoek soos hieronder bepaal, nie op die perseel van die skool, met inbegrip van enige sportgrond, kom of bly nie;

(b) moet die prinsipaal sonder versuim—

(i) die ouer van die leerling skriftelik in kennis stel van die skorsing en die rede daarvoor; en

(ii) 'n breedvoerige verslag aangaande sodanige skorsing by die raad indien.

(5) Die raad kan na oorweging van die verslag en die verdere ondersoek wat hy wenslik ag, indien dit dienstig geag word, die uitsetting van sodanige leerling gelas of sodanige ander stappe doen as wat hy nodig ag.

(6) Ondanks die bepalings van subregulasies (1), (2), (3), (4) en (5) kan die raad 'n leerling summier uit die skool sit indien die leerling—

(a) opsetlik of nalatig enige regulasie kragtens die Wet uitgevaardig, oortree;

(b) hom binne of buite die geboue of binne die terrein van die skool gedra op 'n wyse wat na die oordeel van die prinsipaal die handhawing van die orde of dissipline van die skool ernstig benadeel of kan benadeel;

(c) eiendom van die skool of enige ander persoon of instansie opsetlik beskadig, vernietig of gebruik of hom dit toe-eien;

(d) enige eksamenregulasie of voorskrif opsetlik oortree;

(e) opsetlik weier om 'n regmatige opdrag gegee deur die prinsipaal of 'n onderwyser deur die prinsipaal daartoe gemagtig, uit te voer;

(f) opsetlik valse inligting aan die prinsipaal of 'n onderwyser verstrek;

(g) in 'n hof skuldig bevind word aan 'n misdryf wat na die oordeel van die prinsipaal of die gemagtigde beampte ernstig genoeg is om dissiplinêre optrede te regverdig;

(h) 'n medeleerling uitlok of aanstig om enige regulasie of instruksie kragtens die Wet uitgevaardig, te oortree;

(i) aan 'n boikot van klasse of skoolfunksies deelneem of sodanige boikotte aanstig of aan protesopmarsse, sitstakinge of enige oproerige handeling deelneem of dit aanstig;

(j) 'n handeling van insubordinasie verrig; of

(k) 'n gewoontevormende dwelmiddel sonder voorskrif van 'n geregistreerde mediese praktisyn besit of gebruik.

(7) 'n Appèl deur die ouer teen die uitsetting van 'n leerling uit 'n skool kan binne sewe dae vanaf sodanige uitsetting by die Direkteur-generaal aangeteken word en die beslissing van die Direkteur-generaal is afdoende.

**Treatment of pupils under extraordinary circumstances** (50)

32. (1) If a pupil of a school, in the principal's opinion, refuses to attend classes or to receive tuition or is deliberately absent from school or classes without good reason, the principal shall forthwith warn the pupil in writing or verbally that should he neglect to resume class attendance prior to or on a date and time determined by the principal with a view to receiving tuition, such neglect will result in the deletion of his name from the admission register.

(2) When the principal issues a warning in terms of subregulation (1), he shall at the same time in writing warn the parent of such pupil accordingly and shall inform the council of the facts.

(3) A pupil referred to in subregulation (1) who, notwithstanding the said warning, refuses or neglects to resume class attendance prior to or on the date and time determined in terms of said subregulation with a view to receiving tuition shall be deemed to have left the school voluntarily for the rest of that school year and—

(a) the principal shall—

(i) delete the name of such pupil from the admission register; and

(ii) in writing inform the parent of such pupil accordingly; and

(b) such pupil may from that date not set foot in the school or on the schoolgrounds or the school premises.

(4) If in the opinion of the principal, the majority of the school's pupils refuse to attend classes or to receive tuition, or are deliberately absent from the school or classes for whatever reason, and the principal is of the opinion that such refusal or absence is disrupting the educational programme at the school concerned or obstructing it to the extent that the school's pupils are unable to complete the standard or course for which they have been admitted, the principal shall forthwith orally or in any other suitable and effective manner warn such pupils that, should they neglect to resume class attendance with a view to receiving tuition before or on the date and time determined by the principal, such neglect shall result in the deletion of their names from the admission register of the school, and also in the closing of the school.

(5) When a warning is issued in terms of subregulation (4) the principal shall, at the same time, in writing inform the parents of such pupils accordingly.

(6) A pupil referred to in subregulation (4) who, notwithstanding the said warnings, refuses or neglects to resume class attendance in order to receive tuition before or on the date and time determined in terms of subregulation (4) shall be deemed to have left the school voluntarily for the rest of the school year and—

(a) the principal shall—

(i) delete the name of such pupil from the admission register; and

**Behandeling van leerlinge onder buitengewone omstandighede**

32. (1) Indien 'n leerling van 'n skool na die mening van die prinsipaal weier om klasse by te woon of om onderrig te ontvang of sonder goeie rede doelbewus afwesig is van die skool of klasse, moet die prinsipaal die leerling onverwyld mondeling of skriftelik waarsku dat indien hy versuim om voor of op 'n datum en tyd wat die prinsipaal bepaal, klasbywoning te hervat met die doel om onderrig te ontvang, sodanige versuim sal lei tot die skrapping van sy naam van die toelatingsregister.

(2) Wanneer die prinsipaal 'n waarskuwing kragtens subregulasie (1) rig, moet hy tegelykertyd die ouer van sodanige leerling skriftelik dienooreenkomstig waarsku en die raad van die feite verwittig.

(3) 'n Leerling bedoel in subregulasie (1) wat ondanks bedoelde waarskuwing weier of nalaat om voor of op die datum en tyd bepaal ingevolge gemelde subregulasie klasbywoning te hervat met die doel om onderrig te ontvang, word geag die skool vir die res van daardie skooljaar vrywillig te verlaat het, en—

(a) die prinsipaal moet—

(i) die naam van sodanige leerling van die toelatingsregister skrap; en

(ii) die ouer van sodanige leerling skriftelik dienooreenkomstig inlig; en

(b) sodanige leerling mag vanaf bedoelde datum nie die skool of die skoolgronde of die skoolperseel betree nie.

(4) Indien na die mening van die prinsipaal die meerderheid van die leerlinge van 'n skool weier om klasse by te woon of om onderrig te ontvang, of om watter rede ook al doelbewus afwesig is van die skool of klasse, en die prinsipaal van oordeel is dat sodanige weiering of afwesigheid die onderwysprogram aan die betrokke skool ontwig of in so 'n mate belemmer dat leerlinge van die skool nie in staat is om die standerd of kursus waarvoor hulle toegelaat is, behoorlik te voltooi nie, moet die prinsipaal sodanige leerlinge onverwyld mondeling of op enige ander gepaste en doeltreffende wyse waarsku dat indien hulle versuim om voor of op 'n datum en tyd wat die prinsipaal bepaal, klasbywoning te hervat met die doel om onderrig te ontvang, sodanige versuim sal lei tot die skrapping van hulle name van die toelatingsregister van die skool en ook tot die sluiting van die skool.

(5) Wanneer 'n waarskuwing kragtens subregulasie (4) gerig word, moet die prinsipaal die ouers van sodanige leerlinge tegelykertyd skriftelik dienooreenkomstig inlig.

(6) 'n Leerling bedoel in subregulasie (4) wat ondanks bedoelde waarskuwings weier of nalaat om voor of op die datum en tyd bepaal ingevolge subregulasie (4) klasbywoning te hervat ten einde onderrig te ontvang, word geag die skool vir die res van daardie skooljaar vrywillig te verlaat het en—

(a) die prinsipaal moet—

(i) die naam van sodanige leerling van die toelatingsregister skrap; en

(ii) in writing inform the parent of such pupil accordingly; and

(b) such pupil may, from the said date, not set foot in the school or on the schoolgrounds or the school premises.

(7) If, in the Minister's opinion, the number of pupils who refuse or neglect to resume class attendance for the purpose of receiving tuition as referred to in subregulation (6) is such that the continued existence of the school is not justified, he may withdraw the registration of the school in terms of section 8 (4) (b) of the Act and shall, once the registration of the school has been so withdrawn, direct that the pupils who resumed class attendance for the purpose of receiving tuition prior to or on the said date be transferred to another school.

(8) When the registration of a school referred to in subregulation (7) has been withdrawn and is thereafter reinstated by the Minister, the principal may admit a person as a pupil to the said school within a period determined by the council.

(9) No person shall be admitted to the school concerned under the circumstances referred to in subregulation (8) unless he complies with the admission requirements prescribed in regulation 31 (1) and (2): Provided that the council may further require—

(a) the pupil to be accompanied by his parent when application for admission is made; and

(b) the parent to give a written undertaking that he will ensure that the pupil attends the school regularly.

(10) The parent of a pupil whose name has been deleted from the admission register in terms of this regulation, may, within seven days of having been notified thereof, appeal against such deletion to the Director-General who, after hearing all the interested parties, may either confirm the action of the principal concerned or direct that the name of the pupil concerned be re-entered in the admission register.

#### **Reimbursement of moneys**

33. When a pupil is expelled from a school, the parent shall not be entitled to reimbursement of any moneys paid by him or any other expenses incurred by him.

#### **Premises and buildings**

34. Where school premises or school buildings have been bought, erected or improved by means of a State subsidy or State loan, the State's interests shall be protected by a written agreement, as approved by the Director-General in consultation with the Treasury, between the State and the owner of the school premises, school buildings or any other improvements.

#### **Furniture and other equipment**

35. Furniture, vehicles and any other equipment bought with a Departmental subsidy shall not be alienated, destroyed or otherwise disposed of without the approval of the Director-General, and any proceeds of such disposal shall be divided between the State-aided school and the State on the same basis as that on which the State subsidised the purchase thereof and on which the owner contributed thereto.

(ii) die ouer van sodanige leerling skriftelik dienooreenkomstig inlig; en

(b) sodanige leerling mag vanaf bedoelde datum nie die skool of die skoolgronde of die skoolperseel betree nie.

(7) Indien die Minister van oordeel is dat die aantal leerlinge wat weier of nalaat om klasbywoning te hervat ten einde onderrig te ontvang soos in subregulasie (6) bedoel van so 'n omvang is dat die voortbestaan van die skool nie geregverdig is nie, kan hy die registrasie van die skool ooreenkomstig artikel 8 (4) (b) van die Wet intrek, en indien die registrasie van die skool aldus ingetrek is, moet hy gelas dat die leerlinge wat voor of op bedoelde datum klasbywoning hervat het met die doel om onderrig te ontvang, na 'n ander skool oorgeplaas word.

(8) Wanneer die registrasie van 'n skool in subregulasie (7) bedoel, ingetrek is en daarna deur die Minister herstel word, kan die prinsipaal iemand binne 'n tydperk deur die raad bepaal, as leerling tot bedoelde skool toelaat.

(9) Niemand word onder die omstandighede bedoel in subregulasie (8) tot die betrokke skool toegelaat nie, tensy hy voldoen aan die toelatingsvereistes voorgeskrif in regulasie 31 (1) en (2): Met dien verstande dat die raad verder ook kan vereis—

(a) dat die leerling deur sy ouer vergesel word wanneer aansoek om toelating gedoen word; en

(b) dat die ouer skriftelik onderneem om toe te sien dat die leerling die skool gereeld bywoon.

(10) Die ouer van 'n leerling wie se naam ingevolge hierdie regulasie van die toelatingsregister geskrap is, kan binne sewe dae nadat hy daarvan in kennis gestel is, appèl teen sodanige skraping by die Direkteur-generaal aanteken, wat, nadat hy alle belanghebbende partye aangehoor het, die optrede van die betrokke prinsipaal kan bekragtig of kan gelas dat die betrokke leerling se naam op die toelatingsregister herstel word.

#### **Terugbetaling van gelde**

33. Wanneer 'n leerling uit 'n skool uitgesit word, is die ouer nie geregtig op terugbetaling van enige gelde wat hy betaal het of ander koste wat hy aangegaan het nie.

#### **Persele en geboue**

34. Waar skoolpersele of-geboue met 'n Staatsubsidie of Staatslening aangekoop, opgerig of verbeter word, word die Staat se belange beskerm deur 'n skriftelike ooreenkoms, soos goedgekeur deur die Direkteur-generaal in oorleg met die Tesourie, tussen die Staat en die eienaar van die skoolperseel, skoolgeboue of ander verbeteringe.

#### **Meubels en ander toerusting**

35. Meubels, voertuie en enige ander toerusting wat met 'n Departementele subsidie aangekoop is, word nie sonder die goedkeuring van die Direkteur-generaal vervreem, vernietig of anders oor beskik nie en enige opbrengs van sodanige beskikking word verdeel tussen die Staatsondersteunde skool en die Staat op dieselfde grondslag as dié waarop die Staat die aankoop daarvan gesubsidieer het en waarop die eienaar daartoe bygedra het.

**General**

(50)

36. (1) The school calendar and school hours, as determined by the Director-General, shall be adhered to by a school.

(2) The council shall ensure that the required books in connection with the administration and organisation of the school, such as the school journal, admission register, class registers, punishment book, schemes of work, report books and other books, statements or returns required by the Director General, are regularly updated by the principal and his staff to the satisfaction of the Director-General.

(3) When the Director-General orders an inspection of any matter at a school, the council and staff shall give their full co-operation to the officer charged with conducting the inspection.

(4) All books and documents or information required shall be put at the disposal of the officer and he shall be given access to all rooms and have every opportunity to interview teachers and employees of the school and to observe them while they are engaged in the performance of their daily duties.

**Offences**

37. Any person who—

(a) on the premises of a school, including any grounds or a hostel—

(i) presents to pupils a course or syllabus other than a course or syllabus instituted under section 35 of the Act for the education, instruction or training of persons in schools, excluding a work programme, class or course, which, in the normal course of school activities, is generally presented at schools in addition to the courses instituted in terms of the Act; or

(ii) presents to pupils any education, instruction or training in a course instituted under the said section 35, according to any syllabus other than the syllabus which has been determined under the said section for that course;

(b) disrupts or obstructs a class where education, instruction or training is being provided by a school to pupils of the school; or

(c) disrupts or obstructs a sporting, social or any other function which is being presented for pupils of the school,

shall be guilty of an offence and liable on conviction to a fine or, in default of payment, to imprisonment for a period not exceeding 12 months.

**Repeal and amendment of regulations**

38. The regulations published by Government Notice No. R. 962 of 24 June 1966 are hereby repealed.

**Algemeen**

36. (1) Die skoolkalender en skoolure soos deur die Direkteur-generaal bepaal, moet deur 'n skool gevolg word.

(2) Die raad sien toe dat die nodige boeke in verband met die administrasie en organisasie van die skool, soos die skooljoernaal, toelatingsregister, klasregisters, strafboek, werkskemas, verslagboeke en ander boeke, state of opgawes wat deur die Direkteur-generaal vereis word, gereeld deur die prinsipaal en sy personeel bygehou word tot tevredenheid van die Direkteur-generaal.

(3) Wanneer die Direkteur-generaal 'n inspeksie van enige aangeleentheid by 'n skool gelas, moet die raad en personeel hulle volle samewerking gee aan die beampte aan wie die uitvoering van die inspeksie opgedra is.

(4) Alle boeke en dokumente of inligting wat verlang word, moet ter beskikking van die beampte gestel word en toegang tot alle lokale moet aan hom verleen word en hy moet volle geleentheid kry om onderwysers en werknemers van die skool te ondervra en waar te neem terwyl hulle besig is met die uitvoering van hulle daaglikse pligte.

**Misdrywe**

37. Iemand wat—

(a) op 'n skoolperseel, met inbegrip van enige terrein of koshuis—

(i) 'n ander kursus of sillabus as 'n kursus of sillabus wat kragtens artikel 35 van die Wet vir die onderwys, onderrig of opleiding van persone in skole ingestel is, behalwe 'n werkprogram, klas of kursus wat in die gewone loop van skoolwerkzaamhede algemeen by skole bykomstig tot die by Wet ingestelde kursusse aangebied word, aan leerlinge aanbied; of

(ii) enige onderwys, onderrig of opleiding in 'n kursus wat kragtens gemelde artikel 35 ingestel is, volgens 'n ander sillabus as die sillabus wat kragtens genoemde artikel vir daardie kursus bepaal is, aan leerlinge aanbied,

(b) 'n klas waar onderwys, onderrig of opleiding deur 'n skool aan leerlinge van die skool verskaf word, ontwrig of belemmer; of

(c) 'n sport-, sosiale of ander byeenkoms wat deur 'n skool vir leerlinge van die skool aangebied word, ontwrig of belemmer,

pleeg 'n misdryf en is by skuldigbevinding strafbaar met 'n boete of by wanbetaling daarvan met gevangenisstraf vir 'n tydperk van hoogstens 12 maande.

**Herroeping en wysiging van regulasies**

38. Die regulasies afgekondig by Goewermentskennisgewing No. R. 962 van 24 Junie 1966 word hierby herroep.

39. The regulations published by Government Notice R. 1143 of 29 May 1981, as amended by Government Notices Nos. R. 833 of 30 April 1982, R. 742 of 4 April 1985, R. 2287 of 11 November 1988 and R. 2367 of 25 November 1988, are hereby amended by the substitution for the definition of "school" in regulation 1 of the following definition:

(50) " 'school' shall mean any school as defined in section 1 of the Act, excluding institutions for teacher training, night schools, centres for the education of adults, State-aided special schools and private schools;".

40. The regulations published by Government Notice R. 830 of 30 April 1982, as amended by Government Notices Nos. R. 10 of 6 January 1989 and R. 1097 of 2 June 1989, are hereby amended by the substitution for the definition of "school" in regulation 1 of the following definition:

" 'school' shall mean a school as defined in section 1 of the Act, excluding institutions for the training of teachers, night schools, centres for the education of adults, schools of industries, reform schools and special schools;".

**DEPARTMENT OF FINANCE**

No. R. 79 22 January 1993

CUSTOMS AND EXCISE ACT, 1964

AMENDMENT OF SCHEDULE No. 1 (No. 1/1/550)

Under section 48 of the Customs and Excise Act, 1964, part 1 of Schedule No. 1 to the said Act is hereby amended, with retrospective effect to 13 November 1992, to the extent set out in the Schedule hereto.

**J. A. VAN WYK,**  
Deputy Minister of Finance.

39. Die regulasies afgekondig by Goewermentskennisgewing No. R. 1143 van 29 Mei 1981, soos gewysig by Goewermentskennisgewings nos. R. 833 van 30 April 1982, R. 742 van 4 April 1985, R. 2287 van 11 November 1988 en R. 2367 van 25 November 1988, word hierby gewysig deur die woordskrywing van "skool" in regulasie 1 deur die volgende woordskrywing te vervang:

" 'skool' 'n skool soos omskryf in artikel 1 van die Wet, uitgesonderd inrigtings vir die opleiding van onderwysers, aandskole, sentrums vir die onderwys van volwassenes, Staatsondersteunde spesiale skole en private skole;".

40. Die regulasies afgekondig by Goewermentskennisgewing R. 830 van 30 April 1982, soos gewysig by Goewermentskennisgewings Nos. R. 10 van 6 Januarie 1989 en R. 1097 van 2 Junie 1989, word hierby gewysig deur die woordskrywing van "skool" in regulasie 1 deur die volgende woordskrywing te vervang:

" 'skool' 'n skool soos omskryf in artikel 1 van die Wet, uitgesonderd inrigtings vir die opleiding van onderwysers, aandskole, sentrums vir die onderwys van volwassenes, nywerheidskole, verbeteringskole en spesiale skole;".

**DEPARTEMENT VAN FINANSIES**

No. R. 79 22 Januarie 1993

DOEANE- EN AKSYNSWET, 1964

WYSIGING VAN BYLAE No. 1 (No. 1/1/550)

Kragtens artikel 48 van die Doeane- en Aksynswet, 1964, word Deel 1 van Bylae No. 1 by genoemde Wet hiermee gewysig, met terugwerkende krag tot 13 November 1992, in die mate in die Bylae hiervan aangetoon.

**J. A. VAN WYK,**  
Adjunkminister van Finansies.

**SCHEDULE**

Heading	Subheading	C. D.	Article Description	Statistical Unit	Rate of Duty	Annotations
59.03			By the substitution for heading No. 59.03 of the following:			
"59.03			<b>Textile fabrics impregnated, coated, covered or laminated with plastics (excluding those of Heading No. 59.02).</b>			
	5903 10		With polyvinyl chloride:			
		.10 0	In a plain weave, of a mass of the basic textile fabric exceeding 340 g/m <sup>2</sup> , commonly known as canvas or duck, surface-coated	kg	15%	
		.20 8	Electrical insulating tape	kg	5%	
		.30 5	Of a kind commonly used for interlinings	kg	25% or 120c/m <sup>2</sup> less 75%	
		.40 2	Other, incorporating glass microspheres	kg	free	
		90 9	Other	kg	25% or 180c/m <sup>2</sup> less 75%	

# Hopes

**A** SINGLE education ministry for all South Africans could be in place within the next few months.

Over the past week, prominent government officials have appeared on television and in print stating their belief that the administration of education needs to be brought under a single department soon.

In an interview with Leadership magazine, the Minister of National Education, Mr Piet Marais, outlined the government's position, saying a new constitution need not be in place for education changes to be effected.

He said changes could be brought about independently of the political process.

"At the opening of parliament in February last year, President FW de Klerk made it clear that government was committed to working towards a single, non-discriminatory education system," he said.

Speaking on Agenda on Sunday evening, Marais again referred to the government's desire to establish a single education ministry with different regionally-based departments.

This would, he said, be in place within months.

Indeed, legislation passed by parliament in October for the unbundling of Own Affairs, is at the disposal of the government.

A stroke of the pen could literally abolish racially-based education, one of the most enduring aspects of apartheid.

Political organisations and teach-

SOUTH 23/11-27/11/93 (50)

The debate about a single ministry of education is coming to a head. But are all parties talking about the same thing? **Diane Coetzer** reports:

ers unions have, understandably, reacted with cautious optimism to the statements.

Head of the ANC's Department of Education, Mr John Samuel, cautiously described the minister's comments as "hopeful".

"From our understanding it appears this is an important shift away from the government's previous emphasis on ethnic and racial constituencies," he said.

The Democratic Party also welcomed the move.

"The DP has a standing policy of one single education ministry with regionally, decentralised, non-racial departments and we are hopeful that this will be on its way soon," the party's education spokesperson, Mr Roger Burrows, told SOUTH.

However, not everyone is optimistic.

President of the South African Democratic Teachers Union (Sadtu), Mr Shepherd Madladlana, said if a single ministry with a single education department was not instituted soon, the union would continue to engage the state.

But Madladlana felt it was unlikely the government would create a single education department for all even if there was one education ministry because of the government's history of putting the inter-

ests of white constituents first.

"We are fearful that in order to please their white constituency the state will keep in place the structures of the Houses of Assembly, Representatives, and Delegates under the guise of so-called 'different departments'," he said.

"We also cannot understand the delays. If at a stroke of a pen, the Group Areas Act was abolished how can it be that this crucial part of the apartheid policy cannot be done away with immediately?"

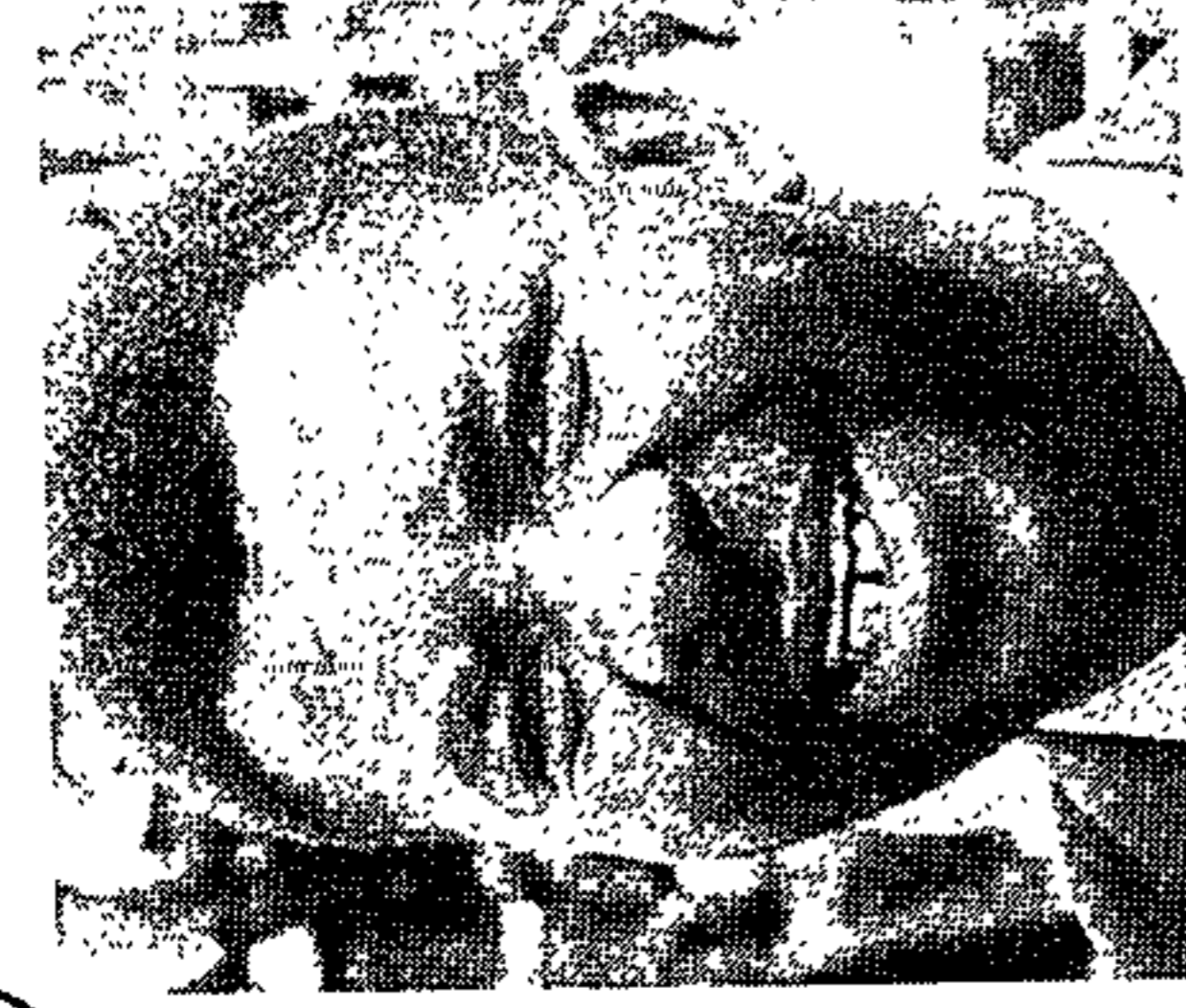
**S**amuel said the government on its own should not attempt to change education and should engage in a process of consultation.

"The important thing to stress is that the government cannot make such a major policy move without engaging in dialogue even if that move has merit.

"This is crucial because if unilateral decisions are taken they will not be seen to have the support of the people and the decisions could lose their legitimacy."

Samuel said it was important that consultation takes place about the structuring of regions to avoid any duplication, the present racially structured system.

Indications are that a process of consultation is already underway.



**SHEPHERD MADLADLANA**

Sources say the different heads of racially-based education departments have been meeting for some time to begin defining how regions would operate.

More importantly, recent information suggests an Education Policy Forum, involving officials from the department of National Education and political organisations including the ANC, is to be formed within days.

This forum is likely to be charged with the task of advising government officials in the period before an interim government is in place.

Addressing the implications of a single education ministry, those involved in education have stressed that while backlogs in black education are enormous, there would be some immediate consequences.

For example, so-called "surplus teachers" in white and coloured schools would be able to find jobs

in schools previously under the Department of Education and Training.

"The shortage of teachers in black schools has been completely artificial," contends Burrows.

"If there is considered regional planning then there can be an equitable distribution of teachers in the various regions.

"Some work needs to be done in working out formulas because, in the system we have, different formulas for teacher supply are used for the four different racially-structured departments."

Another area where a single regional department should quickly benefit disadvantaged schools will be when a co-ordinating administration appoints a common inspector.

According to Burrows an inspector inspecting schools in Rondebosch, Athlone and Langa will have to apply a common norm to that work and will have to bring a school in Langa up to the standard of those in Rondebosch.

Sadtu's Madladlana has, however, stressed the need for urgency.

Even one day's delay in unifying education pulls black education further into its morass, he warned.

"Overcrowding, for example, is getting worse by the minute," Madladlana said.

"As I am talking to you there are parents standing outside the gates of my school (Andile Primary School) desperate for me to admit their children.

"We already have 1 500 children at the school and we cannot admit anymore," Madladlana said.



# Education under one ministry?

CT 23/1/93

By ANTHONY JOHNSON  
Political Correspondent

THE government is considering installing a single ministry of education in South Africa comprising a series of regional departments.

Advertisements announcing the first steps — a resumption of rationalisation in the education department of the House of Representatives — have been prepared for publication tomorrow.

Extreme economic pressure on the state coffers has left the government no option but to continue with the rationalisation in the House of Representatives department which was abandoned after extensive teacher union opposition last year.

The government has discussed the restructuring and rationalisation of the country's colour-coded education system with the ANC and it is understood that an announcement on the revamped system could be made as early as next week.

Sources close to the negotiations said the plan involved the amalgamation of the three "own affairs" education departments for whites, Indians and coloureds under a single ministry.

However, it is understood that the future of the black Department of Education and Training and the re-

gional structuring of a new ministry remain points of contention.

Government ministers have said repeatedly that a single ministry of education was an achievable goal but no clear-cut plan has been evolved to remove the huge gaps in spending on the different race groups.

The chairman of the Ministers Council in the House of Representatives, Mr Jac Rabie, said yesterday he was confident that the rationalisation process would be completed this year.

However, he could not say to what extent this might reduce racial disparities in spending or how many education officials might be retrenched in the process.

Asked whether the restructuring process would mean the regionalisation of education, he responded: "I imagine so."

However, he added that these geographic divisions would not necessarily coincide with political boundaries.

The Democratic Party's education spokesman, Mr Roger Burrows, said it appeared that separate institutional departments could be set up for regions like the Western Cape and Natal, with the Transvaal being carved up into a number of regions.

He did not believe there would be a single education department in the country.

# Education a priority on road back for SA

TOS WENTZEL (56)  
Political Staff

IMPROVED education from basic literacy onwards has been identified as one of Africa's prime needs by a conference of the Interaction Council.

In Cape Town yesterday the council also discussed the conditional cancellation of Africa's foreign debts.

It is considering ways in which the continent can be

brought back into the international main stream after being "marginalised in the past decade".

At a closed session of the conference at the National Gallery, some of the ills that were plaguing the continent were listed.

These include lack of democracy, rampant illiteracy, local wars, big military expenditure, huge debts, corruption and Aids.

Comparisons with Asia were drawn by more than one speaker.

The advantages of Asia lay in its diversified economies, the emphasis on the development of agriculture and, above all, the emphasis on education.

One participant spoke of the need for stability and security on the continent. He said it was not weapons but welfare of the people that was the best guarantee of security.

There was general agreement that Africa's foreign debt should be cancelled, but under conditions.

Speakers felt that widespread corruption should at least be limited. The best weapon against corruption was a free Press and efforts should be made in that direction.

No real economic development was possible, a speaker said, "as long as so many people depend on the State".

Economic and political restructuring present the major problems.

In the discussions it was suggested that there was an unequal treatment of Africa compared to Eastern Europe.

Today and tomorrow the conference will be briefed by President De Klerk, Mr Walter Sisulu, Archbishop Desmond Tutu, Chief Mangosuthu Buthelezi and Mr Justice Richard Goldstone.

# Education merger <sup>(56)</sup> ARG 23/1/93 in months?

**MARTIN CHALLENOR and PETER FABRICIUS**  
Political Staff

EDUCATION in South Africa will be brought under a single nonracial ministry and department within months, a government minister predicted yesterday.

President De Klerk could announce this when he opens parliament next Friday, parliamentary sources believe.

It will be done using legislation passed last October to enable the present white, black, coloured and Indian own affairs departments to be amalgamated.

But the government has also indicated that the black Department of Education and Training and the education departments of the six self-governing homelands will also be part of the new single department.

The move will have far-reaching consequences for education and will make an impact especially on the present unequal and racial distribution of education where spending on each white pupil is several times more than that of blacks.

Senior National Party member Jac Rabie, chairman of the Ministers' Council in the House of Representatives, said yesterday the government was moving towards one education department and he was hopeful it would be achieved during the session of parliament, starting next Friday.

He said the idea was to amalgamate all the separate offices in each region into one office which would deliver services "regardless of colour, race or creed."

"This will be one education department with one education policy."

Democratic Party education spokesman Roger Burrows said Mr Rabie's remarks confirmed what was being said in educational and political circles.

The executive directors of education were already discussing the framework of a new dispensation and it would be surprising if Mr De Klerk did not announce it next week. The creation of a single ministry would have far-reaching implications for rationalising the use of school buildings, distribution of teachers and most importantly, equalising spending.

Mr Burrows said he expected Mr De Klerk would also announce the scrapping of own affairs in other areas which would mean the creation of a single health ministry as well.

Mr Burrows said he had heard that the process of integrating education might be phased in. As a first step a single ministry could be created while the present separate departments continued for a time.

There had also been suggestions that the ultimate aim was one ministry with about ten nonracial regional departments under it.

National Education Minister Piet Marais was more cautious than Mr Rabie.

He said a lot of planning had already been done in the all education departments to fit in with President De Klerk's timetable for removing racial discrimination before the transition to a new dispensation.

The government was still evaluating specialists' suggestions about how this could be done.

## Injuries: Schools told to insure

(50)  
Education Reporter ARG 25/1/93  
MODEL C schools have been advised to insure themselves as soon as possible against claims arising from injuries to pupils on their premises.

Dr H J S Stone, superintendent-general of the Department of Education and Culture (House of Assembly) said insurance against public liability would safeguard schools against claims in the event of serious injury to pupils on school grounds.

"It is the responsibility of the school, however, to look after and protect the children under its care," said Dr Stone.

Schools under the department have been given guidelines on preventing and reducing injuries.

Last year schools were given guidelines on preventing sports injuries and injuries in laboratories.

An investigation was held because of the rise in rugby injuries in 1989.

# Education plan unveiled

Political Staff

(50)

CAPE TOWN — The prospect of one non-racial education department for all South African pupils came a step closer today with the release of a report by Government education experts calling for major changes in the current system.

Minister of National Education Piet Marais unveiled the proposal, which follows last week's statement by Jac Rabie, chairman of the Ministers' Council in the House of Representatives, that: "We are moving towards one education department."

STWZ 26/11/93

The study proposed that one new democratic, non-racial education system should be established, consisting of a central education authority and regional bodies having their own decision-making powers.

"This will promote national unity while providing for particular religious, language and cultural needs," said the report.

"Obviously such a system would have to be in line with a new constitutional dispensation."

At present, 23 percent of the national budget, including the money allocated to

the TBVC states, was spent on education. It was unlikely this percentage would rise, said the study.

Under the new system, there would be three models of schools for all pupils: those under the direct control of the State; State-supported schools under the control of a management council representative of the community; and private schools with a high degree of autonomy.

One of the key recommendations is that the first nine years of schooling would be compulsory, with the State paying 95 percent of expenses. For the last three years, parents would pay a quarter of costs.

The study said the present education system did not meet generally accepted teaching principles because "an unacceptable and educationally irrelevant basis for accommodating diversity, mainly race, has been used in providing education".

Rabie envisaged that legislation would be passed during this session of Parliament for a single education department and there would be one Minister of Education.

He said the education departments of the six self-governing states would also be included in consolidation plans.

President de Klerk could announce the creation of a single system when he opens Parliament on Friday.

Officials of the various education departments have already held discussions on joining forces.

Regional power strategy unveiled to re

# Education

## Political Staff

SWEEPING changes in education aimed at one department for all pupils regardless of race are contained in an education renewal strategy.

Details of the plan, drawn up by the Department of National Education, were released today, bringing the phasing out of "own affairs" education departments a step nearer.

## The plan at a glance

MAJOR recommendations include:

- Race should not feature in a future education system and educational opportunities must be just;
- A system of nine years' compulsory schooling financed largely by the State could be in place in a decade if certain structural changes are made to the education system;
- The demand for student places at universities and technikons means that a fresh look has to be taken at admission requirements, but setting stricter admission requirements is not feasible yet;
- The needs of children affected by political disturbances in schools could be met by establishing community colleges;
- Serving teachers with low qualifications and those with proven competency should be granted senior certificate status as a bridging measure to enable them to further their studies.
- The university and technikons advisory council should investigate the academic support and bridging programmes offered at these institutions and advise whether they should not rather be offered at other institutions.

In terms of the strategy, regional authorities will get their own power and decision-making autonomy in a central education system.

This will promote national unity while allowing for particular religion, language and culture needs, the report says.

"Such a system must naturally fit in a new constitutional system," according to the report.

Compulsory education for all for at least nine years should be financed to the extent of about 95 percent by the State.

A "dramatic extension" of the role of distance education for teachers and senior secondary schools and a structured system of vocational education and training are also envisaged.

The report says a streamlined and simpler qualification structure for teacher education needs to be developed, providing for a minimum of three years' appropriate teacher education after completion of the Senior Certificate.

Also envisaged is a system of "internship" during teacher training in line with other professions, and an extended role of technikons in teacher education.

A number of programmes at universities and technikons have to be re-allocated, where necessary, in line with existing general policy.

"This will eliminate unnecessary duplication and ensure greater cost-effectiveness."

A revised qualification structure for technikons, including the possibility of degree study in certain fields and an expanded role for technical colleges are also envisaged.

Technical colleges could function as transfer colleges to

technikons by offering the first two years of tertiary study and bridging programmes to prepare students for the demands of university and technikon study.

Educational financing models show that a compulsory and mainly State-financed year of pre-school training is not attainable because of the large numbers of pupils involved.

A task force representative of all the major role players will nevertheless conduct a national investigation into providing pre-primary education.

Community involvement in education is essential to ensure an acceptance of the education system, the report says.

A careful analysis of present approaches to building classrooms and other school buildings shows that greater cost-effectiveness is possible without compromising standards.

Space and cost norms could be scaled down by as much as 25 percent and school buildings could be provided in informal settlements which lend themselves to upgrading and permanency should the need arise.

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Share-UP

ARC 26/1/93

Place 'own affairs' system

# Education reforms: yet more rhetoric?

Wilmont 29/1-4/2/93

(50)

All eyes will be focused on President FW de Klerk today to see if he gives effect to the promised sweeping education reforms when he opens what could be white South Africa's last parliamentary session.

This week, National Education Minister Piet Marais unveiled the cabinet-approved version of the Education Renewal Strategy (ERS), the government's blueprint for change.

Despite the media hype, however, the document does not differ much from an earlier version of the ERS, released for discussion in June 1991.

Then the government committed itself to abandoning race as a cornerstone of apartheid education, scrapping "own affairs" departments and installing a central education authority with regional departments. One-and-a-half years later there has been no movement along this road.

Asked at the Cape Town media conference on Tuesday when the government would begin phasing out race-based education, Marais said De

Klerk may make an announcement to this effect "in the near future". He said it was "rather difficult" to set a date by which the state spending disparity on black and white pupils — currently 4,24:1 — would be scrapped.

"The development of a new system need not wait for an interim government. But it would be irresponsible not to take the key stakeholders with us," Marais said. "We will have to be careful not to move too far away from the constitutional field."

Extra-parliamentary groups have not been part of the consultative process. Marais said the government had "exchanged views" with the National Education Conference, a representative education forum established in March last year. However, the views of its constituents — among them the African National Congress and Pan Africanist Congress — were not part of the ERS report.

"Even if I should make an announcement that everything in the document should be implemented, it

lacked legitimacy because there had been little consultation "on the ground. Once again, the major sectors have been left out."

Rural Education Forum spokesman Ken Margo pointed out that the document ignored the provision of schooling for children on privately owned farms, making nonsense of its purported commitment to equal education opportunities for all. "The present policy is to leave this responsibility to the farmer or landowner. As a result, only 450 000 out of over one-million children on farms receive an education."

Since June 1991 the Department of National Education has added to the ERS a financial plan and greater emphasis on career development and guidance, special-needs education and community colleges.

The plan includes provision for:

- Nine years' compulsory school education, from the age of six or seven years to the age of 15 or 16. Because of the present economic climate, the state will not be able to provide an extra year of pre-primary education.

The ERS promises a national task group to investigate this area.

- Parents paying an average of five percent of a child's education expenses each year. In the past three school years, they will fund a quarter of expenses.
- Financing norms for school buildings to be scaled down by 25 percent.
- Costs on teacher education to be cut by increasing student/lecturer ratios from 10:1 to 18:1 and by more distance learning.
- The elimination of service workers for school education by 2003.
- Bringing all teachers up to a qualification level of at least three years' post-matric training within 20 years. By 2003, 81 percent of teachers should have reached this qualification level.
- The expansion of the technikon system, and more flexibility between tertiary institutions.
- The shifting, by the year 2003, of about 40 percent of learners to distance education or vocational training for the final three years of school.

## Is the government's revised

### Education Renewal

### Strategy for real —

### or merely another

### damp squib?

By **PORTIA MAURICE**

won't be possible to do it in a day or two," said Marais, rationalising the delay in implementation. "The ultimate objective is that the people must embrace the system as their own."

The National Education Co-ordinating Committee said this week the ERS should not be "put on a pedestal", but should be regarded in the same light as other policy proposals which would be subject to talks

"We would have problems if the government tried to unilaterally implement the ERS at this time," said NECC information officer Desmond Thompson.

Assistant general secretary of the South African Democratic Teachers Union Thulas Nxesi said the ERS

# Govt will lift veil on education

By ANTHONY JOHNSON  
Political Correspondent

THE government will announce proposals today for sweeping changes to the education system.

The Minister of National Education, Mr Piet Marais, will hold a press conference on the next phase of the government's "education renewal strategy."

He is expected to spell out plans for a single education system and the financing of education.

The government has been involved in intensive discussions with other political parties and education authorities about reforms to the system. There has been speculation that President F W de Klerk could further lift the veil on government plans to rationalise the "own affairs" education departments when he opens Parliament on Friday.

● 1 000 protest at DEC office — Page 3

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CT 26/1/93

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## NEWS Proposals to merge 14 different departments

# New education plan

*Sowetan*  
27/1/93 (50)  
**By Ismail Lagardien**  
Political Correspondent

■ **Renewal Strategy document says parity in expenditure could take 10 years:**

THE GOVERNMENT yesterday edged closer to creating a single education system.

In a report tabled in Parliament by Minister of National Education Mr Piet Marais the Government envisages a gradual phasing out of the 14 education departments and creating a single department with a central authority as well as attaining parity in spending between black and white pupils.

While it is expected that President FW de Klerk may announce the creation of one education department when he opens Parliament on Friday, in terms of Marais' Education Renewal Strategy document parity in spending could take up to 10 years.

It is expected that South Africa will attain a three percent growth rate by 2000, at which time six percent of the Gross Domestic Product will be used for education, Marais said.

The ERS envisages a single education system with the Government providing 95 percent of the first and compulsory nine years of education. Parents will have to pay a quarter of the costs of the last three years of education, Marais said.

The envisaged system will provide for three models of schools: those that are under the direct control of the State; State-supported schools under management council representative of the community; and private schools that enjoy a high degree of

management autonomy.

Marais said there was no need to wait long for the start of deracialising the school system, "but completion will take a little longer".

Legislation underpinning the 14 education departments has to be amalgamated and reduced to five or six manageable pieces of legislation.

"But one thing on which we have general agreement is that we need to remove the racial aspect from education as soon as possible."

He said only De Klerk and the Cabinet could dissolve education departments into one and that the ERS was the beginning of the end of apartheid education.

# A revolution that begins in the mind

SM 27/1/93



**MIND POWER**  
South Africa needs a ministry of human intelligence. PHANGISILE MTSHALI.

OR decades intelligence services have been associated with shady, secret government dealings.

Now modern-day philosophers are bringing a new, clean and cerebral meaning to the words, "intelligence services," says Venezuelan political and business consultant, Beatriz Capdevielle.



Promoting intelligence ...  
Beatriz Capdevielle.

Intelligence enhancement skills are being introduced to ordinary folk for the benefit of all, she says. Capdevielle was assistant to the world's first government Minister whose sole portfolio was to develop human intelligence. The job lasted five years. Currently she runs Project Intelligence, Venezuela, and consults worldwide.

She recently addressed a delegation of women involved in education, business, politics and community work who met in Johannesburg under the banner, "Future Positive Convention for Southern Africa".

The convention was aimed at empowering women "to participate meaningfully in decision-making procedures."

Lectures were based on skills devised by world-renowned thinkers, especially her mentor, Dr. Edward de Bono, originator of lateral thinking.

Capdevielle says the time has come for women, who are oppressed worldwide, to use their gender and talents to influence politics and address their needs.

Developing thinking tools is one way to enable women to come up with innovative ways to liberate themselves from cultural and traditional stereotypes.

Men, who are entrenched in their ways and positions of power, will always assign mental and unimportant duties to women despite their abilities.

"Liberate the mind and you will liberate the person," she says. Intelligence does not happen by chance or osmosis.

It must be taught consciously as a specific subject or integrated with other school subjects.

Research shows that the brain's potential is the same in most people. It's only development that differs, she says.

There is also sufficient know-

ledge to generate effective methods for the development of intelligence to all people, mainly through education, she adds.

She says: "The development of intelligence is the basic right of each individual and of each group of individuals. It is a requisite for justice."

Developing the intelligence of underprivileged and alienated communities in societies fraught with prejudices and stereotypes is tantamount to starting a silent, but effective, revolution.

Thinking skills are not political but they can be used destructively if only the chosen few are exposed to them, she says.

You cannot spread thinking skills without promoting independent and democratic thinking, says Capdevielle.

People who have been taught to use thinking tools generally become less dependent, less desperate, less negative and not as easy to manipulate, she says.

Other skills are devised to improve understanding of events around you, learning abilities and other life skills.

Thinking skills, she says, also help people to get rid of their fears and prejudices and to solve problems more effectively.

Capdevielle says that in countries where thinking skills have been made part of the education system and integrated into everyday life, people have become more productive and more responsible participants in economic and political processes.

It is not enough to know about thinking skills, she says.

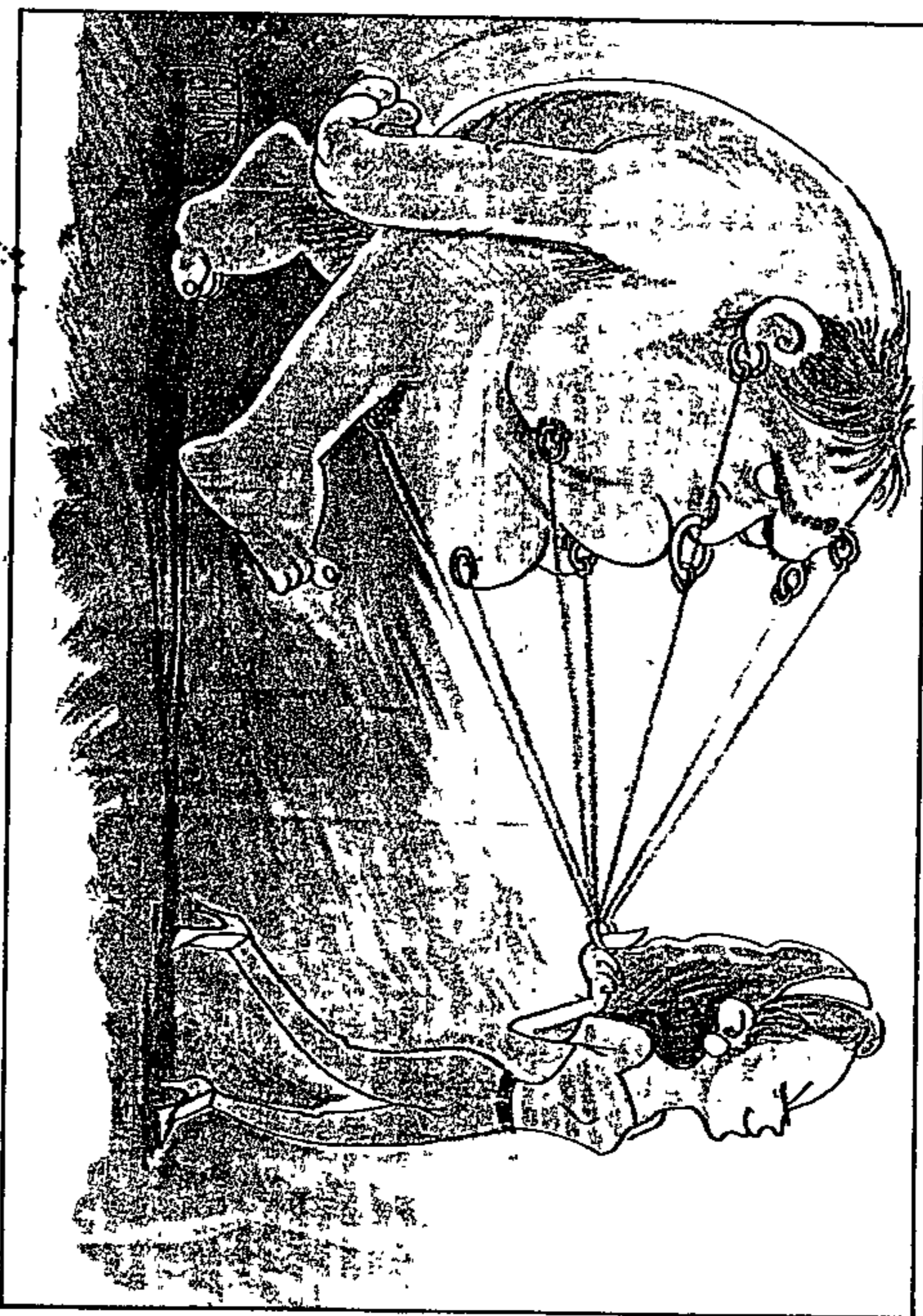
Once exposed to them you must make an effort to apply them daily until they become second nature to you and your thinking partners.

"It is like being made whole again," she says.

"We are tapping and improving our internal resource after ignoring it for years at our peril."

## TOMORROW

Jonny's jolt on epileptic myths pays off.



## You, too, can be a fashion ring-leader

ASK Jim Ward about body-piercing, and he starts talking not about earrings, but about the three Ns.

"Nostalgia, navel, and nipple," says the president of Gauntlet Inc, the San Francisco-based chain of piercing salons which caters for those looking for rings for just about any part of their bodies.

If the people on the streets of fashion-setting San Francisco are any indication, body-piercing has replaced hairdos

as a popular method of proclaiming individuality.

What started in the gay community has now hit the mainstream. It is not uncommon to see businessmen with earrings, and nose rings don't even get a raised eyebrow.

Ward's business has almost doubled in the past few years. While the earlobe still led all body parts in number of piercings performed at Gauntlet's San Francisco store in 1991 (with 2 117), second place

was taken by nipples, of which the salon pierced 1 643 on men and women in that year.

The third-place finisher wasn't even close: the penis, with 497 piercings executed in the back room at Gauntlet in 1991. There were 79 piercings of female genitals, says Ward.

Gauntlet also pierced hundreds of navels, eyebrows, and tongues. Tongues are one of the more popular piercings these days, says Ward. "People who have 'em just love 'em. It's something that they can play with, kind of like chewing gum."

The most piercings a Gauntlet customer has yet had done was 200, but 20 was more likely to be the limit even for serious piercers.

Gauntlet's customers include everyone from nine-year-olds getting their first piercing to members of the city's sadomasochistic community.

SAPA-REUTER

## 'Thinking skills' found around globe

THE "silent revolution" of thinking skills is happening in South Africa.

An education organisation called Upgrading of Teaching, Training and Learning Trust, set up in 1988, has devised a manual to introduce thinking skills in local schools. Pilot projects involving English and mathematics are being run

at selected schools in Kwa-Zulu and QwaQwa.

The "subtle mass mobilisation" started in Venezuela in 1979 when its government appointed Dr Luis Alberto Machado to a temporary post of Minister of human intelligence development.

His assistant, Beatriz Capdevielle, asked her mentor, Dr Edward de Bono, to mot-

SM 27/1/93



ivate his thinking-skills package for school curricula.

The revolution spread from Venezuela to other South American countries. It is practised in some Western countries. Capdevielle introduced thinking tools into Chinese primary schools. Some West African countries have been using skills modified to suit their needs.

# Education plan gets good marks from most groups

STAR 27/1/93

By Phil Molefe and Political Staff (50)

The Government's report on a future education system, released in Cape Town yesterday, has been given the thumbs-up by a wide range of organisations.

But the Conservative Party has threatened to rally whites against it.

Except for the CP, a number of political and educational organisations — including the ANC, the Democratic Party and the National Education Co-ordinating Committee — welcomed the report, named "Education renewal strategy: management solutions for education in South Africa".

Some commentators have hailed it as an indication of the Government's seriousness about educational reform.

The CP, however, accused Pretoria of attempting to preempt the ANC-SACP alliance in achieving a unitary state, and said the report came at a time when Afrikaners and others were demanding the right to self-determination.

CP education spokesman Andrew Gerber, whose party will voice its strong objection to the report in Parliament next week, said Afrikaners and whites would pay the greatest price for this move in the form of reduced standards and higher educational costs.

"The CP rejects one education system for South Africa. It is against all educational principles. It can also not succeed in practice in a country which accommodates such huge cultural and ethnic differences.

"The Government is now placing itself on a road which will create major clashes, and which is least of all in the interests of education," Gerber said.

The policy document, he said, revealed what his party had forecast: a doubling in the size of classes at schools and training colleges and a resultant lowering of standards.

However, ANC education department head John Samuels said the Government was moving in the right direction in addressing the country's educational problems. Pretoria, he said, had not imposed the document on other political players but had released it as a discussion document.

DP education spokesman Roger Burrows hailed the report as a vindication of the DP's policy down the years.

## Shift

Burrows said while certain aspects of the proposals could be criticised, they represented a major shift away from racial thinking in education, towards a more equitable consideration of the country's population.

Support also came from the National Party, which said the report brought greater clarity on the future of education.

In a statement issued by its federal information office, the NP said the political basis of the strategy rested on the removal of racial discrimination and the application of democratic principles.

National Education Co-ordinating Committee general secretary James Maseko also welcomed the report, but warned against the early implementation of any of the recommenda-

tions. Maseko said issues such as the financing of a new education system had to be tabled at a national forum on education.

Sweeping changes contained in the report include:

- An education system with a central authority and regional education authorities with their own decision-making powers.
- Equal opportunities and the elimination of backlogs.
- A system that will promote national unity while providing for particular religious, language and cultural needs.
- The introduction of at least nine years of compulsory education for which the State takes primary responsibility.
- A dramatic extension of the role of distance education, especially in teacher education and for providing adult basic education to those adults who have not completed basic schooling.
- Expanded learning opportunities in vocational training.

The report contains a standpoint taken by the Government which breaks away with the past: "Race should not feature in structuring the provision of education in a future education system for South Africa and justice in the provision of educational opportunities must be ensured."

While the State will bear the responsibility of eliminating backlogs in education, the report acknowledges the co-operation that is needed with all other interested parties to tackle this problem.

The report is the result of a co-operative effort in which various groups and individuals with a stake in education were invited to participate and make their input on the future education system.

# FW to act swiftly on education

50  
ARG 27/11/93

## on education

### Political Staff

SWIFT moves towards the creation of a single non-racial education system are expected, after the government unveiled a new strategy for non-racial education.

The ANC has given its approval to the gist of the strategy, boosting prospects that it could soon be implemented.

The strategy sounds the death knell for apartheid teaching and launches a major effort to make education equal and affordable to all.

Schooling will be compulsory — and 95 percent State funded — for the first nine years.

The last three years of schooling will be voluntary and 75 percent state funded.

The "Education Renewal Strategy (ERS): Management solutions for education in South Africa", was released in Cape Town yesterday by the Minister of National Education, Piet Marais.

Other sweeping changes contained

in the ERS include:

- An education system with a central authority and regional education authorities that have their own decision-making powers.

- Equal opportunities and the elimination of education backlogs.

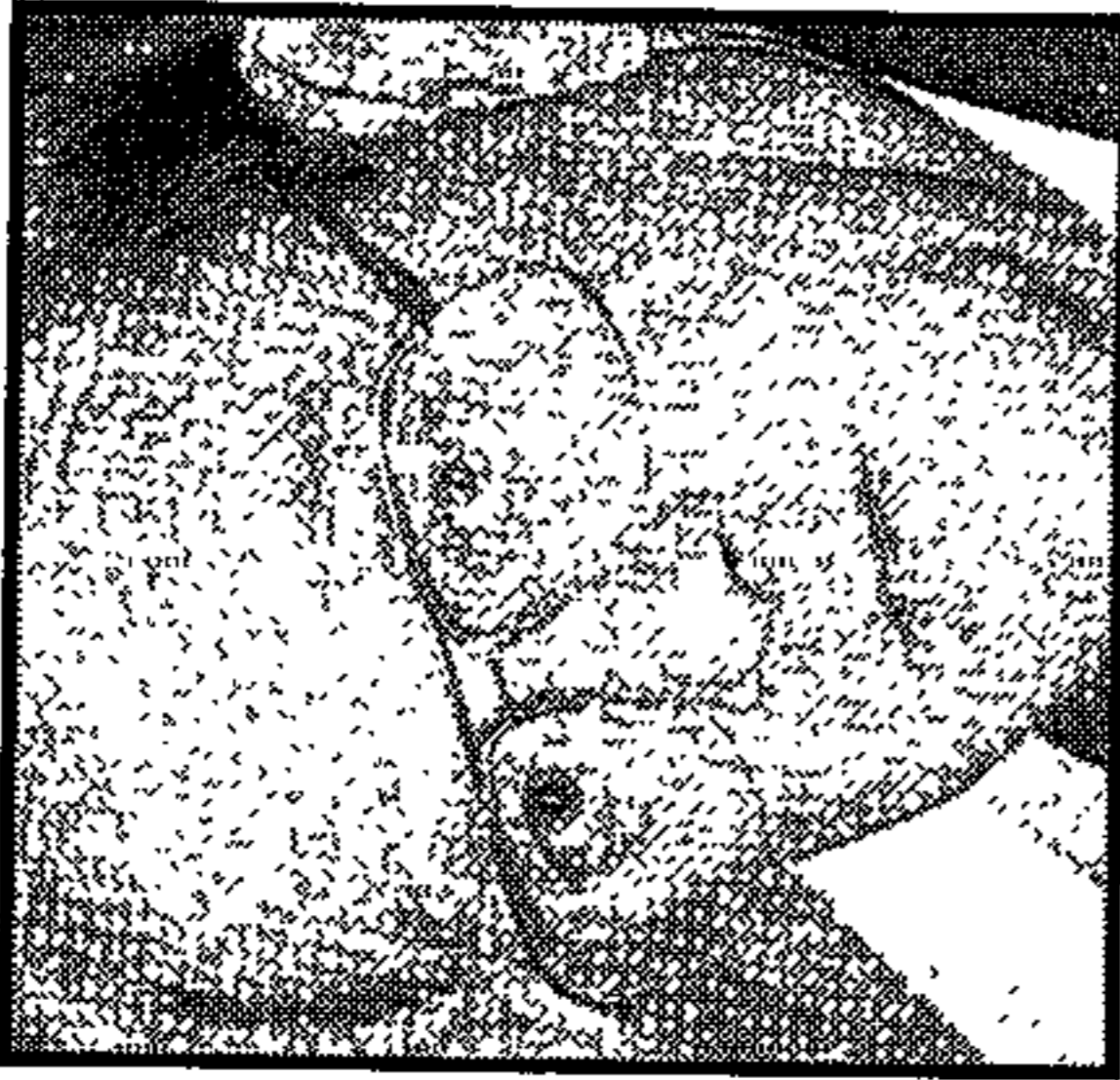
- A system that will promote national unity while providing for particular religious, language and cultural needs.

- A dramatic extension of the role of distance education, especially in teacher education, and for providing for adult basic education to those adults who have not completed basic schooling.

- Expanded learning opportunities in the vocational training sector.

Government and other parliamentary sources believe that President De Klerk may set the ball rolling when he opens parliament on Friday by announcing the scrapping of the own-affairs structure which underpins the present apartheid education system.

National Education Minister Piet



Mr Piet Marais

Marais hinted at this when he unveiled the new education plan yesterday.

He said the cabinet the still had to take certain decisions about implementing the strategy, but that he would be able to comment further next week in parliament.

This suggests that the cabinet will

make some decision at its meeting here today.

Mr Marais made it clear, however, the cabinet had already given its approval in principle to the strategy which was drafted by a committee of education experts.

The head of the ANC's education department, Mr John Samuels, noted the government's new-found willingness to do things differently.

"They have not imposed the document on us. It is simply a discussion document," he said.

"It is encouraging to see that they have listened to many of the criticisms that were aired when the first ERS report was published."

On the education front, the National Education Co-ordinating Committee and the Teachers' Federal Council welcomed the report and said it would invite further discussions and inputs.

Democratic party education spokesman Roger Burrows said it represented "a major shift away from racial thinking in education".

# Govt plans for nonracial overhaul of education welcomed by ANC

CAPE TOWN — Government's proposed plan to restructure education along non-racial lines, with a strong regional component, was welcomed by the ANC yesterday. The plans, outlined in a 141-page education renewal strategy document, constitute government's opening negotiating position, and few of the proposals will be implemented immediately. They provide a new vision for a deracialised education system with a single ministry but several regional departments.

The proposal suggests compulsory education for all for at least nine years. For the first nine years the state would finance 95% of the schooling, and for the final three years 75%. By comparison, Model C schools are 93% state-financed, and vocational schools are 83% state-financed.

To equalise expenditure on black and white pupils without overburdening the education system, the strategy suggests an extension in "distance education" and vocational training. Capital expenditure is slashed 25%, with space and cost norms scaled down dramatically, while the "learner-to-educator" ratio is increased to 35:1 at primary school and 32:1 at secondary school.

KATHRYN STRACHAN and TIM COHEN

The plan is based on a spending level for education of 6% of GDP and an economic growth rate of 3% to 4% a year. It will involve an increase in the education budget from the current R22bn to R33bn (at 1992 rand value) by 2003.

The plan suggests that a national education authority be responsible for the core curriculum, the setting of examinations and the financial structure. However, the "maximum functionally justifiable devolution of decision-making power" will go to regional departments, communities and institutions.

Presenting the proposal yesterday, National Education Minister Piet Marais would not be drawn on a date by when education expenditure would be equalised. He said the racial aspect of education would not be drawn on a date by when education expenditure would be equalised. He said the racial aspect of education would not be drawn on a date by when education expenditure would be equalised.

## Education

be made up as quickly as possible. The proposals were a realistic attempt to solve the problem, he said, and in the light of existing financial constraints, the ANC itself had not envisaged a budgetary allocation of more than 6% for education.

He said the financial limitations had also made it necessary to offer a system of differing options for schooling, such as models where parents and the community were responsible for financing schools. But DP education spokesman Roger Burrows also welcomed the document, but was concerned about the lack of political will to eliminate racial inequalities in the supply of resources within a given timeframe.

From page 1

See page 4  
Comment page 10

committed to a non-racial future, and "the life expectancy of such possibilities will be removed quickly". ANC education spokesman Lindelwa Mabandla said the proposals would move education forward. The goal of nine years compulsory education in particular was welcomed.

He agreed in principle that the move towards black and white pupils could not be achieved "overnight", but added it was essential that the backlog in black education

To page 2

# 'Thinking skills' found around globe

Star 27/1/93

(50)

THE "silent revolution" of thinking skills is happening in South Africa.

An education organisation called Upgrading of Teaching, Training and Learning Trust, set up in 1988, has devised a manual to introduce thinking skills in local schools. Pilot projects integrated with English and mathematics are being run

at selected schools in Kwa-Zulu and QwaQwa.

The "subtle mass mobilisation" started in Venezuela in 1979 when its government appointed Dr Luis Alberto Machado to a temporary post of Minister of human intelligence development.

His assistant, Beatriz Capdevielle, asked her mentor, Dr Edward de Bono, to mod-

ify his thinking-skills package for school curricula.

The revolution spread from Venezuela to other South American countries. It is practised in some Western countries. Capdevielle introduced thinking tools into Chinese primary schools. Some West African countries have been using skills modified to suit their needs.

## Education: '2% growth needed' (50)

AN economic scenario plan for education spending released yesterday predicts that full financing of high schools will be impossible by 2002 if SA does not maintain a 2% annual growth rate until then.

The plan assumes that at least 82% of scholars will receive nine years' school education, 95% of it financed by the state. It also assumes 75% of the last three years of schooling will be state financed. *ca. 27/11/93*

Assuming the government's education renewal strategy is put into practice, SA requires at least a three percent annual growth rate to continue financing tertiary education.

The learner:educator ratio would be increased to a level of 35:1 at primary schools and 32:1 at secondary schools.

# Major change for education

By BARRY STREEK  
Political Staff

**SWEEPING** changes, which will alter the face of education in South Africa, were announced yesterday by the Minister of National Education, Mr Piet Marais.

Mr Marais said the cabinet had approved the far-reaching strategy document, but decisions had not yet been made on implementing specific proposals in it.

"We are committed to doing away with racial discrimination in education and I can say that the start of that process will not be too far in the future," Mr Marais said.

"We need not wait long for the racial elements to be removed, but other aspects will take some time to implement," he added.

The plan includes provisions for a non-racial system with one overall minister, with parents, on average, paying only five percent of schooling for nine "compulsory" years.

## Control by a single department

This will increase to an average of 25% for children completing the final three years.

The plan also envisages a number of regional education departments with a centralised authority controlling standards for curriculums, funding and examinations.

Three school "models" are proposed:

- State schools directly controlled by the state;
- State-supported schools under the control of the management council representative of the community, and
- Private schools with a very high degree of autonomy.

Mr Marais stressed that the plan would now be the subject of "further investigation, consultation and detailed planning" with organisations like the ANC, PAC and the National Education Crisis Committee.

The ANC last night approved of the overall plan, particularly the nine years compulsory education.

ANC education spokesman Mr Lindelwa Mabandla said it was a "realistic attempt" to solve the education problem and called for an urgent start to negotiations.

The Democratic Party and the NECC also responded warmly.

DP education spokesman Mr Roger Durrows said the proposals represented a major shift away from racial thinking.

The Conservative Party rejected the plan saying it was a recipe for conflict.

CP education spokesman Mr Andrew Gerber said his party rejected a single education system for the country.

Afrikaners and whites would have to pay the biggest price for the change in policy, he said.

50 CT 27/1/93



# ERS flawed by apartheid's legacy

By Ismail Lagardien  
Political Correspondent

**T**HE EDUCATION Renewal Strategy announced this week is a mixture of the new thinking and old protectionism that have become the hallmark of the National Party government.

The plan, which could come to fruition after 2000, is as delicate as it is far reaching in that it strives for a central governing body through a morass of still-to-be-resumed negotiations.

It envisages, primarily, an education system for the next South Africa which is non-racial and with fair opportunities for all pupils in the country.

While it makes room for non-racialism, the plan's biggest flaw is that it leaves opportunity for racial exclusivity under the rubric of freedom of association.

Standpoint 2.2 of the ERS says: "A new education system should promote and express national unity. Bearing in mind the non-racial basis of a new education system, provision will have to be made for the accommodation of diversity based on internationally recognised and educationally relevant basic human rights such as mother tongue education, freedom of religion and the practice and transmission of an own culture. Freedom of association must consequently form a cornerstone of the new education system."

## Human Research

This standpoint is the result of an investigation into education in South Africa that was conducted by the Human Sciences Research Council.

The HSRC established that the basic question in creating a new education system for South Africa was that of the type of macro structure which would best serve the country and an envisaged new system.

These objectives were listed as:

- Equal opportunities;
- The promotion of national unity;
- The recognition and accommodation of language, cultural, religious and other legitimate interests;
- The elimination of discrimination on the grounds of race colour and gender;
- The provision of manpower for national needs;
- The forming of whole human beings; and
- The sharing of responsibilities for the provision of

## ■ UNIVERSAL APPEAL

The system envisages nine years of free and compulsory education:

education between the state and interested sectors such as the present community.

These objectives reach towards universal appeal, but could encourage, for example, the perpetuation of Calvinist-inspired moralities, the very sentiment that spawned apartheid.

In poor rural areas, where schools exist for the children of white farm owners separately from those for the children of black labourers, apartheid could be retained on the micro-level.

The same can be said about the ERS decentralisation objectives, which places regional and local decisions at the behest of people who are already entrenched in power structures.

However, between busing as a means of forcefully integrating schools and the present system, the most viable short-term solution does perhaps lie with the gradual change of the actual system before continuing to the actual integration of schools.

The ERS scenario does, nevertheless, extend the debate a lot further than it has been before.

It envisages that:

- Race should not be a feature in any future education system;
- A system of nine years compulsory school, financed largely by the state and which could be in place within 10 years if relative growth in the economy is achieved;
- A fresh look at admission requirements for entrance to universities and technikons;
- The university and technikon advisory councils investigate the academic support and bridging programmes they have to offer and advise whether they should not be offered at other institutions; and
- The needs of children affected by political disturbances in schools be met by the establishment of community colleges.

Due Jan 28/193

### ERS: Azapo not impressed

"CHANGING SOCKS WITHOUT WASHING" does not stop the feet from smelling" said the Azanian People's Organisation yesterday in response to the Government's Education Renewal Strategy.

The cure for South Africa's educational ills was a centralised, unitary education system offering free and compulsory education, said publicity secretary Dr Gomolcemo Mokae. He said the Government did not have the moral stature to implement such a system. Only a popular democratically elected majority government would have the moral high ground to repair damage inflicted on education in South Africa by racism, said Mokae.

~~2004~~ SO

## 2-day voter education workshop

A two-day voter education trainers' workshop will be officially opened in Johannesburg on Saturday, the United States Information Service said yesterday.

Workshop participants will receive an election kit containing a motivational/educational video, trainers' manual, a collapsible cardboard polling booth, and ballot forms which will be used to train second-level trainers, known as "community educators".

+ Sapa. SIM 28/1193

South Africa 28/1/93

## Voter education workshop

A TWO-DAY voter education trainers' workshop will be officially opened in Johannesburg on Saturday, the United States Information Service said yesterday.

Workshop participants will receive an election kit containing a motivational/educational video, trainers' manual, a collapsible cardboard polling booth and ballot forms containing actual South African political parties which will be utilised to train second-level trainers.



# Alarm over plan to cut rate subsidies

50 (12) 28/11/93

By YVETTE VAN BREDA

SOME private schools may close, sports clubs would be plunged into financial crisis and parishioners will have to cough up more at Sunday collections.

This is the likely effect of the city council's proposal to withdraw rate subsidies to institutions presently exempt from paying property rates.

The proposal was disclosed during a meeting on Tuesday night between the council and ratepayers to discuss the council's budget for the coming financial year.

City treasurer Mr Eddie Landsberg said yesterday he did not know when the ordinance would be changed but the move had been "on the cards for three years".

The difference between the current ordinance and the proposed one is that the council could decide whether an organisation qualified to have its rates paid by the city and would then give the qualifying bodies grants-in-aid in lieu of rates after evaluating each application individually.

The national director of Independent Schools (which includes Bishops, Herschel and St Cyprians), Mr Mark Henning, warned yesterday that pri-

## Govt assures private and Model C schools

Political Staff

THE government has made it clear that private schools and Model C schools will not be expected to pay municipal rates until another "arrangement" has been negotiated.

The Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said last year that Model C schools would not remain government-owned properties, but would not pay rates until a new system had been negotiated.

He also said "private schools will not be expected to pay municipal rates until another arrangement has been negotiated".

private schools might have to close down if forced to pay rates.

The managing director of the WP Cricket Association, Mr Kevin Commins, said the association leased the Newlands cricket ground from the WP Cricket Club and in terms of the lease would be liable to pay any rates due on the grounds.

Mr Ashton Campbell, Administrator of the Presbytery of Cape Town, controlling 25 Presbyterian and nine United churches, said: "People in the pew are going to have to foot the bill. The church cannot afford to pay rates."

# White schooling will not suffer <sup>(50)</sup> ANC and govt

B/DM 28/1/93

KATHRYN STRACHAN

THE ANC and government have allayed parents' fears that promises to end discrimination in education expenditure will lead to a drop in white academic standards.

This contradicts CP claims that government's new education strategy — which is aimed at achieving parity within a decade — would lead to a decline in standards, higher pupil-teacher ratios and a further reduction in the white teacher corps.

CP spokesman Andrew Gerber said his party would rally whites against the new policy because increased costs for parents would mean many talented white pupils would be excluded from schools.

Although the education renewal strategy document was met with approval from a wide range of organisations, Azapo yesterday also criticised it, commenting that "changing socks without washing one's feet does not stop the feet from smelling".

Only a popular, democratically elected majority government would have the moral high ground to repair the damage inflicted on education in SA by racism, Azapo spokesman Gomolemo Mokae said.

The new policy is to be debated during Parliament next week and will be widely negotiated — but its

chances of being implemented have been boosted by the ANC lending it its support in principle.

In releasing the document Education Minister Piet Marais emphasised that although the transformation to an equal, nonracial system of education — with equal per capita spending on black and white pupils — was an urgent priority, it could not be achieved overnight.

And it was essential to maintain high academic standards in some sectors as it benefited the whole community in the long run, Marais said.

Government at present spends about four times as much per capita on white education as it does on black education.

ANC education head John Samuel agreed that while a new structure was being created the existing education system should not be damaged.

He said that both the state's report and ANC policy envisaged that black education would be upgraded not at the expense of white education, but through a more effective allocation of available resources.

Transvaal English Medium Parents' Association (Tempa) chairman Jack Gordon said parents did not believe the proposals would lead to a

decline in the standards of white education, but he suspected that parents could be called on to make a higher contribution to school fees.

Sanlam chief economist Johan Louw told Reuter in an interview that the education strategy was dependent on a political settlement and a long-term economy growth rate of 3% to 4% compared with recession-driven estimates of around 1,5% for 1993.

"We need a growth rate of at least 5% to make a dent in our unemployment. It will really need a big effort ... and it will depend on determined action to redress our shortcomings: low productivity, lack of competition and the tax system."

Louw said his projections, based on a political settlement, were of up to 2,5% growth in each of the next five years, followed by five years of higher growth.

Education spending, based on a level of 6% of GDP, is set to rise by R11bn to R33bn by the year 2003.

□ Sapa reports that Marais told Parliament yesterday R38,89m had been paid by October 26 last year in school fee assistance to parents of children attending Model C schools. In a written reply to a question, Marais said 48 944 applications out of 53 304 for such aid had been approved.

**BUSINESS** Aim to develop and retain skilled labour • Tanzanian academic for Soweto

# Educationist warning to Africa

By Mzimkulu Malunga

# W

THOUT economic improvement, Africa will not be able to stop the brain drain, says William Saint, higher education specialist in the human resources division of the World Bank.

Interviewed in a recent issue of a World Bank publication, *World Bank News*, Saint argues that while the continent's economies struggle to lift themselves out of the doldrums, certain interim measures could be applied to halt the flight of skills out of Africa.

Performance incentives, merit rewards, access to computers, opportunities for remunerated research and occasional participation in international scientific meetings are some of the

*Sowetan 28/1/93*  
**BRAIN DRAIN** Exodus of skills from Africa

*28/1/93*  
must be stopped at all costs:

measures African governments could apply to stop massive migration of skilled labour.

Many institutions of higher learning in Africa are experiencing problems in keeping talented academics on campuses.

A sharp decline in funding has eroded salaries, making it hard for universities to produce graduates equipped to compete in national and regional labour markets.

In many countries, a holder of a doctorate degree may earn about the equivalent of R900 a month. Lecturers in certain countries earn as little as R57, which is barely enough to buy food

*28/1/93*  
for the week. Faced with this dilemma many African professionals leave their countries to look for greener pastures elsewhere — mainly in Europe and the Americas.

A factor which compounds the situation is the fact that enrolments keep increasing. The continent's university population grew 61 percent between 1980 and 1990.

On the other hand higher education's share of African governments' budgets dropped from 19,1 percent in the early eighties to 17,6 percent towards the end of the decade.

(2) Except with the special permission of the Council the lapa shall not be leased to any person or body of persons for a greater number than seven individual days in any one calendar month.

### 31. APPLICATION FOR HIRE

(1) No reservation for the lapa shall be made for more than three months in advance.

(2) The lapa shall not be let or used, either primarily or secondarily for any church services, sporting activities, political or party political meetings or any other meeting which may result in violence or any violence related activities.

### 32. SPIT-BRAAIS AND FIRES

(1) No person shall make any fire in the lapa except at the places and in the containers designated and installed for the making of fires.

(2) The equipment for spit-braais shall be placed outside the building at the place designated therefor and shall not be placed on the grass outside and around the building.

(3) The spit-braai shall be installed and operated in such a way that no fat or any other substance lands on the paving.

### 33. TRADING

(1) No refreshments or drinks shall be hawked or offered for sale in or at the lapa.

(2) No pedlar of street-vendor shall ply his trade in or at the lapa.

(3) No person shall beg or ask for alms in or at the lapa.

(4) No person shall gamble, participate or present gambling or games of chance in or at the lapa.

### 34. GENERAL

(1) No person shall be allowed to carry a firearm or to discharge any fireworks in, at or around the lapa without the permission of the council.

(2) The hirer shall not charge any entrance fees for any function that he is presenting at the lapa.

(3) The lapa shall be closed to the public on Mondays and all religious public holidays."

**A. W. HEYNEKE,**

Town Clerk.

Civic Centre  
Cross Street  
GERMISTON.

(Notice No. 4/1993)

(29 January 1993)

## BOARD NOTICE 14 OF 1993 CITY COUNCIL OF GERMISTON

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### AMENDMENT TO THE BY-LAWS FOR THE REGULATION OF LOANS FROM THE STUDY LOAN FUND

The Town Clerk, in terms of section 101 of the Local Government Ordinance, 1939, publishes the by-laws set forth hereunder that have been made by the City Council of Germiston, in terms of section 96 of the said Ordinance.

(2) Sonder die spesiale toestemming van die Raad mag die lapa nie aan enige persoon of liggaam vir meer as sewe afsonderlike dae in enige kalendermaand verhuur word nie.

### 31. TOEPASSING VAN HUUR

(1) Geen bespreking van die lapa sal vir meer as drie maande vooruit gemaak word nie.

(2) Die lapa sal nie verhuur of gebruik word, primêr of sekondêr, vir enige kerkdienste, sportaktiwiteite, politieke—of party politieke vergaderings of enige ander vergadering wat in geweld of enige gewelddadige aktiwiteite mag uitloop nie.

### 32. SPITBRAAI EN VURE

(1) Geen persoon sal enige vuur in die lapa maak nie behalwe op die plekke en in die houers wat vir die maak van vure aangebring en geïnstalleer is.

(2) Die toebehore vir 'n spitbraai sal buite die gebou geplaas word op die plek wat vir hierdie doel daarvoor aangebring is en sal nie op die gras buite en rondom, die gebou geplaas word nie.

(3) Die spitbraai sal geïnstalleer en op so 'n wyse gebruik word dat geen vet of enige ander stof op die plaveisel beland nie.

### 33. HANDELDRYF

(1) Geen verversings of drank mag in of by die lapa gesmous of te koop aangebied word nie.

(2) Geen marskramer of venter mag sy beroep in of by die lapa uitoefen nie.

(3) Niemand mag in of by die lapa bedel of om aalmoese vra nie.

(4) Niemand mag in of by die lapa dobbel, deelneem aan 'n dobbel—of kansspel of 'n dobbel—of kansspel aanbied nie.

### 34. ALGEMEEN

(1) Niemand sal toegelaat word om in of rondom die lapa 'n vuurwapen te dra of enige vuurwerk afvuur sonder die toestemming van die raad nie.

(2) Die huurder sal nie enige toegangsgelde vir enige funksie wat hy by die lapa aanbied, vra nie.

(3) Die lapa sal vir die publiek op Maandae en alle godsdienstige vakansiedae gesluit wees."

**A. W. HEYNEKE,**

Stadsklerk.

Burgersentrum  
Cross-sstraat  
GERMISTON.

(Kennisgewing No. 4/1993)

(29 Januarie 1993)

## RAADSKENNISGEWING 14 VAN 1993

### STADSRAAD VAN GERMISTON

### WYSIGING VAN DIE VERORDENINGE VIR DIE REGULERING VAN LENINGS UIT DIE STUDIELENINGSFONDS

Die Stadsklerk publiseer hiermee ingevolge artikel 101 van die Ordonnansie op Plaaslike Bestuur, 1939, die verordeninge hierna uiteengesit wat ingevolge artikel 96 van genoemde Ordonnansie deur die Stadsraad van Germiston opgestel is.



The By-laws for the Regulation of Loans from the Study Loan Fund of Germiston Municipality, adopted under Administrator's Notice 581 of 21 May 1980, as amended, are hereby further amended as follows:

"1. By the amendment of section 3 as follows: (50)

The Council may grant loans to officers in its service for studies during a particular academic year at the educational institutions referred to in section 79 (51) of the Local Government Ordinance, 1939, for the purpose of assisting such officers with such studies.

A loan may only be granted once for a particular subject, course and/or year course; if an officer is unsuccessful or does not sit for the examination in a particular subject, course and/or year course, the course has to be repeated at his/her own expense.

An officer with a valid reason for not completing his/her course and/or sitting for examinations (i.e. due to illness or military service), may be awarded a loan according to merit. The head of the department will confirm in writing whether a particular loan should be re-allocated or not on grounds of special merit; the decision of the departmental head will be regarded as final.

2. By the substitution for section 6 of the following:

The loan shall only be used in payment of the normal educational institution fees payable in respect of the studies concerned and includes registration fees, tuition fees, examination fees, (re-examination fees excluded) overseer's fees and practical work fees as well as boarding and lodging fees, provided the officer can present proof that the practical work as well as the boarding are compulsory for obtaining the particular approved study course.

3. By the amendment of section 13 as follows:

3.1. An officer who completes an approved study course at his own expense, may be refunded such expenses, on submitting proof of his/her passing the relevant course.

3.2. (a) An officer who joins the service of the Council and completes an approved study course at his own expense, may be refunded such expenses as set out in 3.1 above, only with regard to expenses incurred during the academic year in which he entered Council's service.

(b) Such an application will be considered after submission of the following:

- (i) Receipt of study fees paid.
- (ii) Qualification certificate.

(iii) Evidence that the previous employer did not reimburse the officer for the studies in question."

**A. W. HEYNEKE,**

Town Clerk.

Civic Centre  
Cross Street  
GERMISTON.

(Notice No. 9/1993)

(29 January 1993)

Die Verordeninge vir die Regulering van Lenings uit die Studieleningsfonds van die Munisipaliteit Germiston, aangeneem by Administrateurskennisgewing 581 van 21 Mei 1980, soos gewysig, soos volg gewysig word:

"1. Deur artikel 3 soos volg aan te vul:

Die Raad kan lenings toeken aan beamptes in sy diens vir studie gedurende 'n bepaalde akademiese jaar aan onderwysinrigtings genoem in artikel 79 (51) van die Ordonnansie op Plaaslike Bestuur, 1939, vir die doel om sulke beamptes te help met sodanige studies.

'n Lening word net een keer vir 'n bepaalde vak, kursus en of jaarkursus toegeken; dit wil sê indien 'n beampte onsuksesvol is of nie eksamen aflê in 'n bepaalde vak, kursus en/of jaarkursus nie, moet dit op eie koste herhaal word.

'n Beampte wat as gevolg van 'n grondige rede (byvoorbeeld siekte, militêre diens ens.) nie die eksamen of kursus kan aflê nie, kan vir 'n heraansoek op grond van meriete oorweeg word. Die departementshoof bevestig skriftelik of 'n lening op grond van verdienstelikheid hertoegeken moet word al dan nie; die beslissing van die departementshoof sal as finaal beskou word.

2. Deur artikel 6 met die volgende te vervang:

Die lening moet slegs aangewend word ter vereffening van die normale onderwys- inrigtinggelde ten opsigte van die betrokke studies en sluit in registrasiegelde, onderriggelde, eksamengelde (hereksamengelde uitgesluit) opsitersgelde en praktikagelde, asook die verblyfkostes daaraan verbonde mits die beampte bewys kan lewer dat die praktika asook gepaardgaande verblyf verpligtend is vir die verwerwing van die bepaalde goedgekeurde studiekursus.

3. Deur artikel 13 soos volg te wysig:

3.1. 'n Amptenaar wat op sy eie koste 'n goedgekeurde studiekursus voltooi het, kan terugbetaling van sodanige koste ontvang by bewyslewing dat hy die bepaalde kursus geslaag het.

3.2. (a) 'n Amptenaar, wat tot die Raad se diens toetree, wat op eie koste 'n goedgekeurde studiekursus voltooi het, kan terugbetaling van sodanige koste ontvang, soos in 3.1 beskryf, slegs ten opsigte van die koste aangegaan in die akademiese jaar waarin hy tot die Raad se diens toegetree het.

(b) So 'n aansoek kan oorweeg word na voorlegging van:

- (i) Kwitansie ten opsigte van studiegelde betaal.
- (ii) Kwalifikasiesertifikaat.

(iii) Bewyse dat die vorige werkgewer nie reeds vir die studies betaal het nie."

**A. W. HEYNEKE,**

Stadsklerk.

Burgersentrum  
Cross-straat  
GERMISTON.

(Kennisgewing No. 9/1993)

(29 Januarie 1993)

# focus on education

**Q:** CAN we still blame apartheid for the problems experienced in education?

Yes, definitely. The problems we have to deal with now are still essentially the same ones:

A total lack of management capacity to ensure that the system operates efficiently. This only exacerbates the lack of legitimacy that the Department of Education and Training faces, especially in the black community.

There is a serious shortage of qualified teachers in black schools, which is extremely ironic since the Government is retrenching thousands of highly qualified white teachers and wasting a very precious human resource which will cost the country dearly.

Black schools still experience a great shortage of educational resources, human, material and physical, and of basic teaching facilities.

Despite Government textbooks, blackboards, laboratories, libraries and classrooms, where the average teacher pupil ratio is 40 or 60 to one in black schools, it is only 18 to one in white schools, where the classrooms have a capacity of 30.

This means there is on average a total of 12 seats open in each white classroom. There are still a lot of white schools standing empty, while in many rural areas children are still taught under trees because of the lack of classrooms.

Black teachers have to cope with the overcrowded classes while some of them still haven't received their salaries for months. They often have to wait two to three months to get paid.

All these factors culminate in a decline of the morale of pupils, teachers and parents. Students not only lose confidence in the system, but also in themselves as individuals. And even if they do pass examinations, they realise that their education does not guarantee them admission to a tertiary institution or future employment.

We have to start asking ourselves if we can still afford to throw more than 200 000 children onto the streets with no prospect of employment or opportunities for tertiary education.

**Q:** In some circles strategies like boycotts, teacher strikes and stay-aways used by your organisation and its affiliates like Cosas and Sadtu are criticised for aggravating an already precarious situation.

**A:** We never call for students to take to the streets just for the sake of it.

People tend to think, when pupils and teachers do not embark on mass action, that there is nothing taking place in the schools. This is far from the truth. It is usually the existence of circumstances that make learning impossible that leads to mass action in the first place.

The country should not run away from the fact that pupils and teachers have become impatient

National Education Co-ordinating Committee acting general secretary Mr James Maseko outlines problems in black education and what NECC is doing to help improve the situation **Esma Anderson** reports:

Sowetan 29/1/93



**NECC acting general secretary Mr James Maseko.**

for fundamental change, that is why they are still pressurising the Government to address the injustices in black education. And if these imbalances and short-term needs are not addressed this year, we are likely to be heading for a complete collapse in black education.

**Q:** What is your organisation's contribution to alleviating the crisis?

When the NECC was formed in 1985 we functioned as a crisis committee to interface grassroots structures and the state in the education crisis. But we soon realised that the major task facing the country was not just to resolve the crisis but to restructure and transform the education system in its totality.

That is why we have established Education Policy Units (EPUs) at the universities of Natal,

SO

While the average teacher-pupil ratio is 40 or 60 to one in black schools it is only 18 to one in white schools where the capacity is 30

UWC, Fort Hare and Wits. Their main task is to conduct research on future education policy for the whole country.

In addition we have also launched a People's Education Programme (PEP) aimed at embarking on grassroots-based educational debates on introducing qualitative changes in education. As part of PEP we have established subject commissions to conduct research and workshops on curriculum reform. Three books have been published by some of these committees on the subjects of mathematics, history and English.

Then we have also launched a programme called Educational Institutional Governance Programme to establish democratic structures of school governance, like the Parent Teachers Student Associations (PTSAs) who provide training for those involved in school management.

There is the Back To School Programme which provides extra tuition for students and produces alternative support material like study guides and past examination question papers.

Our Open Schools Programme was launched to advocate the opening of schools to all South Africans and to begin concretely to prepare for the establishment of a single education system that will bring totally new challenges to all of us in education and we have to be prepared for that.

But our major contribution was the launch of the National Education Policy Investigation, which was a two-year research project on future policy options for education.

\* This article has been shortened and is published with permission from *The Vrye Weekblad-Sowetan quarterly State of the Nation report.*

## 46 schools to get books today, DET promises

JOHANNESBURG. — Forty-six Department of Education and Training schools which still do not have stationery have been promised the books will be delivered to them by today.

The undertaking was given yesterday by the Director of Administration in the DET's Johannesburg region, Mr Giep van den Berg.

He said by Wednesday 324 of the region's 370 DET schools had received books and stationery. — Sapa

# Non-racial system for schools in April

ERG 29/1/93 (56)

## Political Correspondent

ALL schools are being brought under the control of a new non-racial education system which is to be phased in from April 1 under a streamlined transitional administration.

They will be assisted at national and regional levels by authoritative bodies representative of a wide spectrum of interested parties.

President De Klerk has set

March 31 next year as the deadline for completing a process of "re-arranging and rationalising the existing education system into new executive regional departments".

The aim was to create a "a completely new dispensation".

The new scheme was not being introduced to influence the direction of constitutional negotiations. The entire process would be managed in conjunction with negotiations.

Full details would be announced soon.

Education would continue to be provided by the existing departments during the transition.

The present Department of National Education would continue to exist, but an "expert, streamlined transitional administration" under a Minister and accounting officer would be established on April 1.

S

## Ultimatum to govt to join schools crisis forum

KATHRYN STRACHAN

THE National Education Co-ordinating Committee (NECC) has given government an ultimatum that it has until today to commit itself to a forum aimed at ending the turmoil in schools. *BIDM 29/1/92*

NECC general secretary James Maseko told a news briefing yesterday that while the education renewal strategy released by government earlier this week made important contributions, its aim was to bring about long-term change. In the meantime an urgent intervention had to be made to rescue the present crisis.

"We are running out of time and unless drastic steps are taken in the next few months we will see a total collapse of education this year," said Maseko.

He said it was vital that a national education forum — which should have the authority to implement its resolutions — be established within two weeks.

He said the National Education Conference — consisting of 15 organisations, including the NECC — met two weeks ago, and government officials undertook then to respond to the proposal today. National Education Minister Piet Marais said problems facing schools could be resolved through existing consultations between government and the National Education Conference.

NECC publicity officer Desmond Thompson said the NECC suspected government was reluctant to commit itself to the forum because that would involve sharing its power to implement decisions. Instead government favoured a "toothless" advisory body.

One of the most urgent problems which needed to be addressed by such as forum was the shortage of textbooks, said Maseko. Although Department of Education and Training (DET) pupils had been back at school for almost a month, many schools had still not received their books. Maseko said he feared a repeat of last year's problem where many schools had to wait until June before they received their books.

But after a delegation of school principals, students and teachers visited the Johannesburg regional DET offices this week, they extracted a promise from the DET that the books would be delivered today.

DET spokesman Geoff Makwakwa explained that last year's shortage had been brought about by the flood of people to the urban areas, resulting in bigger classes.

# Second time success for strategy

By Rehana Rossouw

(50)  
THE Education Renewal Strategy (ERS) might have failed in its first attempt, but its second has been welcomed by most educationists and political organisations.

While certain aspects of the plan are still open to criticism, the government's stated will to eliminate racial inequalities in education has gained it some respect.

ANC education spokesperson Mr Lindelwa Mabandla said the ERS was a realistic attempt to solve the education crisis.

Mabandla called for the resumption of negotiations to make the implementation of non-racial education a reality.

National Education Co-ordinating Committee general secretary Mr James Maseko welcomed the government's entry into the debate on a single education department.

SOUTH 30/1 - 3/2/93

However, he warned against the early implementation of any of the government's recommendations and said issues such as the financing of a new education system had to be tabled at a national forum on education.

The Democratic Party welcomed the document, but was concerned at the lack of political will to eliminate racial inequalities.

DP education spokesperson Mr Roger Burrows said: "While certain aspects of the proposals can be criticised, they represent a major shift away from racial thinking in education towards a more equitable consideration of our total population."

While the proposal to "eradicate the most important backlogs in education over a period of 10 years from 1993 to the year 2003" might technically be the way to do it, it was politically unacceptable.

The National Party welcomed the

ERS as it brought greater clarity on the future of education.

Provision for greater participation and authority by local communities, as well as providing for language, culture and religious needs in a plural society such as South Africa, is to be welcomed, the NP said.

Urgent decisions and actions over the future handling of education are necessary, the Teachers' Federal Council said in its comment.

The Conservative Party rejected a single education system, the CP's spokesperson on education, Mr Andrew Gerber, said.

He said the new educational system was an attempt by the government to pre-empt the ANC/SACP alliance in the realisation of a unitary state.

The CP would do everything in its power to mobilise the Afrikaner nation and whites against this "foolish direction".

# Govt maps out path for change

SOUTH 30/1-3/2/93

(50)

**T**HE release of the Education Renewal Strategy (ERS) document this week brought the government one step closer to progressive education policy-makers.

It has expressed clearly its will to usher in a new education deal. The major stumbling block to their grand plans will be financial.

The ERS constitutes the government's point of view on the renewal and restructuring of education.

It is an attempt to map out a path to correct education shortcomings, make education more affordable and provide equal education and training opportunities for all South Africans.

The initiative was launched in March 1990 by the Department of National Education and the document was drafted by more than 400 educationists commissioned by the government.

They invited all groups concerned about education to participate and to submit contributions on a variety of problem areas.

Their first report was released as a discussion document in June 1991, and was immediately blasted by educationists and political organisations for falling far short of radical restructuring.

## REHANA ROSSOUW

evaluates the Educational Renewal Strategy document released by the government this week:

The first report's flaw was its silence about the political and ideological framework in which the education system would function.

While some progressive organisations refused a government invitation to make submissions, others felt the document could be "rescued" if the government consulted fully and listened to their arguments.

Since September 1991, the government has been studying comments made on the first draft and incorporated them into the final report released this week.

"The end-product of this co-operation is a technical report based on thorough research and extensive consultation, backed by in-depth investigation by 21 working groups comprising some of the country's leading experts," said the Minister of National Education, Mr Piet Marais when he released the document on Tuesday.

He said dismantling racism in education, particularly that inherent in the own affairs system, would start as soon as possible.

There was no need to wait to start de-racialising the system, "but completion will take a little longer".

Restructuring education would have to go hand in hand with the constitutional process.

"But one thing on which we have general agreement is that we need to remove the racial aspect from education as soon as possible."

Decisions regarding the implementation of the new strategy were still to be taken by the cabinet but he hoped to give parliament more information next week during debate on President F W de Klerk's opening of parliament address.

The plan is based on a spending level for education of six percent of the Gross Domestic Product, on an economic growth rate of three to four percent a year, and will involve an increase in the education budget from the present R22 billion to R33 billion by 2003.

The government's cautious approach to the financial limits of their plans was obvious throughout the document, which discussed limiting the supply of buildings and material to schools, training educationists and lowering of education standards.

## These are the key proposals of the Education Renewal Strategy document. (50)

SOUTH 30/1-3/2/93. (14) (12)

- Race should not feature in a future education system and educational opportunities must be just.

- Compulsory education for at least nine years should be financed by about 95 percent by the state and could be in place within 10 years.

- Regional authorities will have the power and decision-making autonomy in a central education system, which could promote national unity but at the same time allow for differences in religion, language and culture in education.

- A "dramatic extension" of the role of distance education for teachers and senior secondary schools is also envisaged, as well as a structured system of vocational education and training.

- Community involvement is essential to ensure an acceptance of the new education system.

- The needs of children affected

by political disturbances in schools could be met by establishing community colleges. These could also offer basic education for adults.

- Greater cost-effectiveness should be maintained when building classrooms and other school buildings without compromising standards.

- Affordable education should be founded on a pupil-teacher ratio of 35:1 (primary school) and 32:1 (secondary school).

- In view of the high cost to the state, only students who had a realistic chance of successfully completing their studies should be admitted to universities or technikons.

- The demand for student places at universities and technikons meant that a fresh look had to be taken at admission requirements. Study programmes should be more closely matched to manpower needs.



# First step towards equal education

By NORMAN WEST  
Political Reporter

PRESIDENT FW de Klerk this week began the daunting task of dismantling apartheid's greatest bureaucratic monster — an ethnic education system comprising 18 departments.

At the opening of Parliament on Friday, Mr de Klerk announced the transformation of race-based education to one ministry as part of the preparations for non-racial government. The ANC has given its approval to the gist of the government's plans, which were first unveiled on

Tuesday by Minister of National Education Piet Marais when he made public the government's Educational Renewal Strategy (ERS) discussion document. The ERS represents a major effort to make education equal and affordable to all.

## Decision

It proposes that education be compulsory — and 95 percent state-funded — for the first nine years of schooling. The last three years of schooling will be voluntary and 75 percent

state-funded.

Mr de Klerk said the aim of the government was to re-arrange the white, coloured and Indian departments of education and culture and the black Department of Education and Training into a single, non-racial system.

The homeland education departments, he said, had the option of becoming part of the process. Once a decision had been made on the re-incorporation of the TBVC states, their education departments could also be amalgamated.

An expert, streamlined transitional administration with a minister and accounting officer would be established by April 1, said Mr de Klerk.

The aim would be to complete the process of re-

arranging the existing education system in the shortest possible time — preferably not later than March next year.

The ERS document points to a single ministry, with a number of regionally-based departments with decision-making powers.

## Negotiate

The Democratic Party's education spokesman, Mr Roger Burrows, welcomed the fact that the govern-

ment had decided to eliminate the existing racial education departments "with all due speed".

However, he said issues that needed to be addressed included:

- The funding formula and the implications of changing the existing system.

- The need to negotiate with teachers on transfers and inter-departmental variations on service conditions.

# Nats must fix the damage done to black schooling

By SEKOLA SELLO

THE government's new education policy, cautiously welcomed even by its traditional rivals in the black community, still has a long way to go before rubbing out the effects of racist Verwoerdian ideology on the education system.

Yet, in two far-reaching proposals, the government has said it will jettison race as the primary consideration in the structuring of education and will place education under one central authority.

For years the clarion call among blacks has been to do away with the various education departments (14 in all!) which were based on race. Separate education had always meant unequal education.

So fundamental is the departure of government thinking on this aspect of education that one of its harshest critics, Azapo, has had to grudgingly concede that there is merit in the new moves.

Azapo publicity secretary Gomolemo Mokae said: "A centralised, unitary education system offering free and compul-



**FAVOUR BLACKS ... Azapo publicity secretary Gomolemo Mokae.**

sory education for the better part of the school-child's life is certainly the panacea for our educational ills."

This positive response to the initiative was echoed by other noted critics of government like the ANC and its affiliate, the National Education Co-ordinating Committee.

The Democratic Party, homeland governments and several professional

teachers' bodies have also welcomed these developments, saying they are long overdue and will go a long way towards solving the country's education problems.

So far, only the Conservative Party has shot down the proposals in their entirety. The CP has indicated it will register strong opposition to the introduction of this mooted system next week.

Its education spokes-

man, Andrew Gerber, is reported to have said that one educational system will lead to the lowering of standards and higher education costs for whites.

While Azapo has endorsed the principle of a single education system, it warns against expecting the present government to introduce such far-reaching changes.

Azapo says the present government was "built on the ethos of apartheid, and entrusting it with responsibility to oversee the repair of damage caused by many years of apartheid is as weird as entrusting Hitler with the task of repairing damage caused by the holocaust".

The organisation also questions some terms of the proposal like allowing for "particular needs in respect of religion, language and culture". Mokae says this could be a subtle way of encouraging separatism by elements who will hide behind the terms.

The NECC highlights the vagueness of the document, especially on how the government plans to handle current imbalances and discrepancies.

Azapo called for more resources to be poured

into the disadvantaged groups - meaning blacks.

Both the NECC and Azapo warned the government against the temptation to impose this document on the country. The NECC said it was time for all role players in education to contribute to the issue.

The government, to its credit, has clearly stated that this is not a blueprint for education but a document calling for an "extensive involvement of all parties with an interest in education".

Much as there is merit in some of the proposals contained in the Education Renewal Strategy, the task of cleaning these Augean stables will require superhuman efforts. Financial considerations aside (and these will run into billions), education has virtually collapsed in most townships. But most worrying is that the culture of learning is fast diminishing among children.

Among the proposals were: compulsory and free education for the first nine years with the state contributing about 95 percent and an extending the role of distance education, especially for adults and teachers.

C/PRES 31/1/93.

# Reading Press

CPren 31/1/93

By EDWARD FRENCH, co-ordinator of the Adult Literacy Unit, assistant director of the Centre for Continuing Education at the University of the Witwatersrand, and a consultant to the Independent Examinations Board.

HOW many adults do you know who can read – but don't? Probably far more than you realise.

It is well known that five million or more adults in SA can't read at all. But we often forget that there are many millions more, perhaps seven to 10 million, who know the alphabet and can struggle with a few words, but who can't really get much out of a newspaper like City Press.

Some buy the paper to give the impression they read. Others don't even try to pretend. They have just given up or lost interest.

These people have been led to the door of the house of learning and pleasure which is opened by reading, but cannot cross the threshold.

The door is locked to them because of a poor education. They have not learnt to read well

## Helping the many who miss out on reading

enough, especially in English.

Perhaps the saddest part of their education is that it has not encouraged them to love reading. Reading is treated as work. In communities where reading is a rich resource for earning, learning and liberation, learners are taught to love and enjoy reading through many encounters with stories and articles that they can manage without a struggle.

City Press has joined the effort to promote reading by publishing Reading Press for adults in every issue in which Learning Press appears.

Reading Press is made so that all the readers of City Press can enjoy it. It is just as interesting as other parts of City Press. But it is a lot easier, so that people who don't normally read the newspaper can also read it.

Through reading it, these new readers will not only get information and enjoyment, they will also grow in their reading.

There are few excellent publications like Reading Press in SA, and each has a part to play in building literacy. Like these other easy papers and magazines, Reading Press is written in accessible English with aids to reading, especially the little dictionaries.

Reading Press is different in a number of ways. It looks like any other newspaper to make it clear that it is not inferior. It covers major news issues as well as useful information about health and money matters.

And most of all, it contains original short stories written by ordinary members of the community. The stories or story segments are short and easy enough



SO (243) for new and experienced readers of English to be able to complete with a sense of achievement and pleasure.

Here are some suggestions about how you can make good use of Reading Press. Above all, be a good role model yourself. Let reluctant readers among your family and friends see that you read it with pleasure. Tell them about it. Pass it on to them. Or read it with them and discuss it.

However, don't make it into a hard task or force it on them. Perhaps you could pass your copy on to a literacy class in your area, or tell the teacher about Reading Press. In these ways you will participate in a small but very important way in promoting literacy – one of the cornerstones of national reconstruction in SA.

Reading Press is a collaborative effort of the ERA Initiative, which promotes Easy Reading for Adults (ERA), Via Afrika publishers, and City Press newspaper itself. The team encourages and looks forward to feedback about Reading Press from readers.

## Reading Press is food for thought

By LOUISE STRUWIG, Editor of Learning Press

CITY PRESS is proud to announce their latest exciting project – Reading Press.

This recently launched four page tabloid further extends our commitment to education, while breaking new ground.

Since 1988 City Press has actively been involved in Education. First came the highly successful Learning Press supplement, aimed at aiding black matriculants in passing their final examinations.

Wilna Both, commissioned by the Education Foundation to do research on the "Role of the Media in Education", used Learning Press as an example of success in

Now City Press has reaffirmed its commitment to educating the people of southern Africa with Reading Press, which provides bridge literature for adults. Together with Via Afrika as sponsor, and with guidance from the ERA Initiative, City Press identified a great need among the population of southern Africa for new literature.

We were motivated by the fact that many people have some reading skills but are not able to extend their skill, because most literature available is beyond their capability. These people are, in general, eager to keep abreast of developments and news.

Reading Press fills the gap by

providing the latest news, articles on life skills and delightful fiction. These articles are written by literacy experts carefully chosen by Via Afrika and ERA for their skill and dedication.

Each issue of Reading Press is carefully monitored by Via Afrika and ERA, who with their many years of experience in neo literature, make sure that the content, language and layout meets the delicately balanced requirements of our new readers.

Reading matter is presented in simple English and accompanied by pictures and a dictionary which explains new or unfamiliar terms. Great care is taken to provide a 'mini-newspaper' for adults that is easy to read but still appealing to the mature mind.

# Race loophole 'will be closed'

ET/12/93 (58) (22)

By PETER DENNEHY

A LEGAL loophole which still allows governing bodies of Model C schools to refuse children admittance on racial grounds is to be closed in future.

Dr H J S Stone, the superintendent-general of the education department in the House of Assembly, announced this today in a statement.

He was spelling out the implications of the State President's announcements on education, and the Education Renewal Strategy report. It has already been established that a school cannot exclude a pupil who comes from its neighbourhood on the grounds of his or her parents not being able to pay the school fees.

## Racial grounds

"Criteria for the acceptance of pupils to schools run with state funds remain in accordance with

the internationally accepted education-relevant considerations ... but under a new dispensation a pupil cannot be refused admittance on racial grounds," Dr Stone said.

He explained yesterday it was still possible for a Model C governing body to admit only white pupils, but this would change.

"The new minister responsible for education in the transition phase and his administration will draw up new legislation," he said. "That will have to be brought to Parliament. We don't know whether it will be this year or next."

In the meanwhile, however, the department "will be managed as now until the transitional process has been completed", and schools will be run as they are at present "under the present prevailing legislation".

The emphasis placed by the State President on the right to differentiated education for

those who want it — "based on religious and cultural values and the mother tongue with equal state aid" — remained of the utmost importance for state-aided (Model C) schools under his department.

Whether or not there would be a single education department would be determined in consultation with all stakeholders, he said yesterday.

## Broad policy

The Education Renewal Strategy put forward the possibility of regional departments of education, with a single department making broad policy.

In his statement, he gave the assurance that there would be no further "drastic scaling-down of the staffing establishment" at schools.

It was not foreseen that envisaged changes would affect present standards, Dr Stone said.

# Rule on school fees surprises teachers

Staff Reporter

TEACHERS at a seminar at UCT on how to manage Model C schools expressed surprise at the rule against excluding pupils whose parents are unable to pay school fees.

A speaker from the floor said at Friday's meeting that it seemed odd to give Model C schools the power to determine their own admissions policy, but deny them the right to exclude

children whose parents could not pay. Mr Gary Wyngrove of Deloitte Touche explained that the only remedy for the school's governing body was to sue the parents for the money. Yet the child could not be victimised.

He was addressing nearly 200 teachers at a Model C financial management seminar, organised by the Cape Province Parents' Association.

Applications for subsidies from the state can be made through the school's

governing body, if parents have a joint income of less than R44 000 a year (a figure which rises with the number of children they have).

However, the maximum subsidy is R600 a year for a child in secondary school and R500 for primary school.

Many schools charge fees in the region of R1 200 a year, and they may also levy a compulsory enrolment or admission fee of "say, R100 to R500". Compulsory special levies may also be im-

posed if the school needs the money. The consultants advised schools to insure all their assets, not just movable ones and the buildings put up by the school itself.

Employers who want to give their staff a benefit at no real cost to themselves, as it is tax-deductible, can provide educational bursaries of up to R1 200 a year to relatives of employees who earn below R36 000 a year.

# Model C schools (50) ARG 1/2/93 'central to education'

## Education Reporter

MODEL C schools will form an essential part of a new education system, according to Dr H.J.S Stone, superintendent-general of white education.

Dr Stone affirmed that the release of the education renewal strategy report and President De Klerk's announcement of the transitional management of education had provoked a spate of enquiries on the future of House of Assembly schools.

The fact that 95 percent of the department's schools switched to Model C last year would assist the transition, he said.

It was widely agreed that state-aided (Model C) schools, in addition to state schools and private schools, would be essential in a future education dispensation.

The Model C option was vital to parents who wished to have a greater measure of responsibility for and authority over their children's education.

His department would continue with its work until a satisfactory alternative, regionally-based education system was in place in terms of the new education legislation.

The Model C system accommodated Mr De Klerk's emphasis on the right — of those who desired it — to have mother tongue education and education based on religious and cultural values, said Dr Stone.

Communities had a lasting say in the running of their schools under Model C.

Admission criteria at Model C schools were in accordance with internationally accepted and education-relevant considerations. Under the new dispensation no child would be refused admission on racial grounds.

Model C schools would still be able to enforce compulsory school fees and no governing body powers were affected by last week's announcements.

He did not expect the envisaged changes to affect standards. The existing examination system, well-qualified personnel and departmental directives remained in place.



## Few taught black tongues

CP 12/2/93 Political Correspondent (50)

ONLY about a third of white government schools in South Africa offered African languages as a subject last year, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, told Parliament yesterday.

Replying to a question from Mr Ken Andrew (DP, Gardens), he said 1 274 of the more than 3 600 schools under his department offered African languages as a subject. He said 175 566 pupils took African languages.

## Model C fees: 26% not fully paid

CP 12/2/93 Political Staff (50)

MORE than a quarter of parents of children at Model C schools had not paid fees in full last year, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said yesterday.

A survey completed by 94% of Model C schools showed that 74% of parents had paid fees in full, while 18,8% had partially paid and the rest had defaulted. Legal cases were pending against some defaulters, Mr Marais said in reply to a question by Mr Andrew Gerber (CP, Brits).



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# Whites will have to share education slice

CR2/2/93 (50)

**Political Staff**  
WHITE school children are likely to lose their privileged position when it comes to determining education spending next year.

Education and Training Minister Mr Sam de Beer said he could not foresee a racial basis being used to work out the 1994/95 budget. Mr De Beer said from April the

existing education departments would become components of the new transitional administration for education.

However, the 1993/94 budgets had already been determined, and would be "carried into effect" by the various education departments as planned. South Africa was moving towards

a single, non-racial education system and new methods would have to be found to calculate spending on education. "I cannot see how the 94/95 budget could be worked out on a racial basis," he said.

At present, there was a bias of about three-to-one in favour of whites when all factors were taken into account, Mr De Beer said.

He would not comment on whether standards at traditionally white schools were likely to fall as a result of a move towards parity in spending. But he said the amount of money available to education would not increase unless the economy improved.

Ministers of various education departments would continue with

their duties for now, but some of their powers would be executed in consultation with each other and the minister in charge of the transitional administration.

Education would continue to be provided by the existing departments, while the transitional administration would draft new education legislation.

(56)  
New library  
to cost  
R868 000  
ARG 2/2/93

**Municipal Reporter**

A NEW library will be built on an unused school site in Strandfontein, Mitchell's Plain.

The amenities and health committee recommended yesterday that the tender for the R868 000 project be given to Boscor.

But the committee ruled that the go-ahead was subject to the State transferring the land on which the library would be built to the city council, or selling it to the council for a nominal price.

But plans for a new library in Manenberg did not fare as well at the committee meeting.

A proposal to move the library was tabled last year, but no decision was made and residents' views were not canvassed.

SA needs to replace its outmoded system of education, writes John de Jager

Star 3/21/93 (50)

# Let's teach schoolchildren to think

**S**IT down, don't talk and above all don't think for yourselves — this is how most schoolchildren in South Africa are taught. Facts are poured into little "buckets" and poured out again at exam time.

This system of education has produced thousands of school leavers who have little initiative and motivation and are ill-equipped to cope with the "real" world, employment and tertiary education. Millions of rands are wasted and South Africa suffers.

It is a system of education which is hopelessly inadequate in providing skills and qualities which employers are looking for and it poses all sorts of dangers in

a new single, nonracial, educational system because it is inflexible and does not accommodate multicultural diversity.

It is vital that South Africa invests in balanced and relevant education, such as Interrelated Studies (IS), which will produce critical and independent thinkers able to make a meaningful contribution to South Africa as a whole.

It is a methodology which promotes the acquiring of skills and understanding of concepts. It teaches the child to think and apply knowledge and ensures concepts are understood. Pupils have to do their own research and present their findings. Learners can

progress at their own pace and can approach a topic from a different viewpoint, which allows for healthy multicultural diversity.

This approach is based on themes and projects — which ensures that the relationship between parts of knowledge are clear. Subjects are not taught in little boxes.

It requires more work from teachers because they cannot rely on text books but need to be more creative and more open. Teachers and pupils research together and present the solution to a group. This builds useful communication skills, both written and oral, which is much more like the adult

world where one solves a problem often as a member of a team.

Although studies cannot be interrelated to the same extent in high school because there is a need for some division of subjects, teachers ensure the links between subject areas are seen.

At Sagewood Education Centre, high school pupils are taught life skills such as changing a tyre, filling in official forms and cooking an omelette. External speakers are invited to the centre on a regular basis to act as role models and give pupils an insight into the working world. □

● The writer is director of the Sagewood Education Centre, Midrand.

Star 3/2/93

# Producing the <sup>(50)</sup> right people for a ~~developing~~ developing economy

**T**HE Associated Scientific and Technical Societies (AS&TS), representing some 63 organisations with 78 000 members, is gearing up to be a major player in determining future education policy.

It has aligned itself with organisations that are calling for the establishment of a national education forum.

At the society's annual meeting, outgoing president Cliff McMillan said the past year had seen AS&TS transformed from a convivial establishment club into a force which would make its mark in policy formulation affecting science, engineering and technology (SET).

A major debate about South Africa's future education policy was imminent and the input of the scientific and engineering community was critical to this debate, McMillan said.

Everyone recognised there was a correlation between economic performance and a commitment to technology and technologically based education. But SA compared badly with developed or successfully developing countries in terms of its production of technologically qualified personnel.

The fundamental problem was the lack of commitment to a technological imperative among government, business leadership and education authorities. Added to this was a disastrous schooling situation with a complete misallocation of priorities at post-school level.

"The true measure of the misallocation of resources can be seen when 308 000 students at 21 universities in 1991 is contrasted with 104 000 students at 13 technikons," McMillan said.

The misallocation of resources occurred at various levels.

- In the production of school-leavers.
- In the allocation of resources between universities and technikons and between the various universities.
- Within universities, where there was an insufficient recognition of the higher cost of staff, equipment and smaller classes associated with many fields of SET education.

It was against this background that the AS&TS launched an

**The scientific and technical communities want to play a role in determining future education policy, reports Science Writer ANITA ALLEN.**

education policy for technology initiative in 1992.

Workshop sessions were held in June 1992 and a SET committee was organised with equal representation of three organisations — the AS&TS, Suid Afrikaanse Vereeniging vir Ingenieurswese (SAVI) and the Joint Council for Scientific Societies (JCSS).

A task committee had been set up, and had produced reports co-ordinated into a working document to be presented to the SET membership in March. After that the document would serve as a basis for workshops involving industry, trade unions, educational policy organisations, political players and teachers.

"An essential step in bringing about a sounder restructured education system will be a National Education Forum with broad representation of the interests involved, to debate the fundamentals and agree on policy. AS&TS should be a participant to represent the priorities of SET," McMillan said.

In 1991 the Technological Human Resources for Industry Programme (Thrip) had been set up as a joint venture between industry, the Foundation for Research Development and educators representing the engineering profession. The programme focused on improving the capabilities of universities and technikons to produce the graduates needed for a developing economy.

AS&TS was already involved in academic bridging programmes, notably Protec with more than 3 000 students in Standards 8, 9 and 10 at more than 20 branches. The time had come to evaluate this programme with a view to setting up a national policy to co-ordinate funding, admissions and qualifications. Bridging programmes would be a fundamental element in dealing with the realities of the educationally disadvantaged in the future.

**Race not a criterion — Marais**

NATIONAL Education Minister Piet Marais said in Parliament yesterday that it was unacceptable to use race as a criterion in education. (50)

He said the NP had a definite mandate for what it was doing in education. The CP was currently a destructive factor. Marais said Afrikaners would be enriched when their children attended school with children of other races and cultures. There was more than enough room for Afrikaners to promote their educational interests in SA. BIDAM 4/2/93

"Our continued existence is not at stake."

# Call for tax concessions on education funding

BLOM 5/2/93.

ANDREW KRUMM

SOUTHERN Life has called on government to change its outlook on tax concessions for education funding to offset the sharp rise in the cost of private and state education in SA.

Southern Life assistant GM, legal and tax services, Martin Sweet said: "As parents, communities and businesses are being asked to make greater contributions to education, incentives to encourage private-education expenditure should be extended, not reduced."

Amendments to the Income Tax Act over the past two years — such as on bursaries — had removed some incentives for contributions to education. This made it difficult for money to be channelled to education, Sweet said.

"In 1991, the Income Tax Act was amended to remove the exempt status of amounts paid to employees and their relatives as bursaries and scholarships."

Effectively any education benefit paid to an employee became taxable, reducing its value up to 43%. But, after an outcry from the public and other pressure groups, government reintroduced the exemption — on a far more limited scale.

The problem was that the present state of exemptions did not go far enough. "As it stands an employee can get almost unlimited tax-free bursary assistance from an

employer. But, the employee's children and other close relatives get only limited tax free assistance — equivalent to a maximum R1 200 a year."

And that was only when the employee earned less than R36 000 a year.

Sweet said when compared to current school and university fees, both the tax-free limits government had set and the category of staff that qualified for tax-free educational assistance were ludicrous.

Sweet said public education facilities were likely to be stretched to the limit as schools came under pressure to make up the skills backlog created by black education, KATHRYN STRACHAN reports.

He said the Independent Schools Council of SA had forecast that fees would have doubled at many private and state-assisted schools by the middle of the decade, once inflation and the new education system had an effect on running costs.

"At St John's College in Johannesburg, annual tuition fees for day scholars could jump from the current R7 000 to over R14 000," he said, "And at Michaelhouse in Natal, boarder fees could rocket from the current R19 000 to a stunning R38 000 a year by the time a new boy reaches matric five years from now."

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# 'Something old and something new'

South 6/2-10/2/93.

(50)

WE SHOULD remember a few things about education:

- it is of fundamental importance to all else;
- it is a highly emotional issue, because it involves children;
- it is essentially an area in which changes take place slowly;
- most people believe that they are experts on education, simply because they have been to school;
- education policy is always subject to political policy;
- nonetheless, clear thinking by educationists can cause politicians to change, within limits.

Because changes are about to take place in politics, changes are also imminent in education, and just as political changes are not necessarily good, the educational changes are also not of necessity good. So, beware.

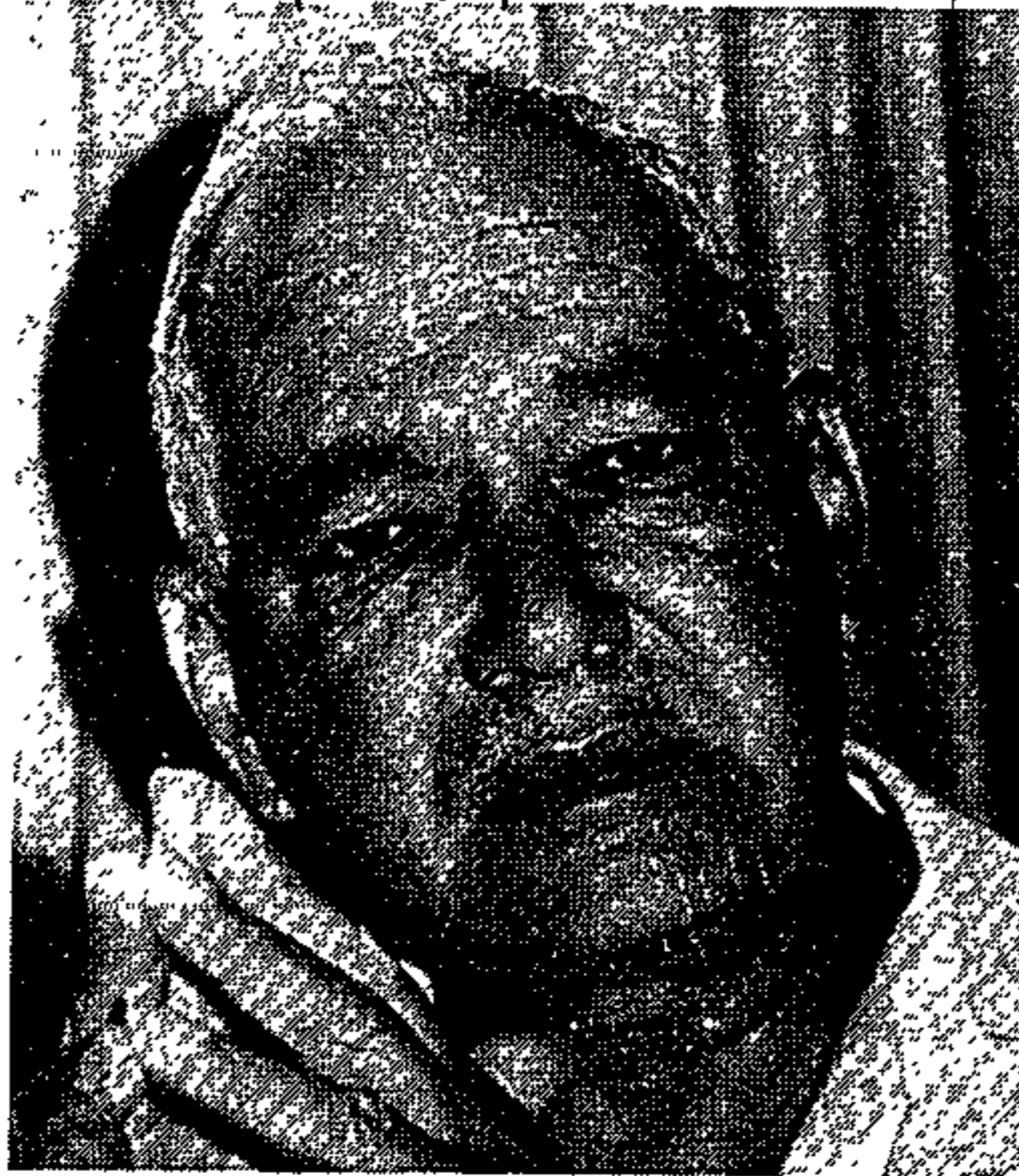
The main change in the new plan is that there is to be only one Ministry of Education. This is to be non-racial. For South Africa, there is little new in this. For one department to handle all school-level education irrespective of race or colour, is not new. This was the case in each province until 1958 when black, and until 1964 when coloured, education was removed from the provinces.

While we are to have one ministry, we shall still have to be different departments (call them whatever you like) because of the size of the country, the numbers (about 10 million children), and the regional differences.

But there is, in theory at least, a difference, and that is that admissions, appointments, standards and financing within a geographic region, will be on a non-racial basis.

How this will work, will depend not only on the law, but on the people in charge at various levels of the bureaucracy. We may expect that there will be a great deal of jockeying for position (directors, inspectors, clerks, principalships, teacher-appointments, contracts for buildings, maintenance, publishing of books, transport, etc). If politics played a part in these matters in the past, there is no reason it will all suddenly change.

To be more positive, there should be a big drive to wipe out the backlogs, especially in disadvantaged communities. Some of this can be done by accelerated building programmes, supply of books and materials, and so on. But there are backlogs in matters such as the qualifications of teachers, which cannot be



## SPEAKING OUT

**Professor Richard van der  
Ross  
Democratic Party education  
spokesperson and member  
of its national executive  
committee**

improved so rapidly.

And even if we say that surplus teachers in the white and coloured areas can be drafted into the schools for blacks, there will be problems of acceptance and of language.

Of course, it will be said that we will no longer have schools for blacks, schools for whites, and so on, as schools will be non-racial. But if we are less starry-eyed and more realistic, we will realise that children in the main go to neighbourhood schools, and the entire historic development of this country has led to segregated residential areas.

Yes, there has been some movement across

*Educational changes  
are not necessarily  
good. So beware'*

the railway tracks and main roads in recent years, but only for those who could afford it. The Americans tried "bussing" children to and fro to create a "better mix", but it is an open question how well it worked.

There are other areas in education, not so visible, where the concept of "one department" will play an important part. One is consultation with the people concerned. Structures will have to be set up for consultation at all levels, and deliberately across colour and race lines. Senior appointments will have to facilitate negotiation. Policy matters will have to be fully debated and tested, with allowance made for possible mistakes, although the public will be severely critical.

Another area is that of decentralisation. This is the opposite of what we presently have in the House of Representatives' Department of Education and Culture, where there are many regional offices, but all must follow the same policy laid down by and controlled from a central (national) department.

The main function of the one ministry must be to lay down basic, uniform and adequate norms and standards, below which no local authority will be allowed to go. If it goes above these norms, the locals must raise the extra money themselves.

An important area of debate has always been the difference in the money spent per head on white and black children. This gap must close, but it will take time.

If you say we will no longer speak in terms of black and white teachers and will not keep records or statistics along colour lines, I hear another voice saying that to drop these terms may be a convenient way of perpetuating salary (and other) differences, as we will then have no basis for comparing the groups; to see whether equalisation is really taking place!

These are but some of the problems. To mention these difficulties is not to say that non-racialism must not be pursued — it must, but we must not have unrealistic expectations that matters on the ground will change dramatically in a short time.

# Invest now for rocketing education fees

5 Times (Buss) 7/2/93 (50)

THE EDUCATION cost crisis, which began with the government's decision in the 1980s to reduce subsidisation of universities, has been further aggravated by the new schooling system introduced last year.

The bottom-line is the government has shifted the financial responsibility of education almost entirely to parents which the experts believe will become a major cost factor in personal budgets in the years ahead.

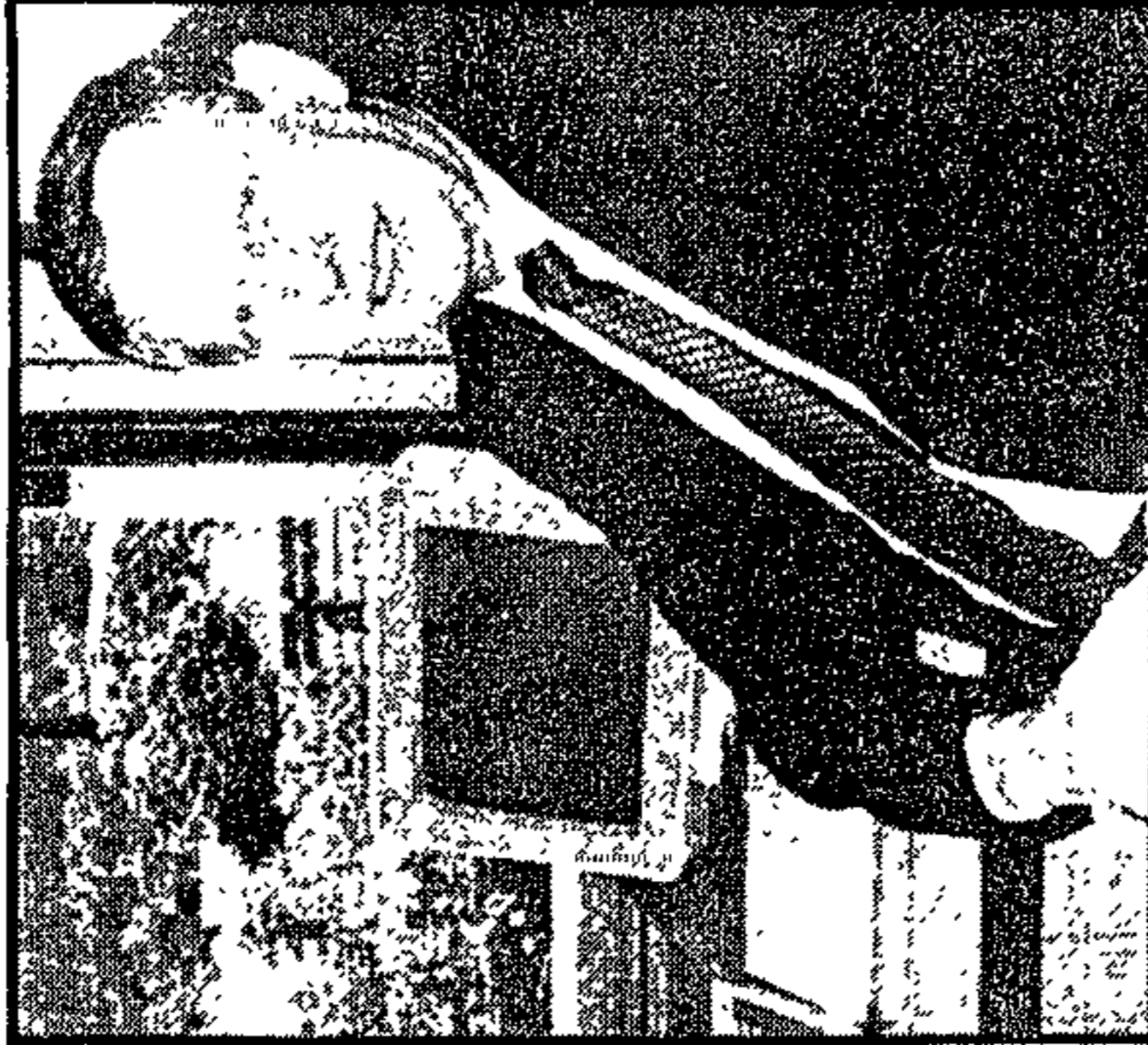
As a result, they expect parents will have to start investing for their children's education within a year or two of birth.

A survey of Model C high schools in the Johannesburg area shows that fees have escalated from between 50% to 100% while university fees have continued to rise above the inflation rate.

Southern Life's director life division, Chris Liddle, notes that the schools are now being run as businesses: "If university fees are anything to go on, one can expect school fees to continue to increase ahead of the inflation rate for the immediate future.

"Education is going to consume an even larger portion of the family budget in years to come."

Karin Bernstein, of legal and technical marketing at Liberty Life shares this view. "Whatever the future may hold, education at



CHRIS LIDDLE: Schools being run as businesses

school, technician or university is going to cost substantial sums."

Bernstein points out that the average cost of a four-year degree is expected to increase from the current R24 000 a year to R93 000 within the next 10 years.

Liddle says parents have, in the past, saved only for their children's tertiary education. "This situation will start to change as parents find it increasingly difficult to meet school fees from current income."

Endowment policies have traditionally served as the means which parents have saved for a child's university education. However, Liddle notes that saving this way for high school education would present a problem in that endowment policies

presently carry a minimum maturity date of 10 years.

To fund a high school education, this would require an investment before the child turns three: "The scope for using endowment policies is therefore limited as parents do not always appreciate the need to save for education while their children are still young."

He adds, however, that unit trusts are sufficiently flexible and provide a high level of liquidity, making them ideal as a means of education funding.

Contributions paid into a unit trust can be suspended or continued depending on an individual's circumstances. Investments can also be made on a monthly basis or in the form of a lump sum, Liddle says.

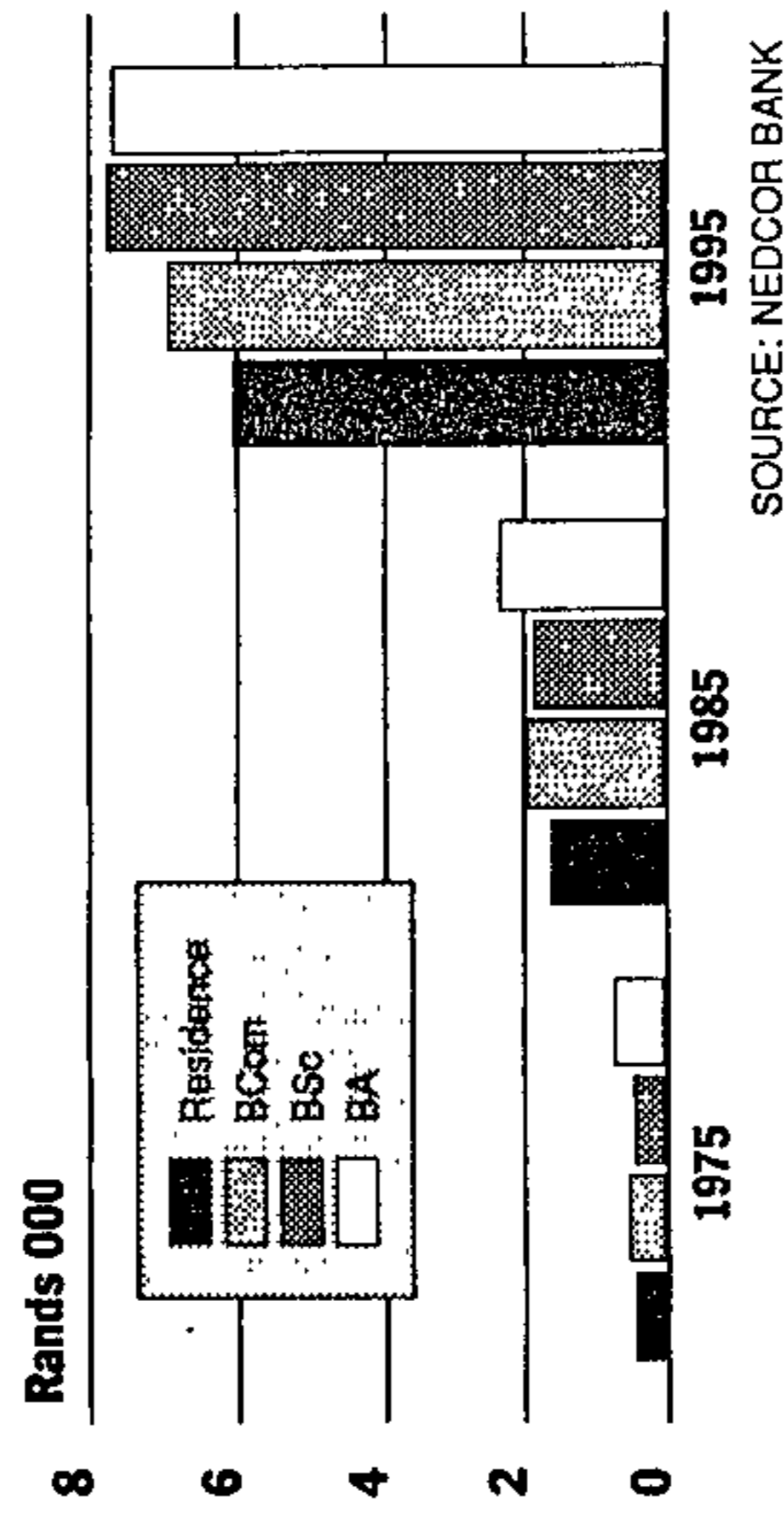
"If a grandparent should want to invest a sum for a child's future education, this can easily be added to the unit trust investment."

Although unit trusts would seem to be the answer to education funding, Liddle cautions that parents should also have adequate life and disability cover to ensure against any tragedy which could jeopardise the child's future. Furthermore, changes to the Income Tax Act, which are expected to come through this year, could result in the minimum investment period on endowment policies being reduced to a five years.

This would increase the attractiveness of endowment policies for education funding purposes.

## THE ESCALATING COST OF EDUCATION

Annual university fees 1975-1995



SOURCE: NEDCOR BANK

## PLANNING FOR EDUCATION IS JUST ONE ASPECT OF YOUR OVERALL FINANCIAL PLAN

YOUR CHILD IS NOW

YOU WILL NEED

IN YEARS' TIME

Newborn.....	111 000	18
1.....	96 540	17
2.....	83 940	16
3.....	72 990	15
4.....	63 480	14
5.....	55 200	13
6.....	48 000	12
7.....	41 730	11
8.....	36 300	10
9.....	31 560	9
10.....	27 450	8
11.....	23 850	7
12.....	20 760	6
13.....	18 030	5

(For a 3-year course, based on 1989/90 fees @ 15%). Source: Nedcor.



## RETAILING

# Vital to know how to handle complaints . . .

RETAILERS known for handling complaints efficiently and fairly have a distinct advantage over those who hope complaints will go away.

Obviously, retailers don't want complaints, but they come along anyway. What's more unfortunate, however, is that many don't have established procedures to deal effectively with customer dissatisfaction.

An effective complaints management programme is a valuable tool that can be used to help retailers in satisfactorily resolving complaints. Here are some pointers to establishing — or revising — such a programme:

- Establish complaint policies and ensure they are communicated to, fully understood and practised by, employees at all levels;

- Appoint a complaints co-ordinator — a specific person or people should be given responsibility for supervising and co-ordinating customer complaints.

It is important that they have the authority and flexibility to act on behalf of the store in all complaint-related matters;

- Identify causes of complaints — prepare a list of factors which may cause customer dissatisfaction. These mostly relate to sales personnel, selling methods, pricing, deliveries, shop environment, unsatisfactory product performance and servicing;

- After receiving a complaint, it is essential to respond to the dissatisfied customer in an appropriate and timely manner;

- Record and investigate all details of the complaint;

- Acknowledge the complaint — this will reduce a dissatisfied customer's anxiety and demonstrate that you are concerned with the problem. If the complaint cannot be resolved immediately, tell the customer how long it may take. If there is an unexpected delay, the customer should be told immediately and also told why;

- Make the decision — this should be fair and based on principles of equity. It also should be consistent with guidelines set down in your complaints policies;

- Your decision, explanation and action should be relayed to the complainant as soon as possible. Keep it simple and avoid unfamiliar and complicated technical terms; and

- Follow up — contact the complainant by telephone or by mail within two weeks regarding your decision.

Feedback from the customer can be used in the ongoing process of reviewing and updating your complaints policies.

Complaints management is an important retail activity. It is notable that if a complaint is resolved quickly, the customer will tell an average of five other people about his good experience — and, that's good business.

On the other hand, the cost of losing an existing customer is high.

(By Eddy Oblowitz, partner with Arthur Andersen, Cape Town, and a member of the firm's retail and distribution industry team.)

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## Progress on parity

50 GERALD REILLY 22

PRETORIA — Progress towards parity in education was being made but the ideal could not be achieved overnight, National Education and Culture Minister Piet Marais said at the weekend. *Blom 8/2/93*

Education was provided at 27 000 institutions by 460 000 people. For this, R20,351bn or 19,5% of the national budget would be spent during this financial year.

Parity in financing had been reached in the university and technical sectors, in teachers' salaries and service conditions, and in policy on building norms.

## New bill could close Model Cs

A BILL which will enable the white Minister of Education to close down Model C schools was published yesterday.

21/10/1993  
The Education Affairs Amendment Bill says a state-aided school may be shut down "if the minister considers it necessary".

All assets and liabilities of such a school would then be transferred to the state.

"The minister won't close a school unless there's a valid reason for it," a spokesman for the Department of Education said.

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One scenario in which a school might be shut down is if its numbers dropped so low that it is "no longer worthwhile", he said. — Sapa

Star 11/2/93  
**For whites only (50)**

Principals of white schools where parent bodies had not exercised their choice on any of the new models were obliged to refuse admission to applicants who were not white, Education and Culture Minister Piet Marais said yesterday.

# Court stops Education Minister's cost-cutting

CAPE TOWN — Teachers and parents won two Supreme Court interdicts yesterday to stop cost-saving measures at House of Representatives schools. **BIDAM**

After a three-week hearing, the court set aside a decision, with costs, by House of Representatives Education Minister Abe Williams not to appoint substitute teachers when staff went on long leave. **11/2/93**

The judges said Williams had been "high-handed and clearly unfair".

Parents and teachers had objected to the department's action, saying it threatened order in schools and would jeopardise education.

The Union of Teachers' Associations of SA (Utasa), its president Arthur Vergotine, South Peninsula Senior Secondary School principal Brian Isaacs and two parents sought orders declaring the department's decision unlawful.

The respondents were Williams and executive director Awie Muller.

The department said in a circular in December it was unable to appoint substitutes for teachers on long leave. This followed a statement that all proposed cost-saving measures and the rationalisation of personnel would be stopped, the court heard.

Substitute teachers were absolutely necessary for the orderly running of schools and to ensure proper education, the court heard.

Vergotine said in an affidavit that the circular had disrupted the orderly running of schools and would cause unrest in the community. The department had assured parents last year that education standards would not be affected by the measures which were withdrawn later.

It also amounted to a breach of undertaking between Utasa and the department, he said.

In a replying affidavit Muller said the measures would save the department R17m and it was a prerogative of the department to save money.

But Judge Laurie Ackerman and Judge D G Scott ruled that the department had not given principals and Utasa a fair hearing before imposing rationalisation measures.

The parties who brought the action planned to demand the immediate appointment of substitute teachers.

Lawyers said the ruling would severely curb government's ability to unilaterally impose rationalisation measures in education.

The ruling set an important precedent that enhanced the ability of parents and teachers to challenge rationalisation plans.

The DP welcomed the ruling. Its Bokkeveld MP Cliff Nasson said the decision would help normalise education. He appealed to Williams not to introduce further measures that would harm education. — Sapa.

# Creche opens to all (50) after racial incident *Amex 11/2/93*

**JACQUELYN SWARTZ**  
Staff Reporter

A KUILS RIVER creche which turned away a three-year-old boy because he is coloured has opened to all races — and the boy's parents are considering sending him back.

The decision to open the Huppelkind Creche was made by parents at a meeting on Tuesday after Shane Coleridge was turned away on Monday.

His mother, Miss Natasha Coleridge, 30, said she was still upset by the incident, but happy about the decision.

"I'm not sure yet if I'll send him back. I'll think about it," she said.

"It's a real problem bringing him to work with me every day."

Shane's father, Mr Mike Baggot, 42, said he felt "wonderful" about being instrumental in having the creche opened to all races.

Mr Baggot reported the incident to The Argus, which published a report on Tuesday.

"I'm thrilled," he said. "At first we felt unhappy about sending him back, but we'll consider it," he said.

Principal of the creche Mrs Marina Cronjé said the parents were happy to allow children of all races to attend.

# Scientific study in SA slammed

ARG 11/2/93 (50)

## The Argus Correspondent

JOHANNESBURG. — Scientific research in South Africa is in a mess, and the crisis goes to the highest levels of government, according to an international report.

Institutions involved with science, technology, research and development were operating in a policy and leadership vacuum.

The five-man team that produced the report, sponsored by the Canadian-based International Development Research Centre (IDRC) at the invitation of the ANC, Cosatu and the national civic body, Sanco, said they found a highly fragmented group of institutions, trying to define a role for themselves in a "new" South Africa, but not quite knowing how to do so. They existed in an overall system that was most frequently described by its own officials as "dysfunctional".

The strongest censure was directed at the Scientific Advisory Council (SAC), the 14-member

body appointed by the government to advise the Minister of National Education on policy and programmes. All research and development funding was channelled by various ministries to the Minister of National Education, whose department determined allocations.

The report said that in practice the SAC operated under a cloak of confidentiality and no public record was kept of its activities and advice.

Commenting on the responsibility and accountability of funding the seven scientific councils that fell under several ministries, the report said "We found no evidence that the existing Inter-Ministerial Committee of Ministers responsible for the councils was in any way active in the process of resource allocation. Only in one case did we hear of a minister who was actively interested in the affairs of the council for which he bore responsibility."

Under its mandate the IDRC mission paid particular attention

to tertiary education and had particularly harsh words for the Executive of the Committee of University Principals.

"The mission was dismayed to discover that body had never considered discussing research policy as it affects their institutions. Our impression is that the body appears to devote its energies to the discussion of administrative matters, which, though no doubt important, would in other countries be left to less senior university officials to tackle."

The report said the universities saw themselves as divided between 11 historically white (HWUs) and 10 historically black universities (HBUs).

The disparities were huge, said the report, and there was no indication of the gaps narrowing to any significant degree.

On March 4 and 5, the five-man mission will be holding meetings with representatives of institutions reviewed to explain and defend its report.

**Sponsorship  
for education**

Own Correspondent

CAPE TOWN — Assurance giant Sanlam is to sponsor more than R4m worth of education projects throughout the country for 1993.

This was announced by Sanlam CE Pierre Steyn at a function held at the naming of the Sanlam Audiovisual Centre at the Cape Technikon yesterday. (30)

He said the bulk of the company's budget for corporate social involvement was spent on education. All areas of education would benefit from the donation.



they had been misled by the principal concerned, as far as this appointment was concerned. At that meeting they asked that this appointment be declared null and void. We also know . . .

†The CHAIRMAN OF THE HOUSE: Order. The hon member, Mr S S Oosthuizen, should put a question and not give an explanation.

†Mr S S OOSTHUIZEN: Mr Chairman, this is the question. Seen in the light of the minutes of the meeting of the school committee, I want to

ask why the opinion of the school committee was not taken into consideration, since the hon the Minister referred to the fact that the school committee is really the interested party in the matter.

†The MINISTER: Mr Chairman, if the hon member is not satisfied with the replies that have been given to him in writing here and which I have explained orally, I am prepared to send a complete submission to the hon member concerned. After that he can contact me again with regard to all the relevant facts.

HOUSE OF DELEGATES

QUESTIONS

†Indicates translated version.

For oral reply:

General Affairs

Question standing over from Wednesday, 17 February 1993:

Howard Commission: comments/guidelines

\*2. Mr A RAJBANSI asked the Minister of Justice:

Whether he received any comments and/or guidelines from the Commission of Inquiry into Certain Lotteries, Sports Pools and Fund-Raising Activities (the Howard Commission) prior to his recent decision not to extend the date for the closing down of certain gambling outlets; if so, (a) when and (b) what was (i) the nature of and (ii) his reaction to these comments and/or guidelines.

The DEPUTY MINISTER OF JUSTICE:

No. The State President however received a letter from the Chairman of the Howard Commission. In this regard, I wish to quote from my affidavit in Case No. 82/0/93, *Florida Road Entertainment, River Palace Leisure Industries v The Minister of Justice, The Minister of Law and Order*, the following:

"5

At the time of the exercise of my discretion not to extend the moratorium against conviction, I was aware of the contents of the letter addressed by the Honourable the Judge President of this Division to the Honourable the State President."

"7

I inform the above Honourable Court that in the *bona fide* and proper exercise of my discretion I took the contents of the letter into consideration, but did not regard it as decisive."

Mr A RAJBANSI: Mr Chairman, arising out of the hon the Deputy Minister's reply, could he state why the fact that the Government

received a letter from the Howard Commission was divulged long after this decision was made public, or was it when this question was tabled? Secondly, it is believed that the Howard Commission did not evaluate what was placed before it. Is it not irregular for a commission simply to submit a letter? Thirdly, in the light of this irregularity, is the Government prepared to sack the Howard Commission of Inquiry?

The DEPUTY MINISTER: Mr Chairman, I submit that those questions raise new issues, and I ask the hon member for Arena Park to table them.

INTERPELLATIONS

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

Own Affairs:

Rationalization/abolishment of Department

1. MR M RAJAB asked the Minister of Education and Culture: Whether steps are being taken by her Department to rationalize functions so as to comply with the State President's commitment to abolish her Department in the near future; if so, what steps; if not, why not?

(SO) D42E.INT

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, in the Natal-KwaZulu region the heads of the five education authorities, namely the House of Assembly, the House of Delegates, the House of Representatives, KwaZulu Education Department and the Department of Education and Training, have together produced a model to meet the functional rearrangement and rationalisation needs of the region. Meeting under the aegis of the Natal Education Board, the five independent education authorities in the Natal-KwaZulu region propose the following.

Firstly, they propose a division of the region into four areas with headquarters in Durban, Pietermaritzburg, Ulundi and Ladysmith. The head office for the region as a whole would be in Durban, based in a building of the House of Delegates.

Secondly, they propose that overall control be vested in a deputy director-general. Each of the four areas would be under the control of an executive director of education who would have his own professional and administrative support staff.

Thirdly, 34 local offices would be set up in the region, and fourthly, the personnel at present serving the five own affairs departments of education would be absorbed into a new regional system.

This model for non-racial education could also be used in the other geographical regions of the new republic. Until 31 March 1994 this process of rearrangement and rationalisation will gain momentum until the new dispensation of non-racial education is firmly in place. This process has already been initiated as exemplified by the following: firstly, the creation of the SA Certification Council for the issuing of a common senior certificate with effect from December 1992; secondly, the appointment of a Minister of National Education and Co-ordination of Education; thirdly, admission of pupils regardless of race or colour; and fourthly, early retirement of surplus CS educators and personnel at head office.

Hopefully by 31 March 1994 both my Ministry and the Department of Education and Culture will have merged into the new dispensation of non-racial education.

Mr M RAJAB: Mr Chairman, I am pleased at the hon the Minister's reply in this regard and I thank her for it.

The thrust of my interpellation, however, is really the hon the State President's commitment to doing away with the much discredited own affairs departments and the rationalisation of own affairs into general affairs. All that I sought to ask of the hon the Minister is that she tell us what immediate steps, if any, are being taken by her department in keeping with that commitment. It is quite clear from her reply that the commitment that was made does not have that kind of momentum.

Since my submission of this interpellation, the hon the Minister of Constitutional Development has made a pronouncement in that regard, and the hon the Minister has amplified it. It seems to me that this pronouncement puts the hon the State President's commitment in quite another perspective. According to him, the Government

HOUSE OF DELEGATES

does not envisage own affairs departments of housing and education, as indicated by the hon the Minister, merging with the respective general affairs departments until and unless there is a new constitution. This flies in the face of the commitment he made to South Africa and the world at large. I trust that at an appropriate time in this debate, the hon the Chairman of the Ministers' Council, who is also a member of the hon the State President's Cabinet, will tell us more fully what exactly the hon the State President envisages with regard to the merging of own affairs into general affairs. That is the nub of the question.

I am also a little disappointed that the hon the Minister did not take us into her confidence and tell us exactly what the consequences of rationalisation would be. Some of these consequences have, in fact, been spelt out by the media, particularly in *The Natal Mercury*, which the hon the Minister found such disfavour the other day [Time expired.]

Dr K RAJOO: Mr Chairman, we understand that rationalisation is to come and that it is necessary for South Africa. We also understand that the commitment of the House of Delegates to building schools and their infrastructure must not be nullified, nor should it be scaled down. The time has come to put in place all the resources that are needed by our community. Consequently the authorities, the Administration and the officials must ensure that no part of the infrastructure is scaled down. We need those buildings. In the business of rationalisation we must not use the excuse that the money we have should not be spent in our Administration or that it should be sent back to the Treasury.

I wish to state that the clerical strength of the Department of Education and Culture in the House of Delegates is now at 49%. That is the situation that obtains right now. We are running under strength in the clerical division, and have been for some time. The people there have been complaining that they need more staff. I hope the hon the Minister will see to it that key people are placed in these positions and that we do not suffer as a result of the present situation. [Time expired.]

Mr P NAIDOO: Mr Chairman, in my view the proposal tabled by the hon the Minister should be negotiated with all the major players in the region. With regard to that proposal, I should

like to know from the hon the Minister whether she has received any inputs from the ANC, in my view one of the major players in South Africa at this point.

I do concede that rationalisation is all the rage in Government circles at the moment. That in itself is not a good enough reason for introducing a measure which in my view is a double-edged sword, however.

What is the experience of those departments that have embarked on a rationalisation drive? The recent experience of the Department of Education and Culture in the House of Representatives is revealing. In that department rationalisation has been accompanied by retrenchments, instability and a general breakdown in discipline.

Tentative steps to rationalise in our department, as manifested in the early-retirement package offered to our teachers, has resulted in an exodus of our seasoned and experienced educators who constituted its leadership core. The process does not differentiate between the burnt-out educator and the highly motivated one. Rationalisation is invariably seized upon by the functionary as a one-off bonus not to be missed. The client community, on the other hand, interprets this as a ruse by the department to short-change it.

One has to draw a distinction between rationalisation and reorganisation. Obviously in a society that is changing as rapidly as ours is, some reorganisation may be necessary. Wholesale retrenchments and the abolition of posts to balance the books of a spendthrift government will lead to destabilisation in our educational institutions [Time expired.]

Mr K PANDAY: Mr Chairman, the hon the Minister stated what steps were being taken to bring about a new structure in so far as education is concerned. The Government has also issued the Education Renewal Strategy which is very widely accepted. It makes certain very important points, which seem to be accepted by all the important parties. It is a working document.

The hon member Mr P Naidoo feels that certain decisions should not be taken unilaterally. The hon the Minister was in no way saying that she wanted to take any decision unilaterally. She

wants this decision to be negotiated. Therefore a start has been made in the Natal-KwaZulu area and this will proceed to happen throughout South Africa. All the different role-players will get together around a table to work out an acceptable system.

In respect of the point made by the hon member for Springfield . . .

The CHAIRMAN OF THE HOUSE: Order! I have to make the point that the hon member's time has expired.

Mr M RAJAB: Mr Chairman, it is a great pity that the hon member did not make that point.

I cannot but agree with the hon member for Merbank who said all resources should be used to their maximum in order to uplift all our people educationally. Of course, we agree with that entirely.

There are certain consequences of rationalisation. Under the own affairs system the hon the Minister is in charge of education primarily for Indian people. Rationalisation will have consequences for the Indian community. I expect the hon the Minister to take the responsibility of informing the public, to which she is responsible, as to what those consequences will be. She must do so immediately if she has the guts

I shall tell hon members what the consequences are. Firstly, there will be a lowering of standards. Of course, on the other hand, there will obviously be a raising of standards in the case of Black people, and we agree with that. However, the hon the Minister has the responsibility, and she must tell the community. . . [Time expired.]

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I should like to inform the hon member for Springfield that I did have an opportunity of addressing the consequences yesterday when I was interviewed by Eastnet for a television programme. We are addressing the matter of letting the people know about the consequences. However, I am not able to tell the hon member the consequences in the space of two minutes.

Mr M RAJAB: You, Madam, are the responsible Minister. You should have thought about the matter before you entered the debate.

The MINISTER: I shall consider the matter and give the hon member my reply in writing.

HOUSE OF DELEGATES

I agree with the hon member Mr P Naidoo that it is a pity there is such a brain drain, but I should like to assure him that no one has been forced to leave the department.

Mr P NAIDOO: The axing of the former Minister was a brain drain! [Interjections.]

The MINISTER: Mr Chairman, I should like to inform that hon member that I myself have picked up the telephone and spoken to those people who have opted to leave the department. It was their choice to do so. Perhaps there is some fear that they would lose certain benefits—I do not know whether that is the case—but they are not being forced to leave.

Clearly not all the changes that have been recommended can be implemented immediately. Some require systematic and careful phasing in. Others will be dependent on the availability of accommodation. Yet others will have to await political decision-making at national level. Nevertheless it is my conviction that the interests of education in the region will be served best by the rapid handling of these proposals and hopefully by the adoption of this report as a policy document by the heads of education in the Natal-KwaZulu region.

It is unfortunate that it was not practicable to involve a wider interest group in the deliberations of the committee. [Time expired.]

Debate concluded.

#### Housing schemes: amount in arrears

2 Mr A RAJBANSI asked the Minister of the Budget and Auxiliary Services:

- (a) What is the total amount in arrears owing to the Administration: House of Delegates in respect of housing and road development in municipal and departmental housing schemes and (b) what steps were taken to recover this amount during the latest specified period of 12 months for which information is available?

D35E INT

The MINISTER OF THE BUDGET AND AUXILIARY SERVICES: Mr Chairman, the reply to the first part of the question is that the arrears as at 19 February 1993 are as follows: loans to local authorities, ie municipal schemes,

HOUSE OF DELEGATES

R6 251 902: departmental housing projects, R52 529 711.

The reply to the second part of the question is as follows. With regard to municipalities, the outstanding accounts are followed up regularly by way of both personal contact and written communication. Furthermore a task group has been created and the staff have been trained to check and control local authority loans and debtor accounts to ensure that the interests of the Housing Development Board are adequately protected and that the board is repaid all amounts due to it. In the light of this group's success, it has been decided to train additional staff in order to place more teams in the field.

With regard to the collection of funds, the Pretoria, Johannesburg and Cape Town offices were understaffed and could not control payments as required. Remedial action has been taken and consequently Circular Minute No 2 of 1992 was issued, directing regional representatives to take action against debtors. The idea was to elicit the co-operation of debtors to liquidate their arrears or to make a controlled attempt to do so. It stopped short of physical eviction. This humanitarian endeavour did not achieve the desired results and in a number of cases the cancellation of agreements in respect of these debtors is currently being prepared for consideration by the Housing Development Board. [Time expired.]

Mr A RAJBANSI: Mr Chairman, I asked for the total amount in arrears owing to our Administration. I do not want the arrears for the past twelve months. What I want to know is what has been done in the past 12 months to recover the arrears.

The total arrears amounts to R43 million. That is only in respect of the schemes controlled by our Department of Housing. That is apart from the municipal schemes. Contrary to the headlines we read in the newspapers, this is nothing new. There was a time when the previous Auditor-General of this country was the director-general and also the accounting officer I believe that this kind of thing took place even during his time, because what the present director-general has inherited is mismanagement from the time of that former director-general. Since that time no effective steps have been taken to structure a staff so that we could recover the arrears.

There are more units in arrears under municipal schemes, but comparatively speaking, the arrear position is not bad when compared to our schemes. That goes to show that no one worried about this. In 1988 that super director-general was taking part in party-political dirty tricks. That was how he occupied his mind. He, as the sole accounting officer of the Administration, was not worried about structuring the Administration.

The reason I specified the period of 12 months is that I want to know what effective steps the director-general, who was there during that period, has taken. The fault is not with municipal schemes. The fault is with the Administration: House of Delegates. That R43 million will reach such a staggering figure that . . . [Time expired.]

The DEPUTY MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE: Mr Chairman, it is obvious that when the House of Delegates came into being, we inherited some assets. We inherited the old debtor system which was used by the former Department of Public Works and Land Affairs. By the time we had established our own debtor system, we were a few years into the tricameral system.

One also had the problem that the local authorities' financial year starts on 1 July and ends on 30 June of the next year, whereas we start on 1 April. As a result one has difficulty when one tries to reconcile figures, because to a large extent the Treasury works according to a set of rules different to that which applies to municipalities. Our department has now introduced a reconciliation system of issuing monthly statements, with the result that one will be able to reconcile the statements effectively.

The hon the Chairman of the Ministers' Council has said that a task group has been formed. Five persons have been allocated to this task group. There are some 84 local authorities that are in arrears. We reckon that within a period of 18 months we will be able to have an audit of those arrears without the problems we have at the moment. [Time expired.]

Mr K MOODLEY: Mr Chairman, I should like to submit that we forget about the arrears, and rather talk about giving the homes away. People have paid enough. I think R43 million is neither

here nor there when one considers the billions of rand being wasted by this Government. Yet we want to chase out our people in order to pay back small rentals. [Interjections.]

The issue is the ability of people to pay. If people do not have the money to pay, this department, on the instructions of its superiors, has evicted them from their homes. It is not that they can afford to pay but do not want to, but that some of them do not have sufficient money even for the next meal. Yet we want to throw our people out of their homes. [Interjections.]

The important thing is that this department must engage somebody to evaluate each person's ability to pay and to report on that. Those who can afford to do so can pay, but we must be reasonable when it comes to those who cannot afford to pay. We cannot say we are here to serve our people when at the same time we are displacing them from their homes. [Time expired.]

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE: Mr Chairman, I am in full agreement with the sentiments expressed by the hon member for Southern Natal, but there are some very important factors that hon members must be advised of. One of these is that the present rental formula is subjecting our people to rentals of anything up to 50% and 55%.

Mr K MOODLEY: Do something!

The MINISTER: Something is being done. I want to advise the hon member for Southern Natal that the hon the Leader of the Official Opposition gave timeous instructions in this regard, but this matter has to go through the correct channels, in this case, the Committee of Housing Ministers. They have to take a decision.

I recently had some communication with the hon the Minister of National Housing and I have requested an urgent appointment with him to discuss this particular issue.

Let us look at another issue, namely the organised campaigns that we are faced with in this country. All of us are participating here, yet we have campaigns, organised by other political parties, against the very houses we are building and the people who are living there. [Time expired.]

HOUSE OF DELEGATES

India's example can steer us to correct official language choice, writes Marimuthu Subramoney

# What tongue shall we choose?

STAR 17/2/93.

~~SC~~ (SC)

**I**n many ways during this period of transition South Africa finds itself more or less in a similar position to India at the time it attained its freedom in 1947.

India had just been partitioned into India and Pakistan by colonial Britain, Hindu-Muslim conflict was at its peak, and the country was divided along caste, ethnic, regional, tribal, religious and language lines.

In South Africa, the people may not be divided along caste or religious lines but they are definitely divided sharply on racial, tribal, and ideological bases and political violence has created an atmosphere of fear, insecurity and uncertainty.

In spite of the chaotic state of affairs in India in 1947, the founding fathers, especially Mahatma Gandhi and Jawaharlal Nehru, worked feverishly to unite the people and save the country from further fragmentation.

One of the unifying symbols the founding fathers settled on was the issue of national language which they believed was vital.

Accordingly, because Hindi was spoken by the majority of the people, they decided that Hindi should be the official language of the federal union. But the use of Hindi as the official national language in no way suppressed or disadvantaged the different states from promoting their own languages.

In fact, the Indian constitution specified 15 other languages, including English, and this list continues to grow as and when demands are made for the recognition of a language.

In South Africa, the people at the moment find themselves faced with two official languages — English and Afrikaans — that have been imposed at the expense of the languages spoken by the majority of the people. The white minority rulers also forced Afrikaans down the throats of black schoolchildren and made every effort to make Afrikaans an hegemonic language in the civil service, official media, and other levels of government.

All the parastatals, including the South African Broadcasting Corporation, encouraged the use

of Afrikaans in and out of the workplace to ensure its buoyancy. Cultural organisations such as the Federasie van Afrikaanse Kultuurvereniginge and the SA Akademie van Wetenskap also played an organised role in the development of the language.

Even financial institutions such as Sanlam and Volkskas Bank imbibed the Afrikaner with a sense of pride in order to fortify the image of Afrikaans being a national official language.

But while everything was being done to promote the ascendancy of Afrikaans, no such attempt was made to consult the leaders of the majority of the people, let alone include the indigenous languages as one of the official ones.

Now some of the political players, especially the ANC Language Commission, have started a debate on the language issue by making an initial recommendation that all the languages spoken in South Africa should be treated equally and promoted, instead of just the present two official languages. The commission, however, re-

frained from making a recommendation as to which language should be the national official language of communication in government administration, in schools, and on the public media.

Nevertheless, the commission made it crystal clear that an equitable language policy, which will address the current linguistic imbalances, should be striven for, and something must be done about the future status of African indigenous languages which are spoken by the majority in this country.

For their part, the National Party, Afrikaner intellectuals and others, faced with the reality of Afrikaans not being a national official language in the post-apartheid era, have chosen to adopt an intransigent and belligerent stance.

Their only aim is to preserve Afrikaans as one of the national languages even though it is not spoken by the majority of the people, and it has a history of being an "oppressor's" language.

An organisation called "Die Stigting vir Afrikaans" has even been formed to market Afrikaans

as a "friendly" language. It is also reliably learnt that the Government has even indicated that the issue of Afrikaans as a national official language is "non-negotiable".

Even the English Academy of South Africa has entered the fray by suggesting that English should be chosen as the official national language. Both the Afrikaans groupings and the English Academy have made no mention of the indigenous languages.

This fractious attitude will not help to bring about the unity, integration and security that South Africans so desperately need during this period of transition and in the post-apartheid era.

If the Government and others continue to adopt this negative posture then there will be a justifiable claim for Zulu, Xhosa and other languages to be also offered "national official language" status.

Can you imagine the chaos that will ensue from such a policy?

South Africa is already cash-strapped. Can you calculate the wastage of financial resources if

we were to adopt more than one language as our official national means of communication?

While English is accepted by most people as a medium of communication and therefore can be used as an instrument of national integration and unity, Afrikaans unfortunately has become a language of hate and division.

It is also not an international language.

Afrikaans, like the other languages, should be given official recognition and allowed to prosper among the people who want it as their language. But it certainly should not be given preferential treatment at the expense of Zulu, Xhosa, Tswana, Pedi, and other indigenous languages.

Like India, we need one national official language for administrative use, in schools and on the public media so that a society, deeply divided by years of apartheid and the imposition of Afrikaans, will pay allegiance to one country.

● The writer is the Johannesburg-based correspondent of *The Press Trust of India*. □

# No route for parent protest

By BARRY STREEK  
Political Staff

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NO procedures exist for parents of pupils at state-aided schools, such as Model C schools, to express their dissatisfaction with schools' management bodies, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said yesterday.

CT 17/2/93

However, a change in the regulations to make this possible was un-

der consideration, he said in reply to a question tabled in Parliament by Mr Andrew Gerber (CP, Brits).

Procedures for expressing dissatisfaction, or action resulting in the management body being relieved of its position, existed for public schools.

However, at state-aided ordinary schools, there was no provision at present for a vote of no-confidence in a school management committee, Mr Marais said.

- (3) It is our intention to wait for the outcome of the court case in the USA which will dictate our future actions. The GSM (Group Special Mobile) Organisation will also keep us informed of any new developments.
- (4) Any further information in this regard will be made available to interested parties.

**Olympic Games in Barcelona**

\*21. Mr J CHIOLE asked the Minister of National Education:

- (1) Whether the State appropriated and/or made available an amount of money in order to make South Africa's participation in the Olympic Games in Barcelona possible; if so, what amount;
- (2) whether this amount was made available subject to (a) the condition that the official South African flag be displayed and (b) other conditions; if so, what conditions were set;
- (3) whether a request was addressed to Nocosa to apologise for the fact that the majority of athletes in the South African team were Whites;
- (4) whether any representatives of the South African Government were invited by the International Olympic Committee to attend the official opening of the 25th Olympiad together with Mr Nelson Mandela; if so, who was invited? B94E

The MINISTER OF NATIONAL EDUCATION:

- (1) Yes, R1,5 million was allocated of which an amount of R500 000 has already been paid out.
- (2) (a) No.
- (b) Yes, the following conditions applied:
- The funds could only be used to the advantage of the official team members and administrators in respect of the following items:
- Air fares
  - Official uniform

**Education departments: equal funding**

\*23. Mr R M BURROWS asked the Minister of National Education: (50)

- (1) Whether his Department will guarantee equal funding for specific non-salary areas in all education departments for the 1993-94 budget year; if not, why not;
- (2) whether he will make a statement on the matter? B99E

The MINISTER OF NATIONAL EDUCATION:

- (1) No. Although the financing formula has already been drafted, no general policy has yet been tabled under section 2(1)(a) of the National Policy for Education Affairs Act, 1984 (Act No. 76 of 1984). The formula is, however, used as a distribution guideline to divide the education budget between the various education departments but each education department decides according to its own needs and priorities how its budget should be divided between the different expenditure categories (including those categories other than salaries).
- (2) No.

**Population figures of RSA/Natal**

\*25. Mr M J ELLIS asked the Minister of Home Affairs:

- (a) What are the official population figures for the (i) Republic of South Africa and (ii) Natal/KwaZulu region and (b) in respect of what date are these figures furnished? B102E
- The MINISTER OF HOME AFFAIRS:
- (a) (i) 30 986 920  
(ii) 7 955 527
- (b) 7 March 1991.

**General Export Incentive Scheme: fraud**

\*26. Mr L FUCHS to ask the Minister of Trade and Industry:

- (1) Whether there have been any cases of fraud in regard to the General Export Incentive Scheme (GEIS); if so, what total amount is involved;
- (2) whether these cases are being investigated; if not, why not;
- (3) what action does he intend taking in regard to cases of fraud that have been proven? B103E

The MINISTER OF TRADE AND INDUSTRY:

- (1) Thirty-six alleged cases of fraud, involving a potential amount of R136 million in regard to the General Export Incentive Scheme (GEIS), have so far

**Funding levels for education departments**

\*22. Mr R M BURROWS asked the Minister of National Education: (50)

- (1) Whether he will make public the guideline funding formulae used to establish budget fund levels for the various education departments; if not, why not;
- (2) whether such formulae make provision for funding levels for each department which are different for each race group; if so, how does he intend to eliminate such race-based funding;
- (3) whether he will make a statement on the matter? B98E

The MINISTER OF NATIONAL EDUCATION:

- (1) No, because in terms of the announcement by the State President on 29 January 1993, a process of re-arranging is to be initiated on 1 April 1993, which will include, amongst other aspects, the financing of education.
- (2) No, this formula is scientifically based and has no racial dimension or connotations. It can be used for the funding of institutions as well as geographic regions. As a result of the phasing out of the own affairs departments, the funding of education will in all probability be regionally or institutionally based.
- (3) No.

## Juta gives R320 000 towards education <sup>(50)</sup>

Staff Reporter

DT/1/2/93

JUTA Educational Publishers handed over a cheque for R320 000 to the University of Stellenbosch yesterday for use in the educational field.

Juta director Mr Johann Potgieter handed over the cheque to assist and promote the work of the Environmental Education Project as well as for Afrikaans materials for both Junior Primary and Secondary Primary levels during 1993.

He said Juta "recognises the urgent need for resource development and has decided to link up with the Centre for Educational Development".

HOUSE OF ASSEMBLY

Senior Certificate examination: other departments

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs.

Senior Certificate examination: Education and Training

5. Mr K M ANDREW asked the Minister of Education and Training:

How many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1992 Senior Certificate examinations?

The MINISTER OF EDUCATION AND TRAINING:

- (a) 92 232.
- (b) 38 734.
- (c) 8 319
- (d) 53 498.
- (e) (i) 11,  
(ii) 89,  
(iii) 598,  
(iv) 3 757 and  
(v) 17 204.

HOUSE OF ASSEMBLY

6. Mr K M ANDREW asked the Minister of Education and Training:

How many pupils at schools not falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1992 Senior Certificate examinations?

The MINISTER OF EDUCATION AND TRAINING:

- (a) 221 170
- (b) 98 549
- (c) 23 984
- (d) 122 621
- (e) (i) 10,  
(ii) 123,  
(iii) 1 171,  
(iv) 9 799 and  
(v) 46 590.

10. Mr R M BURROWS asked the Minister of Education and Training:

(1) (a) What is the teacher/pupil ratio in his Department for (i) primary and (ii) secondary schools and (b) in respect of what date is this information furnished;

Teacher/pupil ratio

(2) whether his Department has statistics on the teacher/pupil ratio in the education departments of the self-governing territories; if so, what are the relevant ratios? SO (2) Yes. SO (2) Yes.

(b) 3 March 1992

	Primary	Secondary
Owaqwa	1 : 33,53	1 : 32,57
Lebowa	1 : 41,05	1 : 36,01
Gazankulu	1 : 42,42	1 : 35,08
KwaZulu	1 : 51,28	1 : 39,94
KwaNdebele	1 : 41,36	1 : 36,40
KaNgwane	1 : 42,01	1 : 37,28
Total	1 : 38,64	1 : 38,64

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) (i) Primary schools . . . . . 1 : 40,32
- (ii) Secondary schools . . . . . 1 : 35,06

HOUSE OF ASSEMBLY



Parents may  
get more say

CURRENT legislation does not make provision for parents to dismiss the management bodies of state-supported or model D schools if they are dissatisfied with their performance.

Education and Culture Minister Mr Piet Marais told Parliament consideration was being given to making it possible for parents in state schools to dismiss a management board if at least 60% of parents supported the action. — Sapa

# Paper accused of vendetta

Political Staff

THE Natal Mercury's coverage of Indian education has come under fire in the House of Delegates.

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New Education and Culture Minister Mrs Devagie Govender repeated charges that the newspaper was conducting a vendetta

CT 19/2/93  
ta against the department.

She was responding to a question tabled by Democratic Party MP for Springfield Mr Mahmoud Rajab on whether she had addressed the conditions in schools highlighted by a series of articles in the Mercury.

She said she had established since taking office last week that

text books were supplied timely to the great majority of schools and the problem of a surfeit of heads of departments had been "successfully resolved".

The minister added that teacher shortages had also been rectified and schools were not overloaded.

# Librarian reinstated after 2 suspensions

(50) OCT 19/93

By RONNIE MORRIS  
Supreme Court Reporter

A SENIOR librarian at the Cloeteville library in Stellenbosch who was twice suspended without pay because of either alleged criminal charges or misconduct was yesterday reinstated by the Supreme Court.

Mr Justice Selwyn Selikowitz set aside the suspension without pay of Mrs Dinah Helena Hahn of Somerset West without pay and ordered the town's mayor, Mr J A M van Schoor and the municipality to allow her back as senior librarian and pay her outstanding salary and allowances from last November.

After a drawn out trial she was acquitted of the criminal charge on Oc-

tober 22 last year and her suspension lifted.

She was again suspended without pay from November 1 last year because of further unspecified criminal charges.

Mrs Hahn said she was "totally in the dark" of the alleged case against her.

At the beginning of last year Mrs Hahn had favoured a black woman for a vacancy as assistant librarian. But the job went to a white woman who "suddenly left" after only two days.

"I formed the view that this situation concerning Mrs X was seen as an incident of racism and that I was somewhat regarded as a part of it."

She was charged with 16 counts of misconduct but all the charges were later withdrawn.

# Parents tear into teachers over sex

Weekend Argus Correspondent

DURBAN. — Chapters of a sex education booklet were torn up and burnt by angry parents attending a protest meeting at the Hillgrove Primary school in Newlands West on Thursday night.

About 100 parents were protesting what they describe as "offensive and explicit" sex information, contained in a Health and Family Life education course being taught to children at House of Delegates (HoD) primary schools.

The parents said they objected to children as young as six being taught "explicit" sex lessons.

The parents said they were disturbed about the lessons which included sections on condoms and masturbation because they felt their children were not ready for such information.

"I have nothing against sex education in schools, but I do feel that teaching my six-year-old daughter about condoms is not acceptable," said one father.

Parents said they had signed forms allowing the teaching of health and family life educa-

tion at school, but the actual content of some of the lessons had not been explained to them.

"We also are worried about the training which teachers receive when they teach these lessons, especially as a number of HoD teachers were suspended because of sexual harassment at schools last year, but have been reinstated. What kind of people will be teaching our children about sex," asked a parent.

One concerned father said he would try and start a petition amongst the parent body which they could use to air their feelings.

A spokesman for the HoD, Department of Education said they were not running a sex education course, but sexuality education was merely one component of the health and family life Programme, which had been introduced at all primary schools in Natal after extensive research.

He said the programme took maturity levels into account and the information was there to help teachers cope with any awkward questions.

(58) ARG 20/2/93  
"A whole panel of experts was called in for input on the programme by the department and we involved department officials and a number of parents as well," he said.

The HoD spokesman said issues like masturbation were aimed only at pupils at the Standard four level and upwards.

"Our teachers have been sent on orientation courses so that they can deal correctly with any subjects raised by the children," he said.

The spokesman emphasised that the sex-education component was merely a part of the package which was meant to project family values and health.

"Parents have the right to withdraw their children from the programme, as each parent has to sign a form agreeing to it anyway, but the department would prefer children to take part," he said.

Aids education also was included in the programme, but was aimed only at the higher standards.

■ See page 21

**Mission: simple but sound**

Zonnebloem Senior School, the third New Era Schools' Trust (NEST) school in South Africa, opened its doors for the first time in January 1992 to Standard six and seven pupils.

The mission of this school is simple: to build a school that will prepare young people for the challenges facing a changing South Africa.

To achieve this goal, Zonnebloem's education contains a number of distinctive features: 1. High standards of excellence are nurtured through its emphasis on the development of thinking skills. 2. A relevant curriculum provides the key focus for the education of Zonnebloem, thus preparing the pupils to be on the cutting edge of the huge technological changes taking place in South Africa. Pupils'

# CAREER CHOICES

SOUTH 20 | 2-24 | 2193.

self-esteem and confidence are built up further through the Drama and Life Skills component of the curriculum. 3. Teachers are highly qualified, dynamic individuals, committed to finding new and creative ways of stimulating the intellectual interests of our pupils.

Group work, independent research and project work form part of a teaching approach which engages pupils in exciting learning experiences. 4. A Balanced Education: All our pupils play sport, participate in various clubs and societies, and are involved in community service one afternoon a week

Admission into Stds 6, 7 and 8 in 1994 is now taking place. Applications forms and further

information are obtainable from: PO Box 216, Woodstock, 7915 — Tel: 461 5308/9.

### A leaf from their book

LEAF College of Commerce and Engineering (LCCE) is a post matric college developed by the Leadership Education and Advancement Foundation.

The aim of the college is to provide a programme to enable students who have the potential, but not the formal entrance requirements, to gain access to, and succeed at established universities or technikons in the fields of Engineering and Commerce. LCCE wants to be part of a

broad based movement towards an education which will equip our students to play an active role in the reconstruction of South Africa.

As a residential faculty, the LCCE seeks to establish a supportive and challenging learning environment.

All Students registering at LCCE undertake a core curriculum consisting of Mathematics, Communications, Economics and Computing.

To apply, write to: The Rector, LCCE, PO Box 588, Rondebosch 7700.

For further information, phone(021) 685 7830.

### See you at the movies!

The Short Course Training Programme SCTP operates as a division of the Cape Town Film and Television School

It aims to meet the needs of those requiring up-dating and re-training in the Film, Television and Video industry by providing continuing education and training programmes.

The SCTP offers practical hands-on training courses, in small groups, which cover a wide range of industry skills. The courses are open to all those working in the industry, and give participants opportunities to expand their experience base.

The SCTP will change and develop in line with current training

For further information please contact The Short Course Coordinator, SCTP, Cape Town Film and Television School, 18 Rhodes Avenue, Mowbray 7700 — Tel. (021) 685 4358.



# Williams 'should drop appeal'

A MOTION proposing the review of education cost-saving measures introduced by Mr Abe Williams, until last week Minister of Education and Culture in the House of Representatives, was defeated by 30 votes to 19 yesterday.

Introducing a motion on the education crisis, Mr Clifford Nasson (DP Bokkeveld), predict-

ed that the cost-saving measures introduced last year would result in more court cases against Mr Williams.

Mr Nasson said long-serving teachers had been severely disadvantaged by Mr Williams' ban on substitute teachers, which was recently overruled by the Supreme Court.

He appealed to Mr Williams to

withdraw his appeal against the Supreme Court decision.

He charged that Mr Williams' cost-saving measures had short-changed thousands of teachers and caused many children to be disadvantaged.

Mr Williams was named as South Africa's new sports minister by President FW de Klerk last weekend. — Sapa

affiliated membership of approximately one million. During the sanctions debate of 1986 the organisation was largely responsible for ensuring that a ban on the importation of hunting trophies from South Africa to the United States of America was not included in the United States of America's federal sanctions legislation against South Africa. A substantial number of members of the Safari Club International have over recent years spent millions of rands in South Africa on hunting safaris. The Safari Club International has also built a museum in Tucson, Arizona, housing a South African exhibition which displays South Africa's wildlife, thereby promoting tourism to South Africa.

At the time when the contribution was made, it was the task of all South African missions abroad to counter trade sanctions. The contribution that was made by the then South African Ambassador in Washington, Dr P G J Koorhof, to the Safari Club International, occurred in this context.

#### Government Service Pension Fund: investments

\*12. Mr R M BURROWS asked the Minister of Finance:

- (1) Whether there has been any change in the policy regarding the investment of accumulated funds of the Government Service Pension Fund; if so, (a) what change and (b) what effect has the change had in financial terms in regard to increased interest and/or dividends;
- (2) whether it is the intention to extend any investment policy to utilize most or all of the accumulated funds of other State pension funds, if not, why not; if so, (a) in what manner and (b) over what period;
- (3) whether he will make a statement on the matter?

The MINISTER OF FINANCE:

- (1) No;
- (2) all the accumulated funds of other State pension funds are managed by the Public Investment Commissioners along similar lines as the funds of the GSPF;

HOUSE OF ASSEMBLY

- (3) No It should however be pointed out that the Commissioners have recently decided not to renew the management contracts for the six private sector portfolio managers who have been managing R3 billion of GSPF funds. The experiment, over the past three years, has proved to be a costly exercise with limited benefits, while the PIC have managed to turn in a better performance than most of the private sector managers.

#### Universities/technikon: subsidies

\*13. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether any universities or technikon are to receive in respect of 1993 the full amount which they should receive under the formula-funding policy administered by his Department; if not, why not;
- (2) whether any of these universities or technikon are to receive less money from the State in real terms in 1993 than they did in 1992 in terms of the amounts determined by his Department; if so, which of these institutions;
- (3) whether he will make a statement on the matter?

The MINISTER OF NATIONAL EDUCATION:

- (1) Since the Minister of Finance has not submitted the Draft Budget Bill for the 1993-94 financial year to Parliament yet, the details are not available at this stage.
- (2) Falls away.
- (3) No.

#### DET: distance education

\*14. Mrs C H CHARLEWOOD asked the Minister of Education and Training:

- (1) Whether, with reference to his reply to Question No 7 on 4 February 1992, the interdepartmental committee appointed to investigate aspects of distance education has brought up a report; if not, why not; if so,
- (2) whether he will make the report public; if not, why not; if so, when;

- (3) whether he will make a statement on the effectiveness of the various television programmes aimed at assisting Black pupils broadcast in 1992?

The MINISTER OF EDUCATION AND TRAINING:

- (1) Yes.
- (2) No. An initial version of the report was recently submitted to the Committee of Heads of Education Departments. The Committee, of which the Director-general of National Education is the chairman, is considering the report, as well as the question concerning the publication thereof.
- (3) The project is at present being evaluated by an independent consultant. A final report in this respect is expected by March 1993, after which it will be decided whether a statement will be made.

#### Smoking: legislation

\*15. Mrs C H CHARLEWOOD asked the Minister of National Health:

- (1) Whether she intends introducing legislation in respect of smoking during the current session of Parliament; if not, why not; if so, (a) when and (b) what will be the nature of this legislation;
- (2) whether she will make a statement on the matter?

The MINISTER OF NATIONAL HEALTH:

- (1) Yes,
  - (a) it has been put on the legislative agenda for the current session of Parliament and will be tabled as soon as possible and
  - (b) the Bill envisages the control of the use, sale and advertising of tobacco products.
- It also empowers the Minister by regulation to—
  - regulate the health warning and particulars regarding the hazardous constituents of a tobacco product which must appear on the packet and an advertisement thereof; and

- prescribe the claims which may not be made in the said advertisement.

Provision is also made for a prohibition on the sale of tobacco products to persons who are under the age of 16 years;

(2) no.

#### Aids: orphans of victims

\*16. Mr M J ELLIS asked the Minister of National Health:

Whether any provision is being made for assistance to orphans of Aids victims in (a) urban, (b) rural and (c) peri-urban areas; if not, why not; if so, what is the nature of this assistance?

The MINISTER OF NATIONAL HEALTH:

- (a) Yes,
- (b) yes and
- (c) yes. Children who are orphaned as a result of the HIV/AIDS phenomenon are handled the same as any other orphans within the existing welfare structure. If necessary the children are legally placed in substitute care.

#### Rights of Child: UN/RSA

\*17. Mr L FUCHS asked the Minister of Foreign Affairs:

- (1) Whether, with reference to his reply to Question No 19 on 19 February 1992, the South African Government will now consider becoming a signatory to the United Nations Convention on the Rights of the Child; if not, why not;
- (2) whether he will make a statement on the matter?

The MINISTER OF FOREIGN AFFAIRS:

- (1) South Africa signed the UN Convention on the Rights of the Child of 1989 in New York on 29 January 1993
- (2) The Minister of Justice, Mr H J Coetsee, MP, issued a press statement on 29 January 1993 and the media reported on the matter.

HOUSE OF ASSEMBLY

Count (over) →  
HOUSE OF ASSEMBLY

I was personally in contact with the chairman of the management board of a very prominent agricultural school in the Western Transvaal, and this morning they were not aware of this at all. In fact, they were very concerned about the situation.

I also have a fax here that the director of financial assistance sent to that school on 17 February in which it was said that they did not qualify in terms of the carry-over scheme, and in which they basically told the school that the amount which the co-operative had incorrectly paid to the school had to be paid back immediately in terms of these measures.

Consequently we are very grateful for the very recent decision that has been taken. I wonder whether the hon the Minister and the hon the Deputy Minister did not take the decision today in the bench where they were sitting talking. Nevertheless we are very grateful for it and we want to thank the hon the Deputy Minister sincerely.

I want to link up with my colleague the hon member for Potgietersrus and with the hon the Deputy Minister's standpoint on the importance of agricultural schools. The role that they play in developing agriculture in South Africa can never be underestimated. We on this side of the House are very grateful that these schools may make submissions again.

We want to request the hon the Minister to inform those schools as soon as possible through the Directorate: Financial Assistance so that these reapplications may be made.

\*Mr D S PIENAAR: Mr Speaker, the hon the Minister must not use the Government's decision which enabled agricultural schools to farm for their own account as an excuse for the rectification today, by means of this announcement, of a mistake which the Government made. The hon the Minister's letter of 18 January contradicted all the arguments that he mentioned here today, which are good arguments and which we and others submitted to him on the strength of their merits. In other words, if the hon the Deputy Minister is trying to get out of this in this way, I must tell him with respect that I am becoming concerned.

If a month ago the hon the Minister could submit the weakest arguments with so much conviction and today concede 100% that we

HOUSE OF ASSEMBLY

were right initially and then try to hide behind an earlier decision of another department, he is denigrating a valuable and positive announcement which he made here in the interests of agricultural schools and in the interests of education and the interests of agriculture.

I should have liked to take the opportunity to put in a good word for agricultural schools which do not receive State assistance for the incurring of costs in connection with production means. My information is that they cannot make credit purchases or enter into production loans like normal entities in farming. They are therefore totally dependent upon cash trade. Seen from that angle, they are in a weaker position than companies, close corporations and individual farmers. In addition they cannot purchase diesel at the price at which individual farmers can do so. The assistance regarding food which was available at one stage was not available to workers at agricultural schools either. [Time expired.]

\*The DEPUTY MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Speaker, I should like to tell the hon member for Virginia that the Department of Agricultural Development and the ministry do not take overhasty decisions. They are well-considered decisions. If we had to sit here in the bench and take decisions, it would create chaos in South Africa. [Interjections.]

I want to return to the representations on the table. I told the hon member for Potgietersrus that, even at the stage when we replied to his letter, we did not have the information at our disposal that the co-operative in that area had made the submission and we could give the necessary support in respect of the payment.

The application of the school to which the hon member for Virginia referred landed on our table this week. It opened the door to wider perspectives, seeing that in this case it was a recommendation by the co-operative. The co-operative was of the opinion that it was a case with merit and that is why we reconsidered the entire matter.

Against that background I do not want to say that there were no inputs from that side. I appreciate the fact that inputs came from that side and that this matter was reconsidered. We should therefore like to comply with the request

that these schools be notified as soon as possible. This will enable us to dispose of the matter as rapidly as possible.

Debate concluded.

#### QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

#### Church: private school in Johannesburg

\*1. Mr A GERBER asked the Minister of Housing and Works:†

(1) Whether a church, the name of which has been furnished to the Minister's Department for the purpose of his reply, applied to his Department to obtain the buildings of a school in Johannesburg which has closed, with a view to establishing a private school; if so, what is the name of the church concerned;

(2) whether any other bodies or persons also applied to use the school buildings concerned; if so, what bodies or persons;

(3) whether these buildings have been handed over to this church or one of the other bodies or persons; if not, why not; if so, what are the relevant details;

(4) whether he will make a statement on the matter? B128E

†The MINISTER OF HOUSING AND WORKS:

(1) Yes. Die Afrikaanse Protestantse Kerk.

(2) Yes

(a) The Open School

(b) Mrs E S Fourie on behalf of a crèche

(c) The Independent School

(d) City Council of Johannesburg

(3) Yes. Four classrooms with suitable playing area to a Mrs Fourie for the use as a crèche. The crèche is run by a non-profit Trust and is open to all population groups.

Two hospital clinics with crèches, the SABC and other organisations in the vicinity have indicated that an urgent need exists for the establishment of a crèche as their employees have no other place to leave their children. The existing crèches in the vicinity cannot accommodate more children. The crèche will be staffed by qualified personnel.

Remaining portion of the school to the Independent School. This school is registered as an educational institution for all population groups and operates on a non-profit basis.

Provision is made for children of all population groups who have to study under unpleasant conditions. The aim of the school is *inter alia* to serve as a feeder for higher educational institutions in the vicinity.

(4) No.

#### Housing assistance to Whites

\*2. Mr P G SOAL asked the Minister of Housing and Works:

What amount was spent by the State in respect of housing assistance to the White population group in the latest specified financial year for which figures are available? B187E

The MINISTER OF HOUSING AND WORKS:

R115 543 743,33 during the 1991-92 financial year.

#### Unsubsidized posts in schools

\*3. Mr A GERBER asked the Minister of Education and Culture:†

Whether there are any unsubsidized posts in schools under the control of his Department; if so, (a) how many such posts are there in (i) ordinary public schools and (ii) State-aided ordinary schools and (b) in respect of what date is this information furnished? B193E

The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) preliminary figures for CS-educators are (i) 0.

Cont →

HOUSE OF ASSEMBLY



# IDT funds available <sup>(56)</sup> for school building

ARG 24/2/93

**JOHN VILJOEN**  
Education Reporter

A NEW body backed by Independent Development Trust funds has been set up to co-ordinate the construction of schools in the Western Cape.

Western Cape School Building Trust chairwoman Mrs Naledi Pandor said there were many desperate calls for schools to be built, but her organisation would act only after democratic consultation.

The IDT, established by the government in 1990 with initial funds of R2 billion, has allocated R300 million for building 50 000 classrooms over the next four years.

Mrs Pandor said a factor contributing to hostility towards education in the townships had been the undemocratic way schools had been located and constructed by authorities.

The trust would proceed with a school project only once the community had identified its needs and priorities.

The first task of the trust, launched in Guguletu this week, would be to spread the word among the disadvantaged that money was available to build schools, Mrs Pandor said.

Members of the trust come from a range of political and community organisations but were united in their goal of identifying the Western Cape's education needs.

The new body is the 10th in a network of trusts established countrywide with IDT funding.

Mrs Pandor said a regional office would be set up shortly and staff to co-ordinate the trust's Western Cape activities were being recruited.

## Parents to pay

Political Correspondent

CAPE TOWN. — Parents will have to pay in full for transporting pupils to school within three years, the Minister of Education and Culture, Mr Piet Marais, said yesterday.

He said the SA School-bus Contractors Association had been informed last April that full contribution by parents would be phased in over three years. CT 25/1/93

# It's time that business took a cane to public education

*STimes 28/2/93 (BUS)*

BUSINESS and community leaders today rank "human resources" as one of their most important areas of concern. Research is showing us what appear to be contradictory signs.

On the one hand we have millions of unskilled workers out of work as companies continue to tighten their belts in the face of the on-going economic recession, and more and more skilled and experienced executives also struggle to find jobs as companies downsize and delayer by cutting out levels of management.

On the other hand, research is suggesting that we do not have enough managers to cope with the increasing complexity of a globally competitive world. So we face this paradox: we need more managers, but we are getting rid of them. We need more skilled workers, but we are cutting back on training due to budget constraints, and are also putting experienced workers back on the street.

## A GLOBAL COMPARISON

The "Breakwater Monitor" research project at the UCT Business School, which is supported by many leading companies, has collected data on more than 600 000 employ-

*(50)*

INTERNATIONAL FIRMS	CATEGORY	SOUTH AFRICAN FIRMS
25%	Management & Professional	45%
35%	Skilled	25%
35%	Semi-Skilled	35%
5%	Unskilled	40%



*Andy Andrews*

## ON BUSINESS

ees and is providing participating companies with the opportunity to benchmark themselves against other firms.

Their initial findings make interesting reading. The breakdown of South Africa's workforce as compared to international norms is given in the table.

The data on the international firms tells a powerful story. Their percentage of employees in the management and skilled categories is more than double the South African percentage, while South Africa has almost double their percentage in the less skilled categories.

In addition, I suspect what the Germans

and Japanese call "semi-skilled" is a lot more skilled than the South African definition.

We are, quite simply, operating our businesses using an antiquated, low skill, low productivity model of business that our global competitors threw out many years ago.

Their people have more managers, are more highly skilled and are, consequently, more productive. That is why their economies are growing and ours is not.

We cannot expect to produce the knowledge-based, high-quality and often custom-made products that command high prices and create the margins necessary to support R&D and global market strategies with too few managers and too many unskilled employees.

## THE EDUCATION PROBLEM

The World Competitiveness Report regards South African workers as the worst equipped for the demands of a modern workplace. Not only are too few South Africans going to school, but those that do so and look for work do not have the skills that business needs.

This problem is not unique to South Africa. The American Society for Training and Development recently estimated that US business is spending as much on educating

their workers as the US government spends on formal education.

South Africa is also spending huge amounts of money on education, but the problem is not the amount of money but rather the way it is spent and administered.

## A DISMAL PICTURE

I have no doubt that our educational system is failing miserably. And the reason is that the people who manage the system are working with an outdated, cumbersome philosophy that is not responsive to the needs of the global economy.

The world is changing rapidly, but our syllabi and the methods of teaching are obsolete. I am sure that it is easier to move a cemetery than it is to change a curriculum.

We are still producing academically educated people, when the practical skill levels required by business and society are rising. The Hudson Institute in the US has estimated that half the jobs that will be created in the 90s will require post high school training.

While we are teaching students about esoteric aspects of biology and European history, students need interpersonal skills, teamwork skills, logic skills, the ability to learn, problem solving skills, critical thinking skills.

In Europe, students switch between classroom and workplace apprentice-type jobs allowing them to develop both academic and practical skills simultaneously.

We are locked into a 19th Century philosophy that separates the university-bound from the factory-bound. This creates exaggerated expectations in the one group and lowered self-esteem in the other.

## WHAT TO DO?

Business had better get involved. Business had better make sure that we improve public education and insist on innovation and change.

Companies and individuals pay taxes which are used in our educational system to produce products that do not meet their needs and then must pay again to remedy the defects.

Perhaps we should have a money-back guarantee from the schools and universities. If the product doesn't work, you should get your money back.

Public education will continue to plague South African business and make us less competitive globally unless we do something about it now.

Education is at the core of our problems, both socially and economically.

■ Professor Andy Andrews is director of the Graduate Institute of Management and Technology, which offers the prestigious Henley Executive MBA in SA, and is co-founder of Laird-Andrews, the strategic financial consultants.

# SA DEBT OUTLOOK IMPROVING

*STimes (BUS) 28/2/93*

SOUTH AFRICA is comparatively under-borrowed and might be able to repay its foreign debt without negotiating another interim arrangement, says Standard Bank chief economist Nico Czyplonka.

SA has repaid and converted into longer term debt almost \$10-billion of the short-term debt caught in the debt standstill, and at the end of this year will have another \$5-billion to go.

Mr Czyplonka says in Standard Bank's Economic Perspectives that SA has reduced its debt/GDP ratio to 16,9% from 42,9%, as the debt has been repaid without taking on substantial offshore loans.

SA's debt/export earnings ratio has fallen to 64,9% from 127,2%, placing SA in a foreign indebtedness situation similar to South Ko-

rea but far better off than Egypt, Brazil, Argentina and Australia.

However, SA has to pay a premium on interest on its loans because of the debt standstill and the political situation, says Mr Czyplonka.

He says SA will owe \$5-billion of standstill debt at the end of 1993, when the third interim arrangement expires. Any technical default on this would be out of the question, as it would intensify downward pressure on the rand and throw out Reserve Bank attempts to stabilise the nominal effective exchange rate.

Mr Czyplonka says the Reserve Bank has two options: it can get creditor banks to convert the debt into medium-term stock, which would be tradeable, or it can return to "business as usual", under which SA repays

the amount, but it is immediately re-advanced under normal terms and conditions.

The benefits of this would be that the cost of finance to SA would be lowered and foreign lenders would benefit because they would no longer have to have double reserves as a result of SA being technically in default.

Mr Czyplonka says this should be coupled with SA being granted access to the IMF. Borrowing from the IMF may not even be necessary if this leads to the perception among lenders that SA borrowings are effectively backed by the IMF.

He says that in practice access to the IMF will only be possible once some sort of interim government is in place, and if that government makes inroads into a structural adjustment programme.

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# Plan for non-racial education

Political Staff

EDUCATION minister in the House of Delegates Mrs Devagie Govender has given details of how non-racial education could be structured.

et 25/2/93  
Replying to a question yesterday, Mrs Govender said a "model" had been produced in Natal-KwaZulu by the five education departments there to meet the function re-arrange-

ment and rationalisation needs of the region.

This included: (50)

● The division of the region into sub-areas,

● overall control being vested in a deputy director general and each of the regions being controlled by an executive director,

● the setting up of a number of local offices, and

● absorption of the staff of all departments into a new regional

system.

Mrs Govender said this model could also be used in other parts of the country.

She said until March 31 next year the process of re-arrangement and rationalisation would gain momentum until a non-racial dispensation was in place. Steps taken in this direction included the creation of the South African Certification Council and the appointment of a Minister of National Education.

# Exam fees row grows

Staff Reporters

BLACK high schools were virtually empty today as the week-long protest against paying exam fees intensified.

Pupils plan to march to the Department of Education and Training offices on the Fore-shore later today.

Mr Zalisile Mkhontwana, principal at Nelson Mandela High in Crossroads, said no pupils arrived this morning.

ID Mkize High teacher Mr Monde Tulwana said very few pupils turned up and those who did had not brought books.

"I'm disappointed. There was

(50) (25) ARG 25/2/93  
no proper consultation before the action," he said.

There were no pupils at bus stops or stations in Khayelitsha this morning.

Langa High School principal Mr Joel Magwaca said his Student Representative Council had told him yesterday that Cosas and the Pan African Students' Organisation (Paso) had said there would be a march to the DET to protest against exam fees.

"There seems to be confusion because the pupils claim the the fees have been raised to R105 — but the exam fee is R72, from last year's R71."

● See page 23

# City chaos after pupils' protest

CT 26/2/93

By RAMOTENA MABOTE

WOMEN were threatened with knives, some people robbed and station stalls ransacked after a city centre march by boycotting pupils yesterday.

Chaos erupted when pupils ran back to the station singing freedom songs after protesting against exam fees at the Department of Education and Training offices on the Foreshore.

The otherwise peaceful march by about 2 000 pupils was organised by the Congress of South African Students (Cosas), the Pan-Africanist Students' Organisation (Paso) and the Azanian Students' Movement (Azasm).

Two pupils were arrested after a stall belonging to Miss Wendy Peterson was ransacked, but were released after Miss Peterson declined to press charges.

Leaders then ordered pupils onto a train which left promptly.

Another group of pupils boarded a stationary train and robbed Mrs Far-

ida Ely of Manenberg of her watch. Two mothers with children were held up with knives but escaped.

During the fracas, Vuyiso Tyalisisu, a Cosas leader, said the looting was done by hooligans "taking advantage of our action".

A number of men aged at least 25 were seen among marchers.

The DET said a group of pupils from Khayelitsha threw stones at cars on the Foreshore before their leaders enforced restraint.

A Metro spokeswoman said pupils boarded trains without paying, ordering some commuters from first-class coaches.

Metro then organised a special train to take pupils home for free.

Yesterday township schools were deserted for a second consecutive day.

● Education in crisis as Soweto teachers strike — Page 5



**STATION CHAOS** . . . Police hold two Khayelitsha pupils for allegedly looting a stall at Cape Town station during a march by about 2 000 pupils from the townships to the DET offices yesterday. Both were later released.

Picture: BENNY GOOL

# Soweto school crisis as teachers go on strike

Own Correspondent

JOHANNESBURG. — Schooling in Soweto ground to a halt yesterday as teachers went on strike to protest against what they called the retrenchment of 27 colleagues.

Authorities accused the teachers of fuelling a violent pupil protest against exam fees, which has disrupted education in Soweto for the past week and caused more than R1-million damage.

Since Monday the 27 teachers who lost their jobs have been staging a sit-in at the Department of Education and Training (DET) offices in Johannesburg.

Tomorrow teachers from across the country meet here to plan their "living wage" campaign — which may disrupt schools nationwide.

As hundreds of teachers toyi-toyed

at its offices yesterday, the DET declared a dispute with the SA Democratic Teachers' Union (Sadtu), claiming Sadtu had violated an official agreement, and cancelled a planned meeting with Sadtu.

A DET official said the dispute was declared because the demonstration "flagrantly violated" the agreement.

He said Sadtu's actions were fuelling a "tense and potentially violent situation in Johannesburg".

The DET also said protesting teachers had vandalised DET offices.

Another meeting between Sadtu and the DET to discuss the fate of the 27 teachers is due on Monday. The DET says the teachers reached the end of temporary contracts, but Sadtu says no teachers should be retrenched while teacher shortages at black schools remain "desperate".





# Marching pupils go on looting spree in city

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ARC 26/2/93

**HENRIËTTE GELDENHUYS  
and JOHN VILJOEN**  
Staff Reporters

A MARCH by more than 1 000 township high school pupils was marred by chaos at Cape Town station where hawkers' stalls were looted.

The pupils marched on Department of Education and Training offices on the Fore-shore yesterday as part of a week of action over exam fees and other issues.

Congress of South African Students (Cosas) spokesman Mr Vuyiso Tyhahlisu condemned incidents of crime during the protest.

"If they steal, they are criminals and it is a police issue, not part of our programme," said Mr Tyhahlisu.

The organisers of the week of action could not condone criminal acts, he said.

A hawker was robbed of five pairs of shoes worth R55 each as pupils moved through the station, police liaison officer Lieutenant John Sterrenberg said.

Police apprehended three pupils for allegedly stealing from a tuckshop at the station.

They were released when the shopowner said she did not wish to lay charges, police Captain Loekie Jordaan said.

Moments before the first group of pupils were about to



Picture. ANDREW INGRAM, The Argus

**PROTEST:** Members of the police Internal Stability Unit negotiate with pupil leaders who marched on the Department of Education and Training offices yesterday.

leave for Khayelitsha by train, police detained a youth suspected of stealing an engraved watch.

The pupil was released "after follow-up investigation proved he could legally have possessed the watch," Lieutenant Sterrenberg said.

There were allegations that pupils threatened commuters with knives, but this was not reported to the police.

Pupils on their way to the march did not have tickets

and were put off trains at Langa station, a Spoornet spokeswoman said.

The pupils then split in two groups and caught trains to town from Pinelands and Hazendal stations.

Commuters were forced out of trains at Hazendal station as "pupils took over the train", said the spokeswoman.

Just before noon yesterday about 1 000 pupils arrived at the DET offices, presented a memorandum and left. An

hour later, a second group of several hundred pupils arrived.

The memorandum was handed to Mr Anton Gunter, DET Western Cape head of subject advisory services.

In it the pupils demanded the "immediate" scrapping of examination fees and school fees.

The pupils demanded an answer to the memorandum by March 8, and Mr Gunter said this would be done.

# IDT defends disbandment call

THE Independent Development Trust has denied it has a unilateral approach to its allocation of funds to tertiary educational institutions.

In a statement yesterday in response to calls for its disbandment, the IDT said it had "regular discussions" with all organisations concerned with the payment of student fees and had met with the Pan-Africanist

Students Organisation and the South African Students Congress (Sasco) only last month.

Earlier this week Sasco announced a plan for mass action to press for the disbandment of the IDT because of its "unilateral approach" (50)

The IDT statement said in 1991/2 the IDT allocated R53 million to 19 tertiary education

institutions. A total of 16 911 students had been assisted with loans from these funds.

In 1993 a further R25m had been allocated and, together with the Kagiso Trust, the IDT was embarking on a major fundraising drive inside and outside the country to try to double this.

A total of 25 tertiary institutions would be assisted this year.

## Natal shuns education plan

DURBAN. — The Natal Education Board (NEB) yesterday dissociated itself from a proposed plan for education in KwaZulu, announced by Education and Culture Minister in the House of Delegates Mrs Devagie Govender on Wednesday.

The proposals were developed by a joint working group of five education departments in the region.

NEB chairman Professor André du Preez said Mrs Govender claimed that the group had met under the aegis of the NEB. The professor said the discussions had been informal input and "had not been mandated to deliver a plan".

Sapa

50 Oct 26/93

# Students return to class on Monday

ARC 27/2/93  
50  
JOHN VILJOEN  
Education Reporter

WESTERN CAPE black high school pupils will be back at school on Monday, according to the Congress of South African Students (Cosas).

But, the respite in protest action against the Department of Education and Training will be short-lived if demands presented to officials are not met.

Township high schools were empty most of this week as pupils took part in action called by Cosas, the Pan Africanist Student Organisation of Azania (Paso), and the Azanian Student Movement (Azasm).

A march to the DET offices by about 2 000 pupils ended in chaos on Thursday with claims that pupils looted stalls at Cape Town station, although none was detained by police.

Pupils presented a list of demands to DET officials during the march which included the "immediate" scrapping of examination and school fees.

They called on the DET to build and open more schools, provide necessary educational facilities, stop taking unilateral decisions and talk to parents, teachers, students and community organisations to resolve education problems.

The DET has been given until March 8 to respond to the demands, with pupils threatening further action should their grievances not be addressed.

Cape Town officials have pledged to supply a response by the deadline.

Whether it will be satisfactory remains to be seen.

Pupils would return to school for lessons on Monday, but would review the situation if the DET did not act on their demands, a Cosas spokesman said yesterday.

The compulsory examination fee for matrics and a claim that some schools were charging school fees were issues at the centre of the protest in the Western Cape and the more violent events in Soweto.

DET officials pointed out that in terms of regulations, their schools did not charge compulsory school fees.

The R72 exam fee was intended to partially cover administrative costs and was implemented by the Department of National Education.

The fee only covered 40 per cent of the state's costs for the exams, said Dr Johan Garbers, the Director-General of National Education this week.

It would cost the state R32,5 million to waive the exam fees of an estimated 450 000 matric candidates.

# 'Education struggle must reach heart of govt'

By Diane Coetzer

**C**OMMUNITIES waging a battle for quality education will have to take their struggle right to the heart of government if they are to succeed.

This was said by Mr Randall Van den Heever, general secretary of the 60 000-strong South African Democratic Teachers' Union (Sadtu), the organisation spearheading the campaign to fight a comprehensive cut-back programme in education.

The cuts include the retrenchment of hundreds of teachers, closure of education colleges, non-appointment of substitutes and an end to travelling allowances for teachers in rural areas.

The battle over the past six months has been waged between the Department of Education and Culture in the House of Representatives and teachers, parents and pupils.

Van den Heever said: "The onslaught on education is part of a broader political strategy which goes beyond the administration of the HoR."

"Such a political matter then demands a political response."

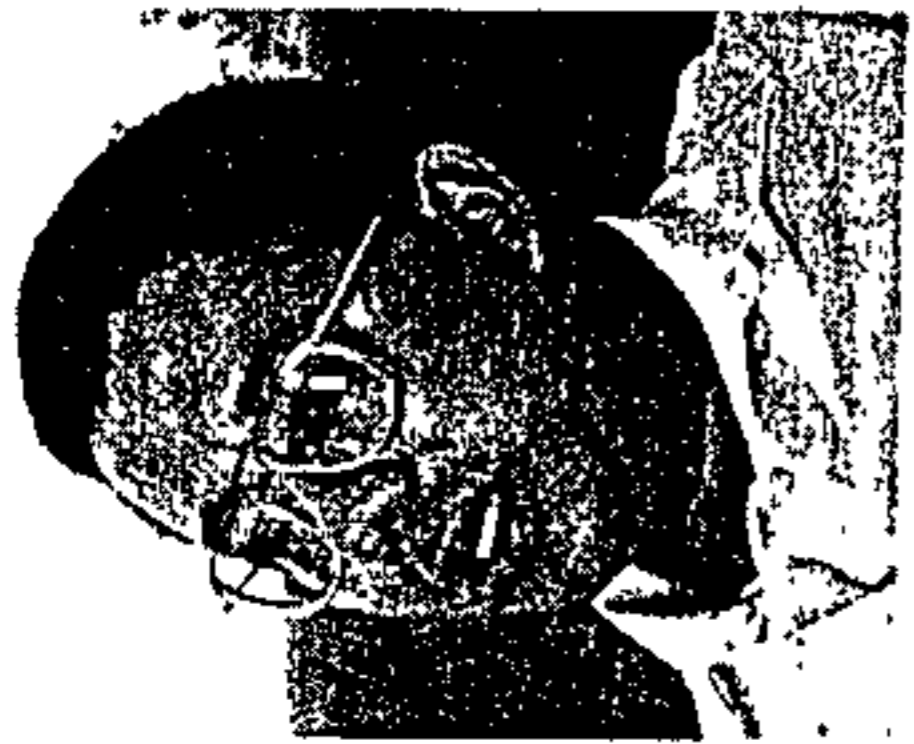
The political strategy referred to by Van den Heever is the government's attempts to drastically reduce its huge budget deficit — including that of the DEC — which is about R100-billion.

Over the past year, the government has faced growing disclosures of corruption and gross mismanagement of state finances.

During the short sitting of Parliament in October, for example, shock disclosures of fraud, corruption and misspending in government departments were made by the Joint Committee of Public Accounts.

The committee:

- Slammed the SADF for allowing individual CCB members to control accounts worth nearly R4-million.
- Criticised the government for building a computer centre at a cost of nearly R100-million without official approval.
- Demanded a judicial inquiry into state involvement in the collapse of the multi-million rand Cape Investment Bank.



**Randall van den Heever**

At the time, the report related a tale of incompetence, mismanagement and lack of government control over state expenditure.

There have been other reports — notably the Pickard report in May which slammed the Department of Development Aid. It found that government officials had stolen or squandered millions, perhaps billions, of taxpayers' money.

Earlier this month it was revealed an internal HoR investigation into suspected financial irregularities — said to involve hundreds of thousands of rands — will be completed next month.

It is against this background that the education struggle is waged.

Also, State President Mr F W de Klerk said earlier this year the public sector would have to be cut drastically and this sacrifice would have to be made to prevent the country from sliding further into insolvency.

Van den Heever said it was clear from the organisation's meeting with the DEC last week the department's directorate only has limited powers.

"The instruction for rationalisation has not come directly from the House of Representatives," he said.

"It is an instruction from the top — from Mr De Klerk and (Finance Minister) Mr Derek Keys. They are working hand in glove with the World Bank in implementing this programme of rationalisation."

"The HoR is merely the vehicle for that instruction and officials there keep repeating to us they can only spend so much money."

Van den Heever said the attack on education was not only confined to South Africa.

At the recent launch of the 20-



## SAVE OUR SCHOOLS: Several hundred pupils from Rahmaniyyeh Primary in Woodstock on Friday protested against the proposed cutbacks in education spending

**SOUTH 27/2-3/3/93**  
million strong Education International in Stockholm, the fight against privatisation, rationalisation and cut-backs in education was identified as a priority.

Education in countries like Chad, Zambia and Zimbabwe was also feeling the brunt of the "international strategy" formulated by the World Bank.

"At the conference (which Sadtu attended as an affiliate) it was felt an international strategy was needed to fight this onslaught against education," Van den Heever said.

Against this background, the government was ready to trade the reduction in debt for a decline in the country's most precious resource — education.

The onslaught began in House of Assembly schools a few years ago, with teachers accepting early retire-

ment packages and between one and three facing retrenchment at every school.

Teachers in these schools did not raise much protest.

In schools under the House of Delegates, cutbacks have yet to be fully implemented and in the Department of Education and Culture, the problems have less to do with rationalisation and cutbacks than with severe backlogs in facilities and staff.

It is in the HoR, however, that protests against the government's strategy have been most widely and successfully felt.

With Sadtu at its head, the campaign has included mass protest action, demonstrations, marches and sit-ins at schools and the offices of the department.

"However, what we should do

now is take the campaign to the heart of government and involve people from all organisations," Van den Heever said.

"The government has been dealing with the rationalisation programme in a piece-meal fashion, fearing a united black teaching fraternity and hoping to keep us divided in the old apartheid way. We must prevent this from happening."

Van den Heever added that while local gains through mass action negotiations with the HoR were important, the struggle needed to become more political.

"We are meeting with organisations like the ANC, the National Education Conference and Azapo to form a broad united front against the cutbacks."

"This is the only way the battle will truly be won."

Dr F J Kok replies to criticisms that *die taal* is the language of the elite

Star 1/3/93

# Role of Afrikaans speaks for itself

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**I**N HIS article, "What tongue shall we choose?" (The Star, February 17), a correspondent of the Press Trust of India, trying to make a case for the use of one language in the new South Africa, looks for similarities between India and South Africa.

The question posed about what was going to be done with the indigenous languages was understandable, but then a full blast was directed against Afrikaans, or the language which — according to the correspondent — is more or less accountable for all the wrongs that have been done in South Africa.

Ignoring facts, the statement is made that Afrikaans is used by the minority and furthermore is, it seems, responsible for the fact that the indigenous languages have not been taught in school.

Such one-sidedness should really be taken to task. But why bother? Let Afrikaans take the stand and speak for itself.

To state that Afrikaans is a dividing factor in South Africa today, because it carries certain apartheid baggage with it, is a simplistic argument.

A language is used, or not used, due to the fact that it can communicate successfully — not by its history.

If history was the deciding factor then English and French — two languages used in colonising Africa — would never have survived on the continent.

To further imply that Afrikaans has had no part in the whole freedom struggle, or the transition that has taken place in the last few years, is to ignore the realities. In fact one of the ANC branches in the Cape is called Saamstaan.

According to the 1991 census figures, Afrikaans is spoken as a home language by just under 6 million people. Thus it is one of the biggest home languages in South Africa today.

In the past 10 years, the use of Afrikaans has grown by more than 14 percent. How could this be possible if Afrikaans is what the correspondent comfortably calls a language of "hate and division"?

According to HSRC figures, Afrikaans is spoken and understood by more people in South Africa than English and, according to the *Lanquage Atlas of South Africa* (1990), Afrikaans is the language which is most widely spoken in all the districts of South Africa today.

Scientific studies show that more than 90 percent of black matriculants chose Afrikaans as one of their main subjects.

More than 61.9 percent of these black students in the Johannesburg area consider Afrikaans important in terms of further education.

Afrikaans also plays an important role in the overall communication process of the entire southern African sub-continent. It is the lingua franca of Namibia, one of the three official languages of Bophuthatswana and, interestingly, the Transkei has also reinstated the teaching of Afrikaans in its schools.

Afrikaans is a friendly language, and if one really looks and listens objectively to people throughout the whole spectrum talking to each other, one will certainly realise how wide Afrikaans is used as a form of communication.

In the future, the question of what official language or languages should be used must not be decided on political grounds, but on the basis of which languages are the most effective in communication among people. Of course, in the new dispensation, room should be given for the development, usage and the rights of all the indigenous languages.

● The writer is executive director of Die Afrikaanse Taal- en Kultuurvereniging. □

# Where handicapped and normal children fit in Getting to know you . . .

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ARG 3/3/93



**GERMAN VISITOR:** A visiting volunteer, German student Stefan Schönweiss, gets to know some of the children on his first day at the centre.

**ANDREA WEISS**  
Health Reporter  
IF you thought handicapped children needed to be separated from others, it's time you had a rethink.

Integrating handicapped with non-handicapped children is one of the chief aims of the Peter Pan Down Syndrome Centre - a pre-school in Woodstock.

At the Methodist Church in Roodebloem Road, about 30 children - a quarter of whom have handicaps ranging from Down's Syndrome to physical disabilities - play happily side by side.

The casual visitor would probably have to look twice before noticing differences among the lively pre-schoolers.

Mrs Almarie Williams, vice-principal and fund-raiser, explained: "From the handicapped children's point of view, they are not seen as different from other children and because of this they develop

at a greater rate than they would otherwise.

"On the other hand, the 'normal' children come to realise that there are others who are handicapped and spontaneously learn to help."

For a shy child, for instance, the contact with a characteristically sweet and loving Down's syndrome child could help to break the ice.

Conversely, the handicapped children constantly surprised their teachers by doing things they may not have been expected to manage.

The school, with its four dedicated teachers, principal, vice-principal and driver, is soon to move to new premises in Salt River to occupy eight shipping containers given by Salfmarine.

While, for many, container classrooms may seem like making do with very little, the school is delighted with the move.

For a while the school was housed in premises owned by

the Roman Catholic Church in Hope Street. But these were sold and it moved to Woodstock.

It is hoped the latest move will give it a permanent home and there are plans for a community centre on a vacant site next to the containers.

The containers are insulated, have linoleum floors and windows, making them quite comfortable classrooms.

Outside, a stretch of gravel awaits roll-on lawn and the concrete walls are just begging for bright murals.

The children follow a programme called Get Set, devised in the United States and adapted for South African use. Its emphasis is on developing the individual potential of each child.

Classrooms are divided into a variety of areas, from art to a quiet area. The day starts with planning time when each child chooses what he or she wants to do. The sessions are rounded off with call time



**CONTAINER CLASSROOMS:** Pupils and teachers from the Peter Pan Down Syndrome Centre, a pre-school for handicapped and "normal" children, outside their new container classrooms in Salt River.

Pictures OBEID ZILWA, The Argus.

when they get together to talk about their activities.

Now that the school's space problem has been solved temporarily, salaries remain the biggest headache. It has some funding from Germany and visiting German students help out.

Parents pay a nominal R70 a month but because two

bles, curtains and even a padding pool would all be gratefully accepted. Even the services of a builder to touch up walls would come in handy.

Anybody able to lend a hand should contact the principal, Mrs Jean Kench, or Mrs Williams at the school at 47 6554 or Mrs Williams at home (794 6856).

**488 4891**  
**GRASSPADS**



**BOP BONDS**  
**FEBRUARY 1993**  
**WINNERS**



# School in turmoil over new teacher

(50)  
ARG 3/3/93

**JOHN VILJOEN**  
Education Reporter

A CROSSROADS school is in turmoil over the controversial appointment of a new teacher that has split the staff and disrupted learning. More than 1 800 pupils at Noxolo Primary have had no classes for two weeks after the appointment of Miss Zoleka Magi as a department head.

Of a staff of 36, all but seven teachers have refused to work since she arrived, saying Miss Magi was appointed without the principal being consulted or the post advertised.

Noxolo staff spokeswoman Miss Nombeko Stubeni said the Department of Education and Training had approved Miss Magi's appointment at the request of a mysterious three-strong "interim committee".

The Noxolo school committee was recently dissolved and the "interim committee" assumed power over school affairs, claiming to have the support of the community.

But the committee members were not the choice of the community or even familiar to them, and exercised power through intimidation, Miss Stubeni alleged.

The committee requested Miss Magi's transfer from Intlagniselo Secondary as a department head and the DET approved it, without Noxolo staff being consulted or offered the post, she said.

The interim committee was believed to consist of supporters of the Crossroads branch chairman of the African National Congress, Mr Jeffrey Nongwe.



(a) The Performing Arts Council of the Transvaal was not represented at the first meeting which took place on 1992-12-08, and which was attended by the Transvaal Provincial Administration and the ANC, although the Pact was fully informed about the decisions taken at the meeting.

(b) The first meeting which took place on 1992-12-08 was essentially of an exploratory nature, although the following decisions were taken:

(i) The 12 point plan titled "Basic points of understanding between the parties" was accepted by both parties.

(ii) It was emphasised that both parties should refrain from making public statements unilaterally.

(iii) A joint working committee should be established consisting of an independent chairperson and approximately six persons (maximum) from each of the parties.

(iv) The working committee will be an advisory committee to the Administrator.

(v) Decision-making of the working committee will be on a consensus basis.

(vi) That a time schedule be drawn up for the establishment of the working committee

(2) Yes, similar talks have taken place since then

(a) A meeting was held on 1993-01-11 which was attended by representatives of Pact, the TPA and the ANC

(b) The meeting mainly centred around the establishment of the joint working committee, the appointment of an independent chairperson and the nomination of each party's six members. Additionally, administrative issues like the working committee's

budget and the time schedule were discussed, although no final decisions were taken in this regard.

(3) No. A joint statement was issued after the conclusion of the first meeting on 1992-12-13.

†Mr A GERBER: Mr Chairman, arising out of the reply of the hon the Minister, we should like to know whether the future of Pact is now being determined by the TPA in co-operation with the ANC, and whether there are also other parties which have been approached to make a suggestion in this regard. Is it these two parties only which are involved in the decision on the future of Pact?

†The MINISTER: Mr Chairman, as I in fact stated, according to the reply that was obtained, both the Administrator . . . [Interjections.] . . . and from my own knowledge I know . . . [Interjections.]

†The CHAIRMAN OF THE HOUSE: Order! The hon member for East London North was not called upon to speak.

†The MINISTER: I know from my own experience and knowledge that the Administrator and Pact are consulting more widely than only with the parties I mentioned here. [Interjections.]

†The CHAIRMAN OF THE HOUSE: Order! As the time for replying to questions on general affairs has expired, we go on to own affairs. [Interjections.] Order! Hon members must really not take this amiss, but I am certainly not prepared to carry on struggling to bring about order in this House.

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

#### Core syllabuses in schools: revision

\*6. Mr R M BURROWS asked the Minister of National Education:

(1) Whether, with reference to his reply to Question No 64 on 19 March 1992, the Committee of Heads of Education Departments has finalized the revision of core syllabuses; if not, (a) why not and (b) when is it anticipated that the matter will be finalized; if so, with what result;

(2) whether he will make a statement on the matter? (SO) B246E

The MINISTER OF NATIONAL EDUCATION:

(1) No. Core syllabuses currently in use are assessed on a continuous basis with the view to adapting them if necessary in the interim period until a revised curriculum is implemented.

(a) The comments received on the curriculum model released in November 1991 as a discussion document have been incorporated in the document where possible. In respect of certain facets of the model, research is still being conducted.

(b) It is envisaged that, if the viewpoints of all interest groups can be successfully accommodated in the model, new syllabuses will be phased in from 1996.

(2) No.

\*7. Mr L Fuchs—Justice. [Question standing over.]

#### Disability pensions: payment date changed

\*8. Mr B GOODALL asked the Minister of National Health:

(1) Whether the date of dates on which disability pensioners of all race groups receive their pension were changed in 1992; if so, why;

(2) whether the pensioners concerned were given any notice of this change; if not, why not; if so, what notice? B251E

The MINISTER OF NATIONAL HEALTH:

(1) Yes, the dates of payments are determined annually according to week-ends, public holidays and in respect of Whites, Coloureds and Asians also to fit in with the other duties of the Post Office;

(2) yes, beneficiaries are informed in writing at the beginning of the year of the dates of payments for the year concerned.

#### Prisoners: accidental injuries

\*9. Mr A J LEON asked the Minister of Correctional Services:

How many persons serving terms of imprisonment were injured accidentally in 1992? B252E

The MINISTER OF CORRECTIONAL SERVICES:

During 1992, 5 458 prisoners sustained injuries. This represents approximately 1,35% of the total number of prisoners admitted to South African prisons from police custody and courts during the 1992 calendar year. These statistics include, *inter alia*, injuries sustained in work situations and during participation in sport.

The Department of Correctional Services does everything possible to prevent accidents and injuries to prisoners. The safe custody of prisoners implies, *inter alia*, the prevention of accidents and injuries. With due consideration of safety measures comprehensive instructions and precautions exist to ensure that prisoners do not injure themselves or other prisoners during work, recreation or otherwise. Where appropriate, the stipulations of the Machinery and Occupational Safety Act, 1983 (Act 6 of 1983) are complied with.

When prisoners participate in organized sport it is done under supervision and preventative measures are also taken to prevent prisoners from being injured.

Every injury sustained by a prisoner is properly recorded and should the circumstances under which it was sustained or the nature of the injury necessitate it, a comprehensive enquiry is held into the incident. If necessary remedial/preventive steps are instituted.

It is standing practice that every prisoner who sustains an injury is seen by a doctor in order that he may receive the necessary medical treatment.

Should a prisoner sustain an injury during the performance of his work or during participation in organized sport the stipulations of Correctional Services Regulation 107 may become applicable.

school, the governing body is continuing with this practice;

- (b) Hoërskool Carletonville

**Robbery at secondary school**

\*2. Mr A GERBER asked the Minister of Education and Culture:†

- (1) Whether a robbery took place recently at a certain secondary school for boys, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, what are the relevant details, including the name of the school;
- (2) whether any security measures or additional security measures have been taken at this school since then; if not, why not; if so, what measures;
- (3) whether he will make a statement on the matter? B245E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, the administrative manager at Glenwood Boys' High School was held up by two men armed with a hand-grenade. Cash, cheques and credit card slips to the value of R18 746,00 were taken;
- (2) yes, stricter access control to the administrative office area was ensured. The governing body is investigating this aspect further;
- (3) no.

**White schools/colleges closed**

\*3. Mr R M BURROWS asked the Minister of Education and Culture:†

- (1) Whether, with reference to the reply to Question No 3 on 12 February 1991, any of the four executive education departments of his Department closed any schools or colleges of education in 1992;

HOUSE OF ASSEMBLY

if so, (a) for what reasons and (b) what total number was closed;

- (2) whether the closing of schools or colleges in terms of a policy of rationalization will continue in 1993; if so, for what reasons;
- (3) whether he will make a statement on the matter? B247E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (a) in order to ensure the cost-effective utilization of facilities,
- (b) 88 schools and 2 colleges of education;
- (2) yes, in order to ensure the continued cost-effective utilization of facilities;
- (3) no.

Mr R M BURROWS: Mr Chairman, arising out of the reply of the hon the Minister, particularly regarding the second section, which deals with the continuation of the policy of rationalisation, is he taking into account that his Department will disappear at the end of the coming financial year and that the planning for rationalisation should take account of the regional necessities for catering to a much wider pupil population?

The MINISTER: Mr Chairman, the answer is, yes, I am already doing that. I also just want to explain that there are many reasons for closing schools and there is no simple answer which covers all eventualities. For instance, sometimes I close schools in order to make the school facilities available to other departments. Sometimes schools amalgamate and then I obviously have to close one of them. In such cases I also try to make the facility available for use by other departments. There are many other reasons, and this is a rather complex situation.

**Old-age pensioners: means test adjusted**

\*4. Mr B B GOODALL asked the Minister of Health Services and Welfare:†

Whether any steps are being taken by her Department to adjust the means test for White old-age pensioners; if not, why not; if so, what steps? B250E

The MINISTER OF HEALTH SERVICES AND WELFARE:

The possible adjustment of the means test is continuously receiving the Department's attention. Any adjustment in this regard is, however, subject to the availability of funds.

†Mr H D K VAN DER MERWE: Mr Chairman, arising out of the hon the Minister's reply, I want to ask her whether she is continuing to use racial terms like "White"?

†The MINISTER: Mr Chairman, I should like to know what the hon member is referring to. We are in the process of phasing out all forms of discrimination.

†Mr H D K VAN DER MERWE: Mr Chairman, further arising out of the hon the Minister's reply, I am referring to the term "White" which is used in the question, as she will know if she has read it. I just want to ask why, if she is already in the process of phasing out racial terms, she did not reply to the question properly.

†The MINISTER: Mr Chairman, surely the hon member Mr H D K van der Merwe knows that this is an own affairs matter dealing mainly with White affairs. I think this is a question that is really not relevant here. We are in the process of phasing out own affairs, and this applies to both health and welfare services. [Interjections.]

†Mr H D K VAN DER MERWE: Mr Chairman, further arising out of the hon the Minister's reply, I want to ask whether the phasing out of own affairs will therefore also mean the phasing out of the term "White".

†The MINISTER: Of course!

Mr H D K VAN DER MERWE: [Inaudible.]

†The CHAIRMAN OF THE HOUSE: Order! The hon member has already put his question!

Mr R M BURROWS: Mr Chairman, further

arising out of the various replies of the hon the Minister, could she give us an indication of whether, when race terminology disappears, the means test will be assessed non-racially at the present level for Whites or at the present level for one of the other races.

The MINISTER: Mr Chairman, this will naturally be considered by the new Department of Welfare, and on that basis there will be no discrimination.

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

**Hospitals in Transvaal transferred to local authorities**

\*5. Mr M J ELLIS asked the Minister of Health Services and Welfare:

- (1) Whether any hospitals in the Transvaal have been transferred to local authorities in terms of the Hospitals Ordinance (Transvaal), 1958, as amended by the Hospitals Ordinance Amendment Act (Transvaal) (House of Assembly), 1992, (Act No 111 of 1992), since the commencement of the Act; if not, why not; if so, (a) how many have been so transferred to date, (b) what are the names of these hospitals and (c) to which local authority was each such hospital transferred;

- (2) whether any savings have accrued to her Department as a result of these transfers; if so, what total amount? B260E

The MINISTER OF HEALTH SERVICES AND WELFARE:

- (1) No.

(a) (b) and (c) and (2) fall away.

I wish to point out, however, that Kempton Park hospital was identified for possible transfer to the local authority of Kempton Park. On account of certain aspects in the negotiation process on which agreement has not been reached, the matter could not be finalised as yet.

HOUSE OF ASSEMBLY

# 50 teachers, pupils arrested at DET office protest

**JOHN VILJOEN**  
Education Reporter

**MORE** than 50 teachers, pupils and parents were arrested when police broke up a protest outside Department of Education and Training offices.

Police with batons and dogs ended an attempt to occupy DET offices for a sit-in yesterday, bundling people into lorries.

They were taken to Sea Point police station, where

45 adults were released on R50 bail and seven pupils were freed without bail.

The protesters were charged with holding an illegal gathering and are expected to appear in the Cape Town Magistrate's Court today.

Two women were given stitches at Somerset Hospital for head wounds allegedly caused by police batons. One pupil was treated after tear-gas was sprayed in her face.

About 1 000 protesters, mostly from Ikamvaletu Finishing School, spent about three hours outside the DET offices.

The rest were from Lukhanyo Combined School in Zwelihle, Hermanus.

Ikamvaletu principal Mr Ben Tengimfene said his pupils and staff demanded the use of an empty Spoornet hostel in Philippi. **APR 4/3/93**

Since the school opened a year ago, it had been "pla-

tooning" with Langa Comprehensive, holding classes between 3pm and 7pm.

Ikamvaletu is for pupils who fail some of their matric subjects.

The DET had broken a promise to provide a combined school, they claimed.

Zwelihle had the only black school in the Overberg and pupils travelled from Stanford, Gansbaai and Bot River.

# Pupils' demo: 2 hurt, 52 held

of 4/3/93



By RAMOTENA MABOTE

AT least two pupils were hurt and 52 people arrested, 10 of them juveniles, at a protest demonstration by two schools at the Department of Education and Training on the Forshore yesterday.

The 10 juveniles were later released and the others granted R50 bail. Half the group are expected to appear in court today and the rest tomorrow.

Nonzwakazi Spayra, 22, a pupil at Ikamvalethu Finishing School, which caters for pupils who have failed matric, suffered head injuries when a policeman struck her with a baton. She was treated at the Somerset Hospital. She said she was trying to flee when she was hit.

A schoolmate who was sprayed in the eyes with teargas was also treated at the hospital.

Teachers and pupils at Ikamvalethu and Lukhanyo Combined

## Gloom for black schools

JOHANNESBURG.—A disastrous academic year loomed for black schoolchildren as their teachers geared up to strike against low pay and poor conditions, National Education Co-ordinating Committee (NECC) spokesman Desmond Thompson said yesterday.

The left-leaning NECC gave hesitant approval to the strike, saying it agreed "in principle" to the demands. "But everything possible must be done to resolve the crisis with as little disruption as possible."

Thompson said, "We can't afford another disrupted year."

The SA Democratic Teachers' Union blamed the Department of Education and Training for "worsening issues instead of resolving them" in Soweto.

Secondary school pupils in Mamelodi, near Pretoria, had embarked on a go-slow protest against examination fees and there were fears it could spread to other Pretoria townships, the DET said yesterday. — Sapa-AFP

schools had visited the DET separately — Ikamvalethu, of Langa, and Lukhanyo, of Hermannus, to claim recognition as a fully fledged combined school rather than a "learning centre".

Both the ANC and the National Education Co-ordinating Committee condemned police reaction and called on the DET to meet the schools' demands.

Police fired teargas after pupils blocked the back exit of the DET building to prevent officials

from leaving. Later they baton-charged protesters, witnesses said.

Police spokesman Captain Atle Laubscher, confirmed the police action and said the demonstration was illegal and the protesters had been given enough time to disperse but had not.

DET regional chief director Mr Bill Staude said his department had offered Ikamvalethu two alternative venues, but the principals "for reasons not known to him" had refused them.



**COMMISERATION** . . . Nonzwakazi Spayra, 22, of Ikamvalethu Finishing School, comforted by teachers, Mr Kidwell Oaba (left) and Mr Pat Mazimela, after she was treated in hospital for head injuries suffered in a baton charge at the DET offices.

Picture: ANNE LAINING

photo copy pp 1-2, 7-8.

10 MAR 1993

REPUBLIC  
OF  
SOUTH AFRICA



REPUBLIEK  
VAN  
SUID-AFRIKA

# Government Gazette Staatskoerant

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*Regulation Gazette*  
*Regulasiekoerant*  
**No. 5036**

Vol. 333

PRETORIA, 5 MARCH  
MAART 1993

No. 14604

## GOVERNMENT NOTICES

### ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 323 **(50)** 5 March 1993

EDUCATION AFFAIRS ACT  
(HOUSE OF ASSEMBLY), 1988

AMENDMENT OF REGULATIONS RELATING TO GOVERNING BODIES OF STATE-AIDED SCHOOLS, EXCLUDING STATE-AIDED SCHOOLS FOR SPECIALISED EDUCATION

The Minister of Education and Culture has under section 112 read with section 31 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 2932 of 6 December 1991, as set out in the Schedule.

### SCHEDULE

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 2932 of 6 December 1991, as amended by Government Notices Nos. R. 441 of 14 February 1992 and R. 243 of 26 February 1993.

2. The following regulation is hereby inserted in the Regulations after regulation 4:

#### "DISSOLUTION AND RECONSTITUTION OF GOVERNING BODIES

4A. (1) Whenever for any reason the number of members of a governing body falls below the quorum referred to in regulation 20, such governing body shall be deemed to have been dissolved and a governing body shall within six weeks be reconstituted in accordance with regulation 2.

92920—A

## GOEWERMENSKENNISGEWINGS

### ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 323 **5 Maart 1993**

WET OP ONDERWYSAANGELEENTHEDE  
(VOLKSRAAD), 1988

WYSIGING VAN REGULASIES BETREFFENDE BESTUURSLIGGAME VAN STAATSONDERSTEUNDE SKOLE, UITGESONDERD STAATSONDERSTEUNDE SKOLE VIR BUITENGEWONE ONDERWYS

Die Minister van Onderwys en Kultuur het kragtens artikel 112 saamgelees met artikel 31 van die Wet op Onderwysaangeleentehede (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskennisgewing No. R. 2932 van 6 Desember 1991, gewysig soos uiteengesit in die Bylae.

### BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 2932 van 6 Desember 1991, soos gewysig by Goewermentskennisgewings Nos. R. 441 van 14 Februarie 1992 en R. 243 van 26 Februarie 1993.

2. Die volgende regulasie word hierby in die Regulasies ingevoeg na regulasie 4.

#### "ONTBINDING EN HERSAMESTELLING VAN BESTUURSLIGGAME

4A. (1) Wanneer die getal lede van 'n bestuursliggaam om enige rede minder as die kworum bedoel in regulasie 20 word, word sodanige bestuursliggaam geag ontbind te wees en word 'n bestuursliggaam binne ses weke ooreenkomstig regulasie 2 hersaamgestel.

14604—1

(2) If at least 60% of all parents entitled to vote under regulation 8 (1) at the election of members of a governing body of a state-aided school, should, at a parents' meeting convened for this purpose with at least 14 days' prior written notice which shall be sent by post to such parents, or be handed to each pupil with the oral instruction to hand it to his parents, vote for a motion of no confidence in the governing body concerned, the chairman of the governing body shall dissolve such governing body within seven days after such parents' meeting, whereupon a governing body shall within six weeks be reconstituted in accordance with regulation 2. (50)

(3) The chairman of a governing body shall convene a parents' meeting as contemplated in subregulation (2), within 21 days after he has been requested thereto in writing by not less than 20% of the parents entitled to vote referred to in that subregulation.

(4) The functions of a governing body in terms of these Regulations shall, during the period from the dissolution of the governing body of a state-aided school until the reconstitution thereof, be performed by a management committee consisting of not more than four persons appointed by the Executive Director concerned."

(2) Indien minstens 60% van alle ouers wat kragtens regulasie 8 (1) geregtig is om by 'n verkiesing van lede van 'n bestuursliggaam van 'n staatsondersteunde skool te stem, by 'n ouervergadering wat met minstens 14 dae skriftelike kennisgewing wat aan bedoelde ouers per pos versend moet word of aan elke leerling oorhandig moet word met die mondelinge opdrag om dit aan sy ouers te oorhandig, vir dié doel belê is, ten gunste van 'n mosie van wantroue in die betrokke bestuursliggaam stem, moet die voorsitter van die bestuursliggaam sodanige bestuursliggaam binne sewe dae na sodanige ouervergadering ontbind waarna 'n bestuursliggaam binne ses weke ooreenkomstig regulasie 2 hersaamgestel word.

(3) Die voorsitter van 'n bestuursliggaam moet 'n ouervergadering soos in subregulasie (2) bedoel, belê binne 21 dae nadat hy skriftelik daartoe versoek is deur minstens 20% van die stemgeregtigde ouers in daardie subregulasie bedoel.

(4) Die werksaamhede van 'n bestuursliggaam ingevolge hierdie Regulasies, word gedurende die tydperk vanaf die ontbinding van die bestuursliggaam van 'n staatsondersteunde skool tot die hersamestelling daarvan, deur 'n bestuurskomitee bestaande uit hoogstens vier persone deur die betrokke Uitvoerende Direkteur aangestel, verrig."

## ADMINISTRATION: HOUSE OF REPRESENTATIVES

No. R. 350

5 March 1993

### CORRECTION NOTICE

#### COLOURED PERSONS EDUCATION ACT, 1963: AMENDMENT OF REGULATIONS

Government Notice No. R. 3178 published in *Gazette* No. 14410 of 20 November 1992 is hereby corrected as follows:

1. In the English text on page 50, under regulation 3 of the amending regulations—
  - (a) substitute "B6.3 (c)" for "B.3 (c)" where it occurs in regulation B6.5 (b); and
  - (b) substitute the word "or" for the word "of" where it occurs in regulation B6.6.
2. In the Afrikaans text on page 50, under regulation 4 of the amending regulations, substitute the word "personeel" for the word "personnel" where it occurs in regulation B8.2.

## ADMINISTRASIE: RAAD VAN VERTEENWOORDIGERS

No. R. 350

5 Maart 1993

### VERBETERINGSKENNISGEWING

#### WET OP ONDERWYS VIR KLEURLINGE, 1963: WYSIGING VAN REGULASIES

Goewermentskennisgewing No. R. 3178, gepubliseer in *Staatskoerant* No. 14410 van 20 November 1992 word hierby soos volg verbeter:

1. In die Engelse teks op bladsy 50, onder regulasie 3 van die wysigingsregulasies—
  - (a) vervang "B3.3 (c)" waar dit in regulasie B6.5 (b) voorkom deur "B6.3 (c)"; en
  - (b) vervang die woord "of" waar dit in regulasie B6.6 voorkom, deur die woord "or".
2. In die Afrikaanse teks op bladsy 50, onder regulasie 4 van die wysigingsregulasies, vervang die woord "personnel" waar dit in regulasie B8.2 voorkom, deur die woord "personeel".

e Party and the Atrikane  
will also attend. Azapo's  
unclear.

Taiwan, arrived in table  
tug late yesterday.

# ANC in bid to fix crisis in schools

CTS/3/93  
(50)

Own Correspondent

JOHANNESBURG. — ANC secretary-general Mr Cyril Ramaphosa would intervene "at the highest level" in a bid to find a solution to the escalating crisis in black education, ANC education spokesman Mr Lindelwa Mabandla said yesterday.

Mr Ramaphosa's move reflected the concern within the ANC leadership about the situation in Soweto schools and a threatened nationwide strike by teachers, he said.

The crisis centres around a dispute between the SA Democratic Teachers' Union (Sadtu) and the Department of Education and Training (DET) over salary rises, retrenchments and working conditions.

Disruptions have already spread to the Western and Eastern Cape, and to Pretoria townships.

Mr Mabandla said SA's future progress depended on attaining stability in schools, and improved education standards.

A strike ballot is being held among teachers in all regions in expectation of the failure of talks between Education and Training Minister Dr Sam de Beer and Sadtu president Mr Shepherd Mdladlana in Cape Town this morning.

Teachers are demanding a 25% salary increase, but the government has offered only 5%.

DET spokesman Mr Corrie Rademeyer said: "We are given a budget and we have to work within it. It's as simple as that."

⊗ Softer line on relief teachers — Page 5

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## Govt closed 88 white schools

ET 5/3/93  
Political Staff 50

THE government closed down 88 white schools and two colleges of education last year, Minister of Education and Culture in the House of Assembly Mr Piet Marais said yesterday.

This was done "to ensure the cost-effective utilisation of facilities," he said in reply to a question, tabled in Parliament by Mr Roger Burrows (DP, Pinetown).

More schools or colleges would be closed down in 1993, he said.



# DET in talks on extra school space

Staff Reporter

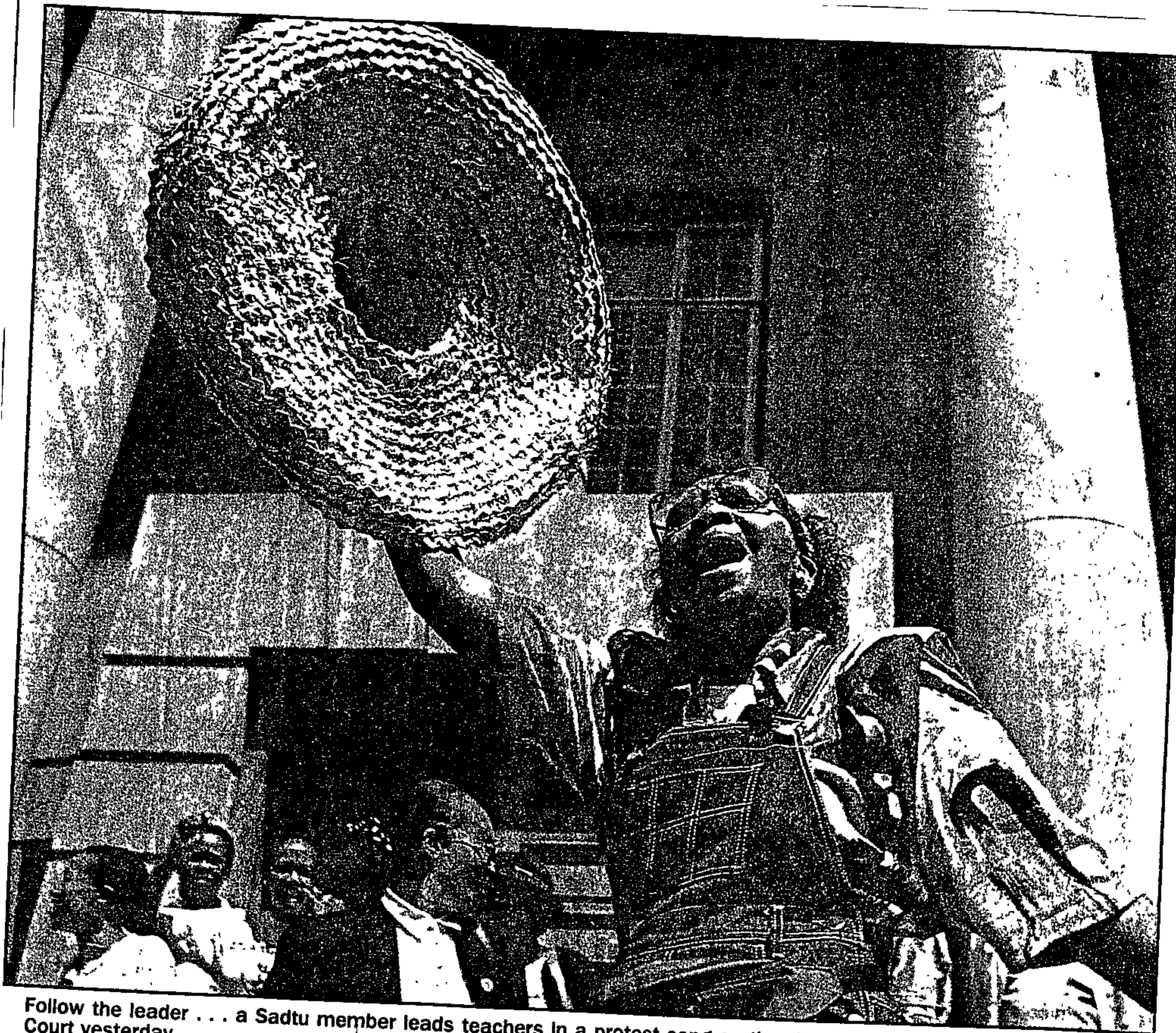
THE Department of Education and Training met a delegation of parents, teachers and pupils of Ikamvalethu Finishing School late yesterday afternoon to discuss possible solutions to the school's accommodation problems.

Western Cape director of the DET Dr J H P Brand said officials of Spornet were expected to attend the meeting as a building they owned was one of the options to be discussed.

Two pupils were injured and 52 people were arrested when violence broke outside the DET's Foreshore offices on Wednesday during a protest by Ikamvalethu pupils and teachers held to demand accommodation.

Dr Brand said that the DET would discuss the use of the empty Spornet hostel in Philippi while a permanent solution was being sought.

Ikamvalethu, which is for pupils who are repeating matric, has been "platooning" at Langa Comprehensive School for two years, holding classes between 3pm and 7pm.



Follow the leader . . . a Sadtu member leads teachers in a protest song as they leave the Johannesburg Magistrate's Court yesterday.

Star 5/3/93

Picture: Ken Oosterbroek

## Schools crisis falls under Goldstone's scrutiny

By Helen Grange

The Goldstone Commission has turned its attention to the schools crisis and has requested submissions on the intimidation of teachers, a commission source said yesterday.

A "go slow" at schools has disrupted education in Soweto this year, and there have been frequent reports on the intimidation of teachers by pupils.

The commission's new focus was initiated last month when it said it had received disturbing information about a number of incidents of violence and intimidation involving teachers.

Meanwhile, the commission is expecting reports on inquiries it held last year, including probes into the Boipatong massacre and train violence.

An inquiry into attacks on policemen continues from Monday

in Pretoria, while in Cape Town the investigation into the smuggling of illegal arms into South Africa goes on today.

The commission's recommendation on guidelines to prevent mass demonstrations and protests turning violent has been gazetted for further submissions.

Current investigations by the commission's special investigation team are being kept under

heavy wraps, as the work is "too sensitive", a source said.

It has also been established that the investigations into Military Intelligence is still in progress. It was launched in the wake of a raid on an MI building which revealed that former Civil Co-operation Bureau operative Ferdi Barnard had been employed by MI in 1991.

It is understood investigators are making good progress.

Star 6/3/93

## Bursaries: children of employees hardest hit

**T**AX exemptions for bursaries and scholarships applying to children of employees are still inadequate, and should be reconsidered in the light of the education crisis, says Dave Dickens of International Compensation. "Although the Department of Inland Revenue has relented on certain aspects of the taxation of scholarships and bursaries, children of employees are still hit hardest," he says.

According to the draft practice notes circulated by the department, only employees earning less than R36 000 a year are entitled to a tax-free bursary to the value of R1 200 per dependent. "Our special survey on company-sponsored educational assistance revealed that this area of corporate social responsibility was directed specifically at low-income employees for tertiary education purposes," says Dickens. "The present ceiling of R1 200 for bursaries is absurd, because tertiary education fees alone can amount to more than R6 000 per annum."

Dickens states that the most important criterion for the awarding of company bursaries was financial need, and in many cases, multinationals in South Africa were compelled to offer this form of educational support in terms of the now defunct Sullivan Code. "Where the bursaries are most needed, the most restrictions apply," he points out. "We are currently motivating very strongly to the Department of Inland Revenue to reconsider this aspect of the Act."

**Schools crisis:  
Govt blamed**

JOHANNESBURG. —  
The government is responsible for creating the education crisis, the ANC said yesterday.

"The education crisis ... is the responsibility of the apartheid regime and so long as they continue to hold office, they have an obligation to resolve it."

The ANC said it supported the National Education Conference's demand for a representative national education and training forum to be established to achieve consensus on the future of education.

— Sapa

# Education's long road to democracy

VUYO BAVUMA  
Weekend Argus Reporter

AMS 6/9/93

THERE is a new danger in township schools which threatens the education of black children — internal squabbles among teachers in apparent power battles.

In no fewer than five Department of Education and Training (DET) schools in the Western Cape there are disputes which have, in some cases, severely affected tuition.

In some affected schools, there have been intermittent disturbances this year which have severely interrupted classes.

Though the reasons for the disputes vary, the common trend is over the alleged lack of consultation. And in some cases, the conflict centres on the unfair dismissals of teachers or the purging of alleged offenders.

Except for the pupils' protest against "ex-orbitant" examination and school fees, the DET has been spared as a prime target — at least while the internal squabbles rage on.

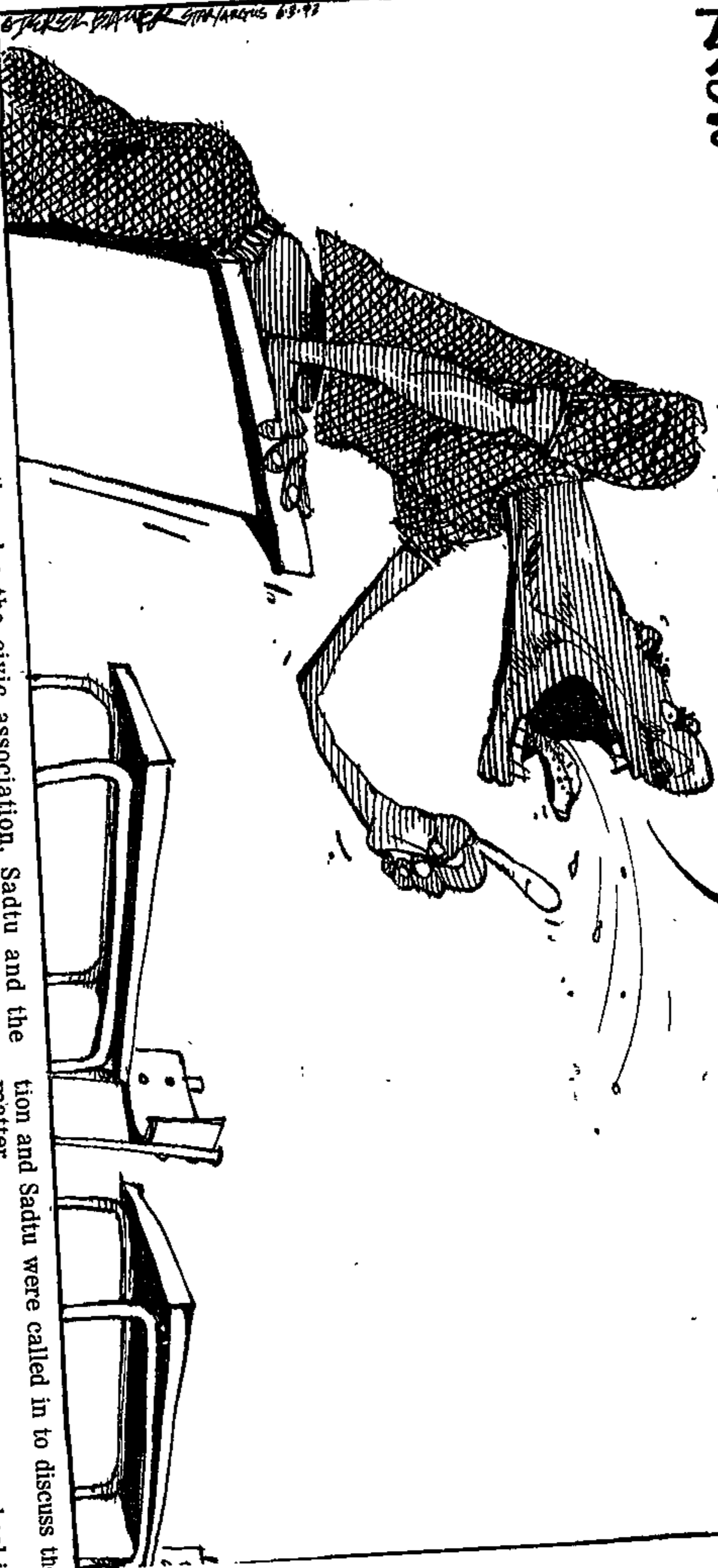
The conflicts have flared after 1980s' demands for "democratising education" were realised in terms of the philosophy of "people's education for people's power".

This was after parent-teacher-student associations (PTSAs) — generally perceived as an alternative to the DET's alleged "top-down" communication system — were set up.

At Noxolo Primary School in Crossroads, turmoil broke out this week over the controversial appointment of a new teacher about whom pupils and teachers were divided.

For more than two weeks, 31 of the 36 teachers refused to work because the teacher, Miss Zoleka Magi, was appointed without the principal being consulted or the post advertised.

TODAY I'M GOING TO TAUGHT YOU EDYOUKAYSHIN FOR YOUR FEWCHA... STRIKES AN' BOYCOTTS IS ALL YOU NEED TO KNOW... HEY! WHERE IS EVERYBODY... FAST LEARNERS!



The teachers were unhappy because the teacher had been appointed by a mysterious three-strong committee — an equivalent of a PTSA — believed to be made up of supporters of the local African National Congress chairman, Mr Jeffrey Nongwe.

At Joe Slovo High School in Khayelitsha classes were disrupted after an uproar broke out because a teacher was fired for alleged incompetence.

But the teacher denied the allegation and claimed she was being victimised for having sought employment elsewhere.

She was reinstated by angry pupils and the matter was placed on ice pending a three-week fact-finding mission undertaken

by the civic association, Sadtu and the NECC.

At Intlanganiso Finishing High School, trouble flared up this week after the pupils dismissed the principal and her deputy on the grounds that, among other things, they ran the school without consulting the staff.

Earlier, the staff had complained that the principal had allegedly hired four new heads of department without giving other teachers a chance to apply for the posts.

The staff's anger filtered down to the pupils, who told the principal not to set their foot on the school premises again.

As in the other conflicts, the civic associa-

tion and Sadtu were called in to discuss the matter.

At Thandokhulu Higher Primary school in Mowbray, where a high-profile battle was launched to forcibly occupy empty white schools, discontent flared up this year after the PTSA advertised three posts, including that of principal and the deputy, in the Press.

Commenting on the internal squabbles at schools, Sadtu chairman Mr Monde Mbekwa attributed the conflicts to "problems of transition".

"These problems are the products of the transitional period of the people acquiring power. I am confident that the people will overcome these issues," he said.

SD

SD

ACT 6/3/93

# Schools Crisis eases

THE CRISIS in black education has been eased by a meeting between the Minister of Education and Training and the South African Democratic Teachers' Union (Sadtu). Progress was reported by both sides.

The Minister, Mr Sam de Beer, said after a five-hour meeting in Cape Town yesterday that no further temporary teachers in the Department of Education and Training would have their contracts terminated until the matter had been negotiated properly with the union.

Sadtu delegation leader Mr Poohi Naicker said the moves Mr De Beer had made would help ease the tense situation in Soweto schools.

The union would recommend to its mem-

Black teachers who stayed away from school this week are being asked to return.

**JOHN VILJOEN and JACQUELYN SWARTZ**  
Weekend Argus Reporters

Teachers who had been engaging in chalk-downs that they returned to their classes, he said.

Soweto teachers held a stayaway this week to back their demands for the reinstatement of about 30 teachers retrenched in the Jabulani, Zola and Emdeni areas.

Mr De Beer said that while the future of these teachers was being negotiated, they would await the outcome at the schools

where they were employed before their contracts expired.

He announced that the DET was withdrawing charges against 20 teachers who appeared in court for trespassing. The teachers had staged a sit-in at the DET's Johannesburg offices.

He also assured Sadtu the department had no general programme for the reduction of teacher numbers and retrenchments.

"The fact that the department has established more than 4 300 new teaching posts from the beginning of 1993 is ample proof that the department is not engaged in a programme of decreasing its teacher numbers," he said.

Mr De Beer also said both parties agreed that the sit-in in Johannesburg and the arrest of those taking part followed insufficient

communication between the parties.

The DET would negotiate with Sadtu over the closure of the Izukhulu Secondary School in Mamelodi from Monday with a view to reopening it.

Mr Naicker said the crisis between the DET and teachers was due to the department's intransigence and refusal to address problems facing schools.

Mr De Beer had agreed to send his director-general, Dr Bernhard Louw, to Soweto to examine the situation in schools there, said Mr Naicker.

Western Cape Sadtu head Ms Vivien Car-else said the union remained concerned over rumours that 500 DET teachers in the Southern Transvaal faced redundancy and said Mr De Beer had not completely eased these fears.

# Science at the crossroads

**MICHAEL CHERRY** says that scientists must set aside sectarian interests if their new academy is to provide intellectual leadership

(50)  
Times  
7/3/93.

WE WILL soon have a new national academy which will embrace the natural sciences, humanities and engineering.

This development is important because an academy, whose membership is elected by the academic community itself, and not by the government, can play an important role in the intellectual leadership of the nation by commenting on policy matters in an independent manner and striving to promote science in the community at large. So far, in South Africa, this possibility has been frustrated by the usual divisions.

So it is heartening that the new non-racial body, to be called the Academy of Science of South Africa, has the support of the three existing academies: the predominantly English-speaking Royal Society of South Africa, the Afrikaans Suid-Afrikaanse Akademie vir Wetenskap en Kuns, and the (black) Science and Engineering Academy of South Africa.

But Rein Arndt, president of the Foundation for Research Development and chairman of the new academy's temporary nominations committee, is careful to point out that the new body is neither an amalgamation nor a replacement for the exist-

ing science academies.

This could be a great mistake. If the nations's scientists cannot put aside their sectarian interests to serve a common pursuit, what hope is there for the rest of South Africa? The new academy will be stillborn unless it chooses to lead by example.

Each of the three existing academies has nominated 12 people, not necessarily members of their academy, to sit on the electoral college which will elect the first 60 members of the new body.

In the first instance, members of the electoral college are not eligible for nomination. Once 60 members have been elected, they will comprise a new electoral college to elect a further 40 members and, in this second round, members of the first electoral college will be eligible for nomination.

This system has the potential to lead to what zoologists call reciprocal altruism. Or, in layman's terms: You scratch my back, I'll scratch yours.

Once 100 founder members are elected, they will formally adopt a constitution and elect office-bearers and additional members as they see fit. Former president of the Royal Society of South Africa Wieland Gevers feels that

membership will comprise not only scientists who have made outstanding research contributions (as is the normal procedure), but also "demonstratively capable scientists in a position to promote the academy's objectives".

The voting procedure is nothing if not complicated. Members will be asked to vote for or against each candidate, or to register a "neutral" vote.

The candidates with the largest number of affirmative votes will be elected; anyone with more than 25 percent negative votes will be excluded.

This allows an existing academy to defeat someone in the first round if their nominees vote as a bloc. Even the National Party might balk at such an extreme application of the minority veto concept.

Prospects for funding the new academy are uncertain. The government has awarded it a very modest (R100 000) grant to get off the ground, but has made it clear a slice of the science budget will not be forthcoming, and the new body must look to the private sector or its own activities for funding.

Of the existing academies,

the Akademie is not only the sole recipient of a state grant, but it is also the one which receives the most substantial private sector funding. This dates from the days when getting into bed with the establishment was considered good for business in some corporate quarters.

In other countries, national academies derive their income from a variety of sources. In the United Kingdom, the Royal Society receives a small but significant percentage of the science budget. The Australian academy derives most of its income from the sale of textbooks it publishes. The US National Academy of Sciences' major source of revenue comes from contracts from the research councils, mostly to compile policy reports.

But there is no doubt about the merits, in principle, of the role which a strong and independent academy can play in the affairs of our nation. The lack of interest in science in our society, and its correspondingly low status, is almost certainly partly due to the absence of a lobby promoting it at the national level.

□ MICHAEL CHERRY is the head of a research department at the SA Museum.

in pupil numbers, the availability of classrooms, the number and qualifications of serving teachers as well as the facilities available at each college of education must be considered.

(b) Projections made by the Department itself are based on studies done by the Department of National Education and the Research Institute for Education Planning of the University of the Orange Free State.

(3) No. There is no general shortage of teachers, but there is a shortage of posts and fully qualified teachers in subjects such as Mathematics, Physical Science, Accountancy, Biology, Technical subjects, English and Afrikaans.

#### Free air-time for anti-Aids advertisements

67. Mr M J ELLIS asked the Minister of Home Affairs:

- (1) Whether any representations concerning free air-time on radio and television for anti-Aids advertisements of any form and/or Aids information or education programmes have been made to him; if so, (a) by whom, (b) when and (c) what was (i) the purport of and (ii) his response to these representations; if not,
- (2) whether he will give consideration to the matter? B138E

#### The MINISTER OF HOME AFFAIRS:

(1) No. (a), (b) and (c) fall away.

On the other hand, the SABC has received requests for and has broadcast as requested, free Public Service Announcements on Aids on Television (none for radio) during 1992. Particulars are as indicated below.

On 5 November 1992 the advertising agency Hunt Lascaris TBWA (Pty) Ltd requested the SABC on behalf of the Department of National Health and Population Development's Aids programme, that four television spots be broadcast in terms of the SABC's policy on National Public Service Announcements. These four spots were broadcast

on an ad hoc-basis as Public Service Announcements between 27 November 1992 and 27 December 1992.

Earlier in the year Public Service Announcements on Aids were also broadcast ad hoc between June and September 1992. This was a campaign which was requested by Dr Manda Holmshaw of the Aids Unit. The theme of these television spots was "Experts Explain".

Public Service Announcements are allocated per calendar year and the Department of National Health and Population Development should therefore re-apply for PSA-status for 1993 if further such-like service announcements be required. The SABC has thus far not received a request from them for the continuation of their anti-Aids campaign.

- (2) Should such a request be received it would be considered, as in all other cases, in accordance with the guidelines for such programmes and advertisements.

#### Education Renewal Strategy: effect

114. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether, with reference to the reply to Question No 110 on 19 March 1992, he or his Department, in finalizing the Education Renewal Strategy, has made any calculation regarding the likely effect on teacher personnel of the application to all education departments of a ratio of 1 college/school educator (CS educator) per 35 pupils in primary schools and 1 CS educator per 32 pupils in high schools; if not, why not; if so, what are the likely effects of the application of such ratios;
- (2) whether he will make a statement on the matter? B279E

The MINISTER OF NATIONAL EDUCATION:

- (1) Yes. The financing plan contained in the ERS was developed within the context of a restructured education system which differs fundamentally from the present one. The plan will be gradually phased in over a period of ten years. The likely effect on teacher personnel of the appli-

Van den Heever Commission: steps against persons

132. Lt-Gen R H D ROGERS asked the Minister of Education and Training:

Whether, with reference to his reply to Question No 10 on 4 February 1992, any action has been taken against persons named in the Fourth Report of the Van den Heever Commission; if so, (a) what action, (b) against whom, (c) when and (d) with what result? B302E

The MINISTER OF EDUCATION AND TRAINING:

No.

The Attorney-General examined the report and resolved that he would take no further action. Since the officials whose behaviour was investigated, are either deceased or have resigned from the Department of Education and Training, and because the Government had suffered no losses, no departmental action had been taken against individuals.

- (a), (b), (c) and (d) Fall away.

- (2) No.

attention to all education departments of the envisaged ratio of 1 school educator per 35 pupils in primary schools and 1 school educator per 32 pupils in high schools within the total framework of the financing plan in the ERS, will be that 337 140 school educators will be required by the total education system by the year 2003. It is, however, foreseen that 20% of the learners who would normally have completed their last three school years by means of contact education will do so by means of distance education by the year 2003. It is also foreseen that by the year 2003 a further 20% of the learners who in the past would have completed their last three school years within the school system, will move on to the vocational training system, thus leaving formal education. This in all probability will influence the number of school educators required by the total education system.



## NP demand<sup>(58)</sup> on education

ARG 9/13/93  
THE principle of "distinctive education" will have to be entrenched in a new constitution and bill of rights, the Minister of Education and Culture, Mr Piet Marais, has said in the House of Assembly.

Replying to debate on the Education Affairs Amendment Bill, he said distinctive education, with equal State support, had to be an option for those who wanted it.

This did not necessarily mean whites-only education as the Conservative Party would have it. It meant education based on mother tongue or on cultural, religious or other inner values. The government would push very strongly for this at the negotiating table. There were certain aspects on which it was not possible to make concessions.

Mr Marais also invited MPs to make suggestions to him on who should be paid compensation when Model C schools were taken over again by the State, as envisaged in the Bill.

Further adjustments could be made to the legislation if necessary.

The measure was passed by 58 votes to 41, with the AVU, CP, DP and ANC- and IFP-aligned Independent MPs voting against. — Sapa.

# Distrusting the Trust

ST (50)  
ARG 9/3/93

The Independent Development Trust spends millions of rands on education of the very poor but black students demand that that more money be allocated to pay their university and technikon fees. Education Reporter JOHN VILJOEN monitors the situation.

**T**HE Independent Development Trust has given R80 million to boost tertiary education since 1991, yet students have attacked the organisation, even calling for it to be disbanded.

About 200 dancing, singing students protested outside the IDT offices in Keerom Street yesterday as a countrywide campaign to highlight complaints about the organisation got into full swing.

Later, some students occupied the foundation's offices in Kloof Street.

They ended their sit-in after delegates from the South African Students Congress and the Pan Africanist Students Organisation and the IDT's education head Professor Merilyn Mehl agreed on a course of action.

The R30 million allocated for student loans for 1993 could be re-allocated toward addressing students' present financial crises.

The IDT and students also agreed to plan a National Conference which could lead to an urgent fund-raising campaign to help pay tertiary-level fees.

The meeting came at the end of a day when students launched "operation storm" against the IDT, placing the organisation under unprecedented attack.

The government established the IDT in 1990 with

an initial injection of R2 billion from State funds.

It aims to alleviate the plight of the poorest of the poor in four areas: housing, health, job creation and education.

In education, the IDT sees its major thrust to be at pre-primary and primary level and nearly R400 million has been allocated towards educational parity.

Now the South African Students Congress (Sasco) believes the IDT should be disbanded, accusing it of allocating its funds unilaterally, unfairly and undemocratically.

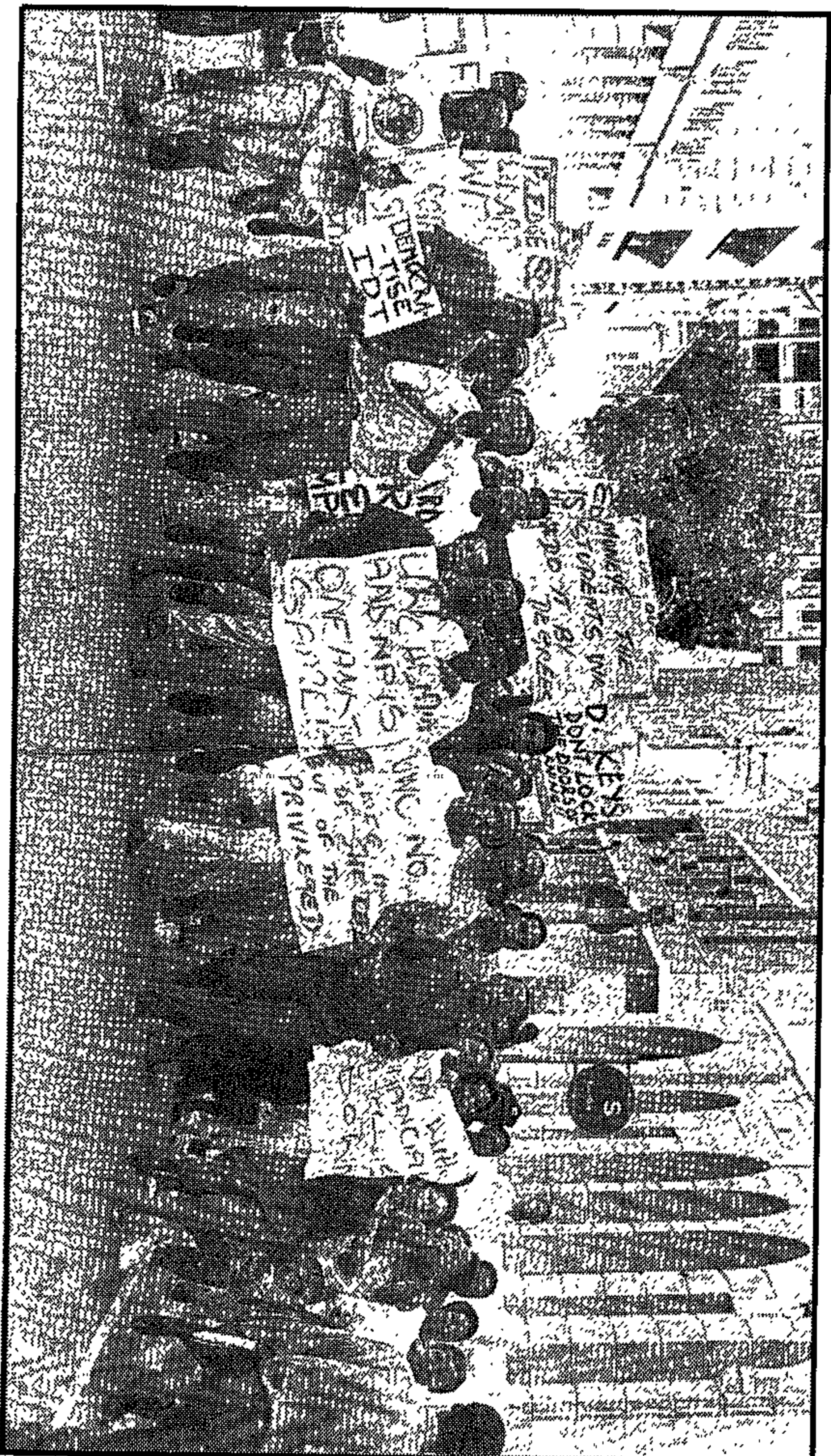
One of the areas the student organisation believes should benefit from the IDT's millions is the universities fees backlog.

More than 15 000 students, most at the historically black universities, face exclusion because they cannot pay their fees.

According to Sasco, the University of the North had outstanding fees of R18 million in 1992 and only 3 000 students are registered there this year — down from 12 000 last year.

At Fort Hare, where students owe R11 million, only 2 500 students registered, compared with 6 000 last year.

Sasco sees the IDT as part of the State's response



**MONEY ROW:** Students from UWC join others in a protest outside IDT offices in Keerom Street over the "unfair" allocation of funds.

to the economic crisis gripping tertiary institutions and education, along with an illegitimate rationalisation process.

The victims of this response are the thousands of students from disadvantaged backgrounds, according to Sasco.

High on the students' agenda is a democratic national bursary loan scheme coupled with a moratorium on financial exclusions.

Professor Mehl believes the allegation that historically black institutions are discriminated against through the organisation's

alleged unjust allocation of funds is off the mark.

All available money went and would continue to go to disadvantaged students, he said.

The IDT, through the Tertiary Education Fund of South Africa, was keen to see that the apportionment of money to the historically

black campuses was addressed.

New formulas were calculated for fund allocation this year. Allocations to black institutions have climbed from 56 percent in 1991, and 63 percent last year, to 67 percent for 1993.

Professor Mehl finds it difficult to understand the

charge that the IDT's loan scheme denies disadvantaged students access to tertiary study.

The loan scheme assisted 8 426 students in 1991 and more than 10 000 last year, he countered.

He also defended the IDT's response to the 1992 end-of-year financial crisis which left thousands of students unable to re-register because of outstanding fees.

Sasco and the Pan Africanist Student Organisation asked the IDT to help students who wrote 1992 end-of-year examinations, but because of unpaid fees could not register for 1993.

Student representatives and the IDT had talks on January 27 and worked out a strategy to address the problem, Professor Mehl said.

The IDT undertook to contact all institutions asking them to earmark unspent funds for allocation to students facing financial exclusion.

The IDT provided the student organisations with the global fee deficits for 1992 to enable them to formulate a proposal to be forwarded to the IDT trustees.

"The IDT sent the letter, the institutions responded. The students did not submit a proposal but instead called a press conference and announced a national day of action," Professor Mehl said.

Picture: ROY WIGLEY, The Argus.

Political Staff

CAPE TOWN — Finance Minister Derek Keys has painted a grim picture of the state of education, noting that 60% of the economically active population is "functionally illiterate".

He states the culture of learning among teachers, parents and children has deteriorated "to the point of collapse in certain urban areas".

Keys notes that the relatively high aggregate

## Keys paints bleak picture of collapsing education

8/10/93 10/3/93  
spending on education and training "contrasts sharply with the poor performance of education".

This is because aggregate expenditure "still conceals wide racial and spatial disparities in access to and quality and utilisation of education".

"This inefficient expenditure on education and train-

ing has impaired the capacity of a large proportion of the population to participate effectively in the mainstream economy."

The Minister says the most disturbing features of education currently are:

□ Almost 60% of the economically active population is considered to be functionally illiterate;

□ The dropout rate is high, particularly among blacks — only some 30% of sub-A entrants in 1980 reached Standard 10;

□ There was a 38,6% decline in those acquiring artisan status between 1984 and 1991;

□ Education administration is fragmented and duplicated; and

□ Black education suffers from inadequate resources including properly trained teachers.

No. 395

12 March 1993

REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF FINANCE:  
INLAND REVENUEOFFICE OF THE COMMISSIONER FOR  
INLAND REVENUE**PRACTICE NOTE: No. 17**

Date: 12 March 1993

**INCOME TAX:**

**TAXATION IMPLICATIONS OF BURSARIES AND SCHOLARSHIPS (APPLIES FROM COMMENCEMENT OF YEARS OF ASSESSMENT ENDED OR ENDING ON OR AFTER 1 JANUARY 1992 UNLESS OTHERWISE INDICATED)**

**1. STATUTORY PROVISIONS**

1.1 Section 10 (1) (q), which was added to the Income Tax Act, 1962 (the Act), by section 10 (1) (p) of the Income Tax Act, 1992, provides for the exemption from income tax of any *bona fide* scholarship or bursary granted to enable or assist any person to study at a recognised educational or research institution subject to the following conditions:

If such scholarship or bursary has been granted by an employer or an associated institution (as defined in paragraph 1 of the Seventh Schedule to the Act) to an employee (as defined in the said paragraph) or to a relative of such employee in circumstances indicating that the scholarship or bursary would not have been granted had that employee not been an employee of that employer, the exemption shall not apply—

- (i) if any remuneration to which the employee was entitled or might in the future have become entitled was in any manner whatsoever reduced or forfeited as a result of the grant of such scholarship or bursary, i.e. a salary sacrifice,
- (ii) in the case of a scholarship or bursary granted to enable or assist any such relative of any employee so to study, if the remuneration derived by the employee during the year of assessment exceeds R36 000; and
- (iii) to so much of any scholarship or bursary contemplated in paragraph (ii) as in the case of such relative exceeds R1 200 during the year of assessment.

1.2 Where a scholarship or bursary is granted subject to a salary sacrifice [paragraph 1.1 (i)], section 23 (j) [which was inserted in the Act at the same time as section 10 (1) (q)] provides that where a taxpayer is an "employer" or "associated institution" (as respectively defined in the Seventh Schedule to the Act) no deduction will be made in respect of the cost to the taxpayer of providing such scholarship or bursary. (See also paragraph 4.2.)

No. 395

12 Maart 1993

REPUBLIEK VAN SUID-AFRIKA

DEPARTEMENT VAN FINANSIES:  
BINNELANDSE INKOMSTEKANTOOR VAN DIE KOMMISSARIS VAN  
BINNELANDSE INKOMSTE**PRAKTYKNOTA: No. 17**

Datum: 12 Maart 1993

**INKOMSTEBELASTING:**

**BELASTINGIMPLIKASIES VAN STUDIE-  
BEURSE (VAN TOEPASSING VANAF DIE  
BEGIN VAN JARE VAN AANSLAG WAT OP OF  
NA 1 JANUARIE 1992 GEËINDIG HET OF  
EINDIG TENSY ANDERSINS AANGEDUI)**

**1. STATUTÊRE BEPALINGS**

1.1 Artikel 10 (1) (q) wat by the Inkomstebelastingwet, 1962 (die Wet), ingevoeg is deur artikel 10 (1) (p) van die Inkomstebelastingwet, 1992, maak voorsiening vir die vrystelling van inkomstebelasting van enige *bona fide*-studiebeurs wat toegeken is ten einde 'n persoon in staat te stel of aan hom hulp te verleen om by 'n erkende opvoedkundige of navorsingsinrigting te studeer, onderhewig aan die volgende voorwaardes:

Indien sodanige studiebeurs toegeken is deur 'n werkgewer of 'n verwante inrigting (soos omskryf in paragraaf 1 van die Sewende Bylae by die Wet) aan 'n werknemer (soos omskryf in genoemde paragraaf) of aan 'n familielid van sodanige werknemer in omstandighede wat daarop dui dat die betrokke studiebeurs nie toegeken sou gewees het nie indien daardie werknemer nie 'n werknemer van daardie werkgewer was nie, is die vrystelling nie van toepassing nie—

- (i) indien enige besoldiging, waarop die werknemer geregtig was of in die toekoms op geregtig sou geword het as gevolg van die toekenning van daardie studiebeurs, op enige wyse hoegenaamd verminder of verbeur is, dit wil sê 'n salarisopoffering;
- (ii) in die geval van 'n studiebeurs toegeken om so 'n familielid van 'n werknemer in staat te stel of aan hom hulp te verleen om aldus te studeer, indien die besoldiging verkry deur die werknemer gedurende die jaar van aanslag R36 000 te bowe gaan; en
- (iii) op soveel van 'n studiebeurs soos bedoel in paragraaf (ii) as wat in die geval van so 'n familielid die bedrag van R1 200 in die jaar van aanslag te bowe gaan.

1.2 Waar 'n studiebeurs toegeken word onderhewig aan 'n salarisopoffering [paragraaf 1.1 (i)], bepaal artikel 23 (j) [wat terselfdertyd as artikel 10 (1) (q) by die Wet ingevoeg is] dat waar 'n belastingpligtige 'n "werkgewer" of "verwante inrigting" is (soos onderskeidelik omskryf in die Sewende Bylae by die Wet), geen aftrekking van die koste deur die belastingpligtige aangegaan ten opsigte van die verskaffing van so 'n studiebeurs toegestaan sal word nie. (Kyk ook paragraaf 4.2.)

**2. INTERPRETATION OF WORDS AND PHRASES**

2.1 "**Bona fide scholarship or bursary**" refers to financial or other assistance granted to a person to enable him to study at a recognised educational or research institution. It would include a grant which is in terms of a written agreement conditional on the fulfilment of stipulated requirements; for example, the grantee is required to obtain a qualification or take up employment with the grantor on completion of the course of study.

2.1.1 The grant must be made to enable the grantee to pursue a course of **study** for the purpose of gaining or expanding his knowledge, intellect or skills.

2.1.2 A reward or reimbursement of study expenses (borne by a person) after completion of his studies does not constitute a scholarship or bursary as the grant must have been made **to enable or assist the grantee to study**.

2.1.3 The tax position relative to scholarships, bursaries and study loans is dealt with in paragraph 4 of this Practice Note.

2.1.4 A direct payment of fees, for example to a university, for the purpose of an employee's studies is regarded as falling within the ambit of a scholarship, bursary or grant.

2.2 "**A recognised educational or research institution**" comprehends a "college" or "university" as defined in section 18A of the Act, or a school or any other educational or research institution wheresoever situated which is of a permanent nature, open to the public generally and offering a range of practical and academic courses.

2.3 "**To study**" relates to the formal process whereby the person to whom the scholarship or bursary has been granted gains or enhances his knowledge, intellect or expertise. It is not a requirement that a degree, diploma or certificate be awarded on completion of the course of study.

2.3.1 Where research is undertaken by a person for the benefit of another person, for example, an employer, a business or sponsor, the relevant expenditure incurred by the employer, business or sponsor for the purposes of such research will not constitute a *bona fide* scholarship or bursary granted to enable or assist the researcher to study. See paragraph 4.2.3 for the tax implications.

**2. VERTOLKING VAN WOORDE EN UITDRUKKINGS**

2.1 "**Bona fide-studiebeurs**" verwys na die finansiële of ander bystand wat verleen word aan 'n persoon om hom in staat te stel om by 'n erkende opvoedkundige of navorsingsinrigting te studeer. Dit sal 'n toekenning insluit wat ingevolge 'n skriftelike ooreenkoms voorwaardelik toegeken is op die voorwaarde dat bepaalde vereistes nagekom word, byvoorbeeld, van die bevoordeelde word verwag om 'n kwalifikasie te verwerf of om 'n betrekking te aanvaar by die toekenner na voltooiing van die studiekursus.

2.1.1 Die toekenning moet gemaak word ten einde die bevoordeelde in staat te stel om 'n **studiekursus** te volg met die doel om sy kennis, intellek of vaardigheid te verbeter of uit te brei.

2.1.2 'n Beloning of terugbetaling van studieuitgawes (wat deur 'n persoon aangegaan is) na voltooiing van sy studies maak nie 'n studiebeurs uit nie aangesien die toekenning gemaak moes gewees het ten einde die ontvanger **in staat te stel om te studeer of om hom behulpsaam te wees met sy studies**.

2.1.3 Die belastingposisie met betrekking tot studiebeurse en studielenings word in paragraaf 4 van hierdie Praktyknota aangespreek.

2.1.4 'n Direkte betaling van gelde, byvoorbeeld aan 'n universiteit, word vir die doeleindes van 'n werknemer se studies beskou as binne die omvang van 'n studiebeurs of toekenning te val.

2.2 "**'n Erkende opvoedkundige of navorsingsinrigting**" omvat 'n "kollege" of 'n "universiteit" soos omskryf in artikel 18A van die Wet, of 'n skool of enige ander opvoedkundige of navorsingsinrigting van 'n permanente aard waar ookal geleë, wat oop is vir die algemene publiek en 'n reeks praktiese en akademiese kursusse aanbied.

2.3 "**Te studeer**" het betrekking op die formele proses waardeur die persoon aan wie die studiebeurs toegeken is sy kennis, intellek of vaardigheid verbeter of uitbrei. Dit is nie 'n vereiste dat 'n graad, diploma of sertifikaat by voltooiing van die studiekursus toegeken moet word nie.

2.3.1 Waar 'n persoon navorsing onderneem tot voordeel van 'n ander persoon, byvoorbeeld 'n werkgewer, 'n besigheid of 'n borg, sal die betrokke uitgawes aangegaan deur die werkgewer, besigheid of borg vir doeleindes van sodanige navorsing, nie 'n *bona fide*-studiebeurs wat toegeken is ten einde die navorser in staat te stel of hulp te verleen met sy studies, uitmaak nie. Kyk paragraaf 4.2.3 vir die belastingimplikasies.

2.3.2 A scholarship or bursary granted to a visiting academic for the purpose of lecturing students does not satisfy the study requirement as the object of the grant will be to impart and not to gain knowledge.

2.4 "**Remuneration**" means remuneration as defined in the Fourth Schedule to the Act. This also applies to any amounts paid to directors of private companies for the purposes of this exemption.

### 3. CLOSED AND OPEN SCHOLARSHIPS OR BURSARIES

For the purpose of the exemption scholarships and bursaries may be categorised as open or closed.

#### 3.1 *Open scholarships or bursaries*

These are scholarships or bursaries which are competed for by, or are awarded on merit (academic or otherwise) to, anyone applying therefor and are not, to any extent, confined to the employees or relatives of employees of a particular employer, organisation or other institution.

#### 3.2 *Closed scholarships or bursaries*

These are scholarships or bursaries which are confined to employees, or relatives of employees, of an employer or an associated institution.

Both scholarships or bursaries under 3.1 and 3.2 may be subject to a condition that, upon completion of his studies, the scholarshipholder or bursar take up employment with the grantor or repay the scholarship or bursary if he abandons his studies or fails to complete them with a specified period.

### 4. TAX IMPLICATIONS

4.1 *Open scholarships or bursaries* are fully exempt from tax if they are *bona fide* awarded to enable the scholarship-holder or bursar to study at a recognised educational or research institution. However, where an employee or relative of an employee is awarded a scholarship or bursary under an open scheme and such award is, for example, subject to a salary sacrifice, the exemption under section 10 (1) (q) will not apply as the scholarship or bursary will not have been *bona fide* granted. The exemption will also not apply as there is an express proviso to preclude an exemption when there is a salary sacrifice.

4.2 *Closed scholarships or bursaries* granted to an employee or relative of an employee that are subject to a present or future salary sacrifice by the employee [see paragraph 1.1 (i)] are not exempt from tax. Moreover, in terms of section 23 (j) of the Act the employer is not entitled to a deduction in respect of the cost of such scholarship or bursary. If there is no salary sacrifice the scholarship or bursary awarded to an employee will be exempt from tax and the provisions of section 23 (j) will not apply.

2.3.2 'n Studiebeurs wat toegeken is aan 'n besoekende akademikus om lesings vir studente aan te bied, voldoen nie aan die studievereiste nie omrede die oogmerk van die toekenning die meedeling van kennis is en nie die verkryging daarvan nie.

2.4 "**Besoldiging**" beteken besoldiging soos omskryf in die Vierde Bylae by die Wet. Dit is ook van toepassing op enige bedrag betaal of betaalbaar aan 'n direkteur van private maatskappye vir die doeleindes van hierdie vrystelling.

### 3. OOP EN GESLOTE STUDIEBEURSE

Vir die doeleindes van die vrystelling word studiebeurse as oop of geslote geklassifiseer.

#### 3.1 *Oop studiebeurse*

Hierdie is studiebeurse waarvoor meegeding word deur, of wat toegeken word op grond van meriete (akademies of andersins) - aan, enige persoon wat daarvoor aansoek doen en wat nie, in enige mate, beperk is tot werknemers of familieledes van die werknemers van 'n bepaalde werkgever, organisasie of 'n ander instelling nie.

#### 3.2 *Geslote studiebeurse*

Hierdie is studiebeurse wat beperk word tot werknemers, of familieledes van die werknemers, van 'n werkgever of 'n verwante inrigting.

Beide studiebeurse onder 3.1 en 3.2 kan onderhewig wees aan 'n voorwaarde dat die beurshouer by voltooiing van sy studies 'n betrekking moet aanvaar by die werkgever of om die studiebeurs terug te betaal indien hy sy studies staak of waar hy in gebreke bly om dit binne 'n bepaalde tydperk te voltooi.

### 4. BELASTINGSIMPLIKASIES

4.1 *Oop studiebeurse* is ten volle van belasting vrygestel indien dit *bona fide* toegeken is ten einde die beurshouer in staat te stel om by 'n erkende opvoedkundige of navorsingsinrigting te studeer. Waar daar egter aan 'n werknemer of 'n familielid van 'n werknemer 'n studiebeurs onder 'n oop skema toegeken word en sodanige toekenning is, byvoorbeeld, onderhewig aan 'n salarisopoffering, sal die vrystelling ingevolge artikel 10 (1) (q) nie van toepassing wees nie aangesien die studiebeurs nie *bona fide* toegeken is nie. Die vrystelling sal ook nie van toepassing wees nie aangesien daar 'n uitdruklike voorbehoudsbepaling is dat 'n vrystelling uitgesluit word waar 'n salarisopoffering voorkom.

4.2 *Geslote studiebeurse* wat toegeken is aan 'n werknemer of 'n familielid van 'n werknemer en wat onderhewig is aan 'n huidige of toekomstige salarisopoffering deur die werknemer [kyk paragraaf 1.1 (i)], is nie van belasting vrygestel nie. Daarbenewens is die werkgever ingevolge artikel 23 (j) van die Wet ook nie geregtig op 'n aftrekking ten opsigte van die koste van sodanige studiebeurs nie. Indien daar geen salarisopoffering is nie, sal die studiebeurs aan 'n werknemer toegeken, vrygestel wees van belasting en artikel 23 (j) sal nie van toepassing wees nie.



- 4.2.1 Where a scholarship or bursary is awarded to a relative of an employee and there is no present or future salary sacrifice by the employee and the remuneration derived by the employee during the year of assessment does not exceed R36 000, an amount of so much of the scholarship or bursary as does not exceed R1 200 is exempt from tax. The R1 200 exemption limit applies to each relative of the employee who is granted a scholarship or bursary.
- 4.2.2 Scholarships or bursaries granted under a closed scheme to a relative **of a retired or deceased employee** will be subject to the limitations referred to in **paragraph 4.2.1** if they were granted prior to the employee's retirement or demise. Where they are granted or paid after one of those events has occurred they will be treated as if they had been granted under an open scheme (see paragraph 4.1) unless an agreement was entered into prior to an employee's retirement between the employee and the employer in terms of which the employer will provide a scholarship or bursary for a relative of the employee subsequent to the employee's retirement.
- 4.2.3 Where a person undertakes research for the benefit of another person (see paragraph 2.3.1) the payment received in this regard by the first-mentioned person will be taxed as income in his hands and he will not qualify for the exemption under section 10 (1) (q). The person paying the amount will qualify for a deduction subject to the provisions of sections 11 (a) and 23 of the Act.
- 4.3 Any recoupment which arises in respect of a scholarship or bursary granted by a taxpayer, where the amount of the scholarship or bursary has been allowed as a deduction against the income of such taxpayer will, in terms of section 8 (4) (a) of the Act, be included in the taxpayer's income in the year of assessment when recouped.
- 4.4 **Study loans**
- 4.4.1 A loan does not constitute income for tax purposes and is, therefore, not taxable. Personal study loans obtained from a financial institution or from any other source unrelated to employment are not taken into consideration for purposes of section 10 (1) (q) of the Act, nor are study expenses incurred by the holder of the loan, including the interest payable thereon, deductible from the income of the borrower. Such privately-funded loans, are, therefore, neither taxable nor tax deductible.

- 4.2.1 Waar 'n studiebeurs aan 'n familielid van 'n werknemer toegeken word en daar geen huidige of toekomstige salarisopoffering deur die werknemer is nie en die vergoeding van die werknemer vir die jaar van aanslag gaan nie R36 000 te bowe nie, sal soveel van die studiebeurs as wat R1 200 nie te bowe gaan nie, van belasting vrygestel wees. Die R1 200-vrystellingsperk sal van toepassing wees op elke familielid van die werknemer aan wie 'n studiebeurs toegeken is.
- 4.2.2 Studiebeurse wat onder 'n geslote skema aan 'n familielid van 'n **afgetrede of gestorwe werknemer** toegeken is, sal onderhewig wees aan die beperkings waarna verwys word in **paragraaf 4.2.1** indien dit toegeken is voor die werknemer se aftrede of afsterwe. Waar dit toegeken of betaal is nadat een van bogenoemde gebeurtenisse plaasgevind het, sal dit behandel word asof dit onder 'n oop skema (kyk paragraaf 4.1) toegeken is tensy 'n ooreenkoms voor die werknemer se aftrede tussen die werknemer en werkgever aangegaan is waarvolgens die werkgever 'n studiebeurs aan 'n familielid van 'n werknemer na die werknemer se aftrede sal voorsien.
- 4.2.3 Waar 'n persoon navorsing doen tot voordeel van 'n ander persoon (kyk paragraaf 2.3.1), sal die betaling wat deur eersgenoemde persoon ontvang word, belas word as inkomste in sy hande en sal hy nie vir die vrystelling ingevolge die bepalings van artikel 10 (1) (q) kwalifiseer nie. Die persoon wat die bedrag betaal, sal kwalifiseer vir 'n aftrekking onderworpe aan die bepalings van artikels 11 (a) en 23 van die Wet.
- 4.3 Enige herwinning wat ontstaan as gevolg van 'n studiebeurs deur 'n belastingpligtige toegeken en waar die bedrag van die studiebeurs as 'n aftrekking teen die belastingpligtige se inkomste toegelaat is, sal ingevolge die bepalings van artikel 8 (4) (a) van die Wet ingesluit word in die belastingpligtige se inkomste in die jaar van aanslag waarin die herwinning ontstaan.
- 4.4 **Studielenings**
- 4.4.1 'n Lening maak nie inkomste vir belastingdoeleindes uit nie en is derhalwe nie belasbaar nie. Persoonlike studielenings verkry vanaf 'n finansiële instelling of vanaf enige ander bron wat nie aan indiensneming gekoppel is nie, word nie in aanmerking geneem vir die doeleindes van artikel 10 (1) (q) van die Wet nie. So ook kwalifiseer studie-uitgawes aangegaan deur die houer van die lening, asook die rente daarop betaalbaar, nie as 'n aftrekking van die lener se inkomste nie. Sodanige privaatgefundeerde lenings is dus nie belasbaar of aftrekbaar vir belastingdoeleindes nie.

4.4.2 In terms of paragraph 11 (4) (b) of the Seventh Schedule to the Act no value is placed on a taxable benefit derived by an employee in consequence of the grant by any employer of a loan for the purpose of enabling that employee to further his own studies.

4.4.3 Any scholarship or bursary which is granted subject to repayment due to non-fulfilment of conditions stipulated in a written agreement will be treated as a *bona fide* scholarship or bursary as indicated in paragraphs 4.1 to 4.2.2 until such time as the non-compliance provisions of the agreement are invoked. In the year of assessment in which such provisions are invoked the amount or amounts of the scholarship or bursary will be regarded as a loan and, if relevant, any benefit which an employee may have received by way of an interest-free or low-interest loan will constitute a taxable benefit in terms of paragraph 2 (f) of the Seventh Schedule to the Act and not qualify for the exemption contained in paragraph 11 (4) (b) of the Seventh Schedule to the Act as such loan was not granted to enable the employee to study.

4.4.4 Where an employee who had obtained a loan from his employer to enable him to study is absolved from repaying the loan, he will have received a taxable benefit in terms of paragraph 2 (h) of the Seventh Schedule to the Act.

#### 4.5 *Reimbursement of study expenses*

Where, as mentioned in paragraph 2.1.2, an employer rewards an employee for a qualification or for having successfully completed a course of studies, or reimburses him for study expenses borne by him, such reward or reimbursement of study expenses will represent, in the case of the reward, taxable remuneration, and in the case of the reimbursement of expenses, a taxable benefit in terms of paragraph 2 (h) of the Seventh Schedule to the Act.

#### 4.6 *Taxable scholarships or bursaries granted to employees and relatives of employees*

These arise under the following circumstances:

- (i) The employee sacrifices a part of his present or future remuneration in order to obtain a scholarship or bursary for himself or for a relative.
- (ii) Where, under a closed scheme, an award is made to a relative of an employee and the employee's remuneration exceeds R36 000 per annum.

4.4.2 Ingevolge die bepalings van paragraaf 11 (4) (b) van die Sewende Bylae by die Wet, word geen waarde geplaas nie op die belasbare voordeel verkry deur 'n werknemer as gevolg van 'n toekenning van 'n lening deur 'n werkgewer aan sy werknemer ten einde daardie werknemer in staat te stel om sy eie studies te bevorder.

4.4.3 Enige studiebeurs wat toegeken word onderhewig aan die voorwaarde dat dit terugbetaal word indien die voorwaardes soos uiteengesit in 'n skriftelike ooreenkoms nie nagekom word nie, sal as 'n *bona fide*-studiebeurs beskou word soos aangedui in paragrawe 4.1 tot 4.2.2 tot op sodanige tydstip as wat die nie-nakomingsbepalings van die ooreenkoms in werking tree. In die jaar van aanslag waarin hierdie bepalings van krag word, sal die bedrag of bedrae van die studiebeurs as 'n lening beskou word en, indien van toepassing, sal enige voordeel wat 'n werknemer moontlik mag ontvang het by wyse van 'n rentevrye of lae rente lening 'n belasbare voordeel ingevolge paragraaf 2 (f) van die Sewende Bylae by die Wet uitmaak en nie vir die vrystelling ingevolge paragraaf 11 (4) (b) van die Sewende Bylae by die Wet kwalifiseer nie aangesien sodanige lening nie toegestaan was om die werknemer in staat te stel om te studeer nie.

4.4.4 Waar 'n werknemer wat 'n lening van sy werkgewer ontvang het ten einde hom in staat te stel om te studeer, van die terugbetaling daarvan kwytgeskeld word, sal hy ingevolge paragraaf 2 (h) van die Sewende Bylae by die Wet 'n belasbare voordeel ontvang het.

#### 4.5 *Terugbetaling van studie-uitgawes*

Waar, soos reeds genoem in paragraaf 2.1.2, 'n werkgewer die werknemer beloon vir die verwerving van 'n kwalifikasie of vir die suksesvolle voltooiing van 'n studiekursus, of studie-uitgawes wat deur hom gedra is, terugbetaal, sal sodanige beloning of terugbetaling van studie-uitgawes, in die geval van 'n beloning, belasbare vergoeding verteenwoordig, en in die geval van die terugbetaling van studie-uitgawes, 'n belasbare voordeel ingevolge paragraaf 2 (h) van die Sewende Bylae by die Wet.

#### 4.6 *Belasbare studiebeurse toegeken aan werknemers en familieledede van werknemers*

Hierdie geskied onder die volgende omstandighede:

- (i) Die werknemer staan 'n gedeelte van sy huidige of toekomstige salaris af ten einde 'n studiebeurs vir homself of 'n familielid te verkry.
- (ii) Waar, ingevolge 'n geslote skema, 'n toekenning aan 'n familielid van 'n werknemer gemaak word en die werknemer se jaarlikse besoldiging R36 000 te bowe gaan.



- (iii) Where, under a close scheme, an award is made to a relative of an employee whose remuneration is less than R36 000 per annum but the award exceeds R1 200 per annum in the case of any relative (i.e. the amount exceeding R1 200 per relative per annum will be taxable).

To the extent that the scholarships or bursaries referred to above are not exempt from tax under section 10 (1) (q) of the Act they will be taxable in the hands of the employee.

#### 5. STUDY LOANS ETC. TAKEN OVER BY NEW EMPLOYER

##### 5.1 Where—



- (i) in consideration for the grant by any employer (referred to as the former employer) to an employee of any bursary, study loan or similar assistance, the employee assumed an obligation to render services to the former employer for an agreed period;
- (ii) in consequence of the employee having terminated his services with the former employer before the expiry of the said period and having taken up employment with another employer (referred to as the present employer), the employee thereupon became liable to pay an amount to the former employer;
- (iii) such amount was paid to the former employer on the employee's behalf by the present employer; and
- (iv) the employee has in consideration for such payment by the present employer assumed an obligation to render services to the present employer for a period which is not shorter than the unexpired portion of the period during which he had been obliged to render services to the former employer,

no value will be placed on the value of any taxable benefit to the employee derived by reason of the payment referred to in item (iii) and consequently the payment by the present employer to the former employer will not be a taxable benefit under the Seventh Schedule to the Act.

5.2 These provisions operate with effect from the 1991 year of assessment. The amount so refunded, if allowed as a deduction to the former employer, will be taxable as a recoupment in the hands of such former employer.

- (iii) Waar, ingevolge 'n geslote skema, 'n toekenning gemaak word aan 'n familielid van die werknemer wie se jaarlikse salaris minder as R36 000 beloop maar die toekenning in die geval van enige familielid R1 200 per jaar te bowe gaan (dit wil sê, die bedrag wat R1 200 per familielid oorskry, sal belasbaar wees).

In die mate wat die studiebeurse hierbo na verwys, nie ingevolge artikel 10 (1) (q) van die Wet van belasting vrygestel is nie, sal dit in die werknemer se hande belasbaar wees.

#### 5. STUDELINGS EN SOVOORTS DEUR NUWE WERKGEWER OORGENEEM

##### 5.1 Waar—

- (i) as teenprestasie vir die toekenning van enige beurs, studielening of soortgelyke bystand deur enige werkgewer (hierna verwys as die voormalige werkgewer) aan 'n werknemer, die werknemer 'n verpligting aanvaar om vir 'n ooreengekome tydperk diens aan die voormalige werkgewer te lewer;
- (ii) as gevolg van die beëindiging van die dienste van die werknemer deur die voormalige werkgewer voordat die genoemde tydperk verstryk het en hy by 'n ander werkgewer (hierna verwys as die huidige werkgewer) diens aanvaar het, die werknemer daarna aanspreeklik is om 'n bedrag aan die voormalige werkgewer te betaal;
- (iii) sodanige bedrag deur die huidige werkgewer, namens die werknemer, aan die voormalige werkgewer betaal is; en
- (iv) die werknemer as vergoeding vir sodanige betaling deur die huidige werkgewer, 'n verpligting aanvaar om diens te lewer aan die huidige werkgewer vir 'n tydperk wat nie korter is nie as die onverstreke gedeelte van die tydperk waaronder hy verplig was om diens aan die voormalige werkgewer te lewer,

sal daar geen waarde geplaas word op die waarde van enige belasbare voordeel wat ontstaan het as gevolg van die betaling waarna in item (iii) verwys word, en gevolglik sal die betaling deur die huidige werkgewer aan die voormalige werkgewer nie 'n belasbare voordeel kragtens die Sewende Bylae by die Wet uitmaak nie.

5.2 Hierdie bepalings het in werking getree vanaf die 1991 jaar van aanslag. Die bedrag wat so terugbetaal word, indien dit aan die voormalige werkgewer as 'n aftrekking toegelaat, sal as 'n herwinning in die hande van so 'n voormalige werkgewer belasbaar wees.

**6. OTHER FORMS OF STUDY ASSISTANCE****6.1 Specialised training courses**

6.1.1 Expenditure in connection with in-house or on-the-job training or courses presented by **other undertakings for or on behalf of employers** does not represent a taxable benefit in the hands of the employees of the employer if the training is job-related and ultimately for the employer's benefit. The type of training envisaged under this heading could include the following:

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- (i) Computer and word processing courses.
- (ii) Management and administration courses.
- (iii) Bookkeeping courses.
- (iv) Sales courses.
- (v) Courses in operating office and technical equipment.
- (vi) Language courses for employees whose home language is not one of the official languages.
- (vii) Public relations courses.
- (viii) In-house courses presented by banks, building societies and insurance companies for their employees.

This list is not exhaustive and in cases of doubt the local Receiver of Revenue should be consulted in the first instance.

6.1.2 Training, research and education of the nature described above must be distinguished from professional and formal education resulting in qualifications attaching to the person of an employee. Where admission to a particular profession or the ability to perform certain specialised duties is dependent on an employee obtaining an appropriate qualification and the employer meets the employee's costs of obtaining the required qualification, **which costs would normally be borne by the employee himself**, the employee will, **subject to the provisions of section 10 (1) (q) and the relevant paragraphs of this Practice Note**, be regarded as having received a taxable benefit.

6.1.3 If in terms of a law such as the Manpower Training Act, No 56 of 1981, an employer is required to pay the fees payable in respect of prescribed classes or courses attended by his employees or to refund such fees paid by them, the fees will not constitute a taxable benefit in the employees' hands. The employer will qualify for a deduction in respect of these payments in terms of section 11 (a) of the Act.

**6. ANDER VORME VAN STUDIEBYSTAND****6.1 Gespesialiseerde opleidingskursusse**

6.1.1 Uitgawes in verband met interne of indiensopleiding of kursusse wat aangebied word deur **ander instansies namens die werkgewer** verteenwoordig nie 'n belasbare voordeel in die hande van die werknemers van die werkgewer nie, mits die opleiding beroepsgeoriënteerd is en uiteindelik die werkgewer bevoordeel. Die tipe opleiding wat hier beoog word, kan die volgende insluit:

- (i) Rekenaar- en woordverwerkingkursusse.
- (ii) Bestuurs- en administratiewe kursusse.
- (iii) Boekhoudingskursusse.
- (iv) Verkoopkursusse.
- (v) Kursusse om kantoor- en tegniese toerusting te bedryf.
- (vi) Taalkundige kursusse vir werknemers wie se huistaal nie een van die twee amptelike tale is nie.
- (vii) Kursusse in verband met openbare betrekkinge.
- (viii) Interne kursusse wat deur banke, bouverenigings en versekeringsmaatskappye aan hulle werknemers aangebied word.

Hierdie lys is nie omvattend nie en in geval van twyfel moet die plaaslike Ontvanger van Inkomste in die eerste plaas geraadpleeg word.

6.1.2 Opleiding, navorsing en opvoeding van die aard soos hierbo beskryf, moet onderskei word van professionele en formele opleiding wat lei tot 'n kwalifikasie wat eie aan die werknemer is. Waar die verwerwing van 'n gepaste kwalifikasie deur die werknemer as 'n voorwaarde gestel word vir die toelating tot 'n spesifieke beroep of die vermoë om bepaalde gespesialiseerde pligte te verrig en die werkgewer dra die koste om die vereiste kwalifikasie te bekom, **welke koste gewoonlik deur die werknemer self gedra moet word**, sal die werknemer, **onderhewig aan die bepalinge van artikel 10 (1) (q) en die toepaslike paragrawe van hierdie Praktyknota**, geag word 'n belasbare voordeel te ontvang het.

6.1.3 Indien daar ingevolge 'n wet soos die Wet op Mannekragopleiding, No 56 van 1981, van 'n werkgewer vereis word om die voorgeskrewe gelde vir klasse of kursusse wat deur sy werknemers bygewoon word te betaal, of hulle te vergoed vir sodanige uitgawes, sal die gelde nie 'n belasbare voordeel in die hande van die werknemers uitmaak nie. Die werkgewer sal kragtens artikel 11 (a) van die Inkomstebelastingwet vir 'n aftrekking kwalifiseer.

### 6.2 Remission of study fees by virtue of employment (teachers, lecturers and their relatives)

It is common practice for certain educational institutions, notably universities, to allow their employees and such employees' close relatives to study free of charge or at greatly reduced fees at these institutions. While the marginal cost of the education of such employees and their relatives represents a taxable benefit under the Seventh Schedule to the Act, the exemption under section 10 (1) (q) will apply subject to the limitations provided for. See paragraphs 4.2 to 4.2.2 of this Practice Note.



7. Where the circumstances of a particular case are not covered by this Practice Note or there is uncertainty, the matter should be taken up with the local Receiver of Revenue citing full details.

### 8. PAYE

Book 1 (INSTRUCTIONS AND GUIDELINES ON PAYE AND SITE) of the IRP 10 Tax Deduction Tables contains instructions relating to the employees tax position of taxable scholarships, bursaries, study loans and fringe benefits relative thereto and the duties of employers in this regard.

ISSUED BY THE COMMISSIONER FOR INLAND REVENUE, PRETORIA.

## DEPARTMENT OF HOME AFFAIRS

No. 358

12 March 1993

ASSUMPTION OF ANOTHER SURNAME IN TERMS OF SECTION 26 OF THE BIRTHS AND DEATHS REGISTRATION ACT, 1992 (ACT No. 51 OF 1992)

The Director-General has authorised the following persons to assume the surname printed in italics:

1. Emrus Samuel van der Heever—600929 5059 08 8—57 Longtom Road, Ladysmith—*De Wet*.
2. Vinod Kantilal—660327 5217 08 6—348 Pine Street, Durban—*Govan*.
3. Ntombikayise Xaba—1968-08-22—4920 Nyakatha Street, Lamontville—*Mkhwanazi*.
4. Nomboniso Sellina Gamede—621212 0783 08 4—M157 Umlazi Township, Umlazi—*Nofukula*.
5. Mbombozi Mark Hlatshwayo—410918 5400 08 7—his wife Saraphina Dlamini—391010 0585 18 8—and minor child Sandile Dennis Hlatshwayo—5 August 1978—852 Third Avenue, Langlaagte Deep, Johannesburg—*Dhlamini*.
6. Lwayiphi Joseph Hadebe—1956-06-14—E1099 Ntuzuma Township, P.O. kwaMashu—*Ngcobo*.
7. Boginkosi Praisegod Jiyane—640927 5288 08 9—Posina Court, 8 Regent Street, Yeoville—*Dubazana*.

### 6.2 Kwytsekelding of vermindering van studiegelde uit hoofde van werkverskaffing (onderwysers, dosente en hulle familieledede)

Dit is algemene gebruik by sekere opvoedkundige inrigtings, veral universiteite, om hulle werknemers en hulle naasbestaendes toe te laat om gratis of teen 'n grootliks verlaagde koste by die inrigting te studeer. Terwyl die grenskoste van die opvoeding van sodanige werknemers en hulle naasbestaendes 'n belasbare voordeel kragtens die Sewende Bylae by die Wet verteenwoordig, sal die vrystelling kragtens artikel 10 (1) (q), onderhewig aan die beperkings neergelê, van toepassing wees. Kyk paragrawe 4.2 tot 4.2.2 van hierdie Praktyknota.

7. Waar die omstandighede van 'n besondere aangeleentheid nie deur hierdie Praktyknota gedek word nie of daar bestaan onsekerheid, moet die aangeleentheid met die plaaslike Ontvanger van Inkomste opgeneem word. Volledige besonderhede moet verskaf word.

### 8. LBS

Boek 1 (INSTRUKSIES EN RIGLYNE OOR LBS EN SIBW) van die IRP 10-belastingaftrekkingstabelle bevat instruksies met betrekking tot werknemers se belastingposisie ten opsigte van belasbare studiebeurse, studielenings en byvoordele wat daarmee verband hou asook die verpligtinge van werkgewers in hierdie verband.

UITGEREIK DEUR DIE KOMMISSARIS VAN BINNELANDSE INKOMSTE, PRETORIA.

## DEPARTEMENT VAN BINNELANDSE SAKE

No. 358

12 Maart 1993

AANNAME VAN ANDER VAN INGEVOLGE ARTIKEL 26 VAN DIE WET OP REGISTRASIE VAN GEBOORTES EN STERFTES, 1992 (WET No. 51 VAN 1992)

Die Direkteur-generaal het goedgekeur dat die volgende persone die van in kursief gedruk aanneem:

1. Emrus Samuel van der Heever—600929 5059 08 8—Longtomweg 57, Ladysmith—*De Wet*.
2. Vinod Kantilal—660327 5217 08 6—Pinestraat 348, Durban—*Govan*.
3. Ntombikayise Xaba—1968-08-22—Nyakathastraat 4920, Lamontville—*Mkhwanazi*.
4. Nomboniso Sellina Gamede—621212 0783 08 4—M157 Umlazi Lokasie, Umlazi—*Nofukula*.
5. Mbombozi Mark Hlatshwayo—410918 5400 08 7—sy eggenote Saraphina Dlamini—391010 0585 18 8—en minderjarige kind Sandile Dennis Hlatshwayo—1978-08-05—Derde Laan 852, Langlaagte Deep, Johannesburg—*Dhlamini*.
6. Lwayiphi Joseph Hadebe—1956-06-14—E1099 Ntuzuma Lokasie, Pk. kwaMashu—*Ngcobo*.
7. Boginkosi Praisegod Jiyane—640927 5288 08 9—Posina Court, Regentstraat 8, Yeoville—*Dubazana*.

*Hansard*

**Acquisition of land**

137. Mr P G SOAL asked the Minister of Regional and Land Affairs:

Whether the State has acquired any land that was advertised in a General Notice of January 1993 of the Advisory Commission on Land Allocation and was not included in Schedule 3 to Proclamation No R28 of 30 March 1992? *B319E*

The MINISTER OF REGIONAL AND LAND AFFAIRS:

No. All the land referred to was already in possession of the state on 1 April 1992. Schedule 3 of Proclamation R28/92 includes properties of the former SA Development Trust, which properties were transferred on 1 April 1992 to the Department of Public Works. The General Notice of the Advisory Committee on Land Allocation of January 1993, inter alia, includes state land transferred by Proclamation R28/1992 as well as other land which was already state owned land on 1 April 1992 but which properties have also been identified in terms of section 91(a) of the Abolition of Racially Based Land Measures Act, 1991 (Act 108/1991), being state owned land which has not yet been developed or allocated for a specific purpose.

*Own Affairs:*

**Hillbrow constituency: rent-controlled premises**

25. Mr L FUCHS asked the Minister of Housing and Works:

*Hansard*

**HOUSE OF DELEGATES**

**QUESTIONS**

†Indicates translated version.

For written reply:

*Own Affairs:*

Standard 10 examinations

7. Mr M RAJAB asked the Minister of Education and Culture:

The MINISTER OF EDUCATION AND CULTURE:

	(a) Male	(b) Female	Total
(i) Number of candidates entered for the 1992 Senior Certificate Examination	6 963	7 522	14 485
(ii) Number failed	444	237	681
(iii) Number of candidates who passed with matriculation exemption	3 069	4 087	7 156
(iv) Number of candidates who passed without matriculation exemption	3 416	3 152	6 568

**Pupils enrolled for/completed school year**

8. Mr M RAJAB asked the Minister of Education and Culture:

How many pupils (a) enrolled for and (b) completed the 1992 school year, or the latest specified school year for which information is available, in each standard from Grade 1/Sub A up to and including Standard 10 at Schools under the Control of her Department? D67E

	Entered	Passed
Std 5	19 993	19 453
Std 6	20 755	18 999
Std 7	19 588	18 233
Std 8	18 881	17 139
Std 9	16 561	15 172
Std 10	14 485	13 724*

\*80 Candidates are likely to write the supplementary examination.

The MINISTER OF EDUCATION AND CULTURE:

*Examination Statistics i r.o. 1992 Academy Year*

Year	Entered	Passed
Class 1	26 988	26 053
Class 11	24 777	24 162
Std 1	23 062	22 531
Std 2	23 011	22 180
Std 3	22 817	21 467
Std 4	21 171	20 254

**Education department: expenditure**

9. Mr M RAJAB asked the Minister of Education and Culture:

What (a) amount and (b) percentage of the education budget of her Department was spent on (i) pre-primary, (ii) primary, (iii) secondary, (iv) technical college, (v) teacher training, (vi) technikon and (vii) university education during the 1992-93 financial year or the latest specified 12-month period for which information is available? D68E

*Hansard*

*Hansard*

The MINISTER OF EDUCATION AND CULTURE: The following expenditure is for the 1991/92 financial year. It is not possible at this stage to obtain figures for the 1992/93 financial year as the financial year ends on 31/3/1993.

(50)

(i) Pre-primary .....	R 859 278	0,0859
(ii) Primary .....	R373 888 758	37,199
(iii) Secondary .....	R396 341 480	39,429
(iv) Technical College .....	R 9 605 691	0,959
(v) Teacher-Training .....	R 16 157 486	1,606
(vi) Technikon .....	R 42 094 589	4,186
(vii) University education.....	R 60 386 724	6,006

The above percentages have been calculated on the education budget of R1 005 261 000 for the financial year 1991/92.

Voted 1991/92 .....	R 893 799 000
Additional Appropriation ..	R 20 929 000
Salary Improvements .....	R 90 533 000
	<hr/>
	R1 005 261 000

**INTERPELLATIONS UNDER NAME OF MEMBER**

<b>Burrows, Mr R M—</b>	<b>Pauw, Dr F H—</b>
<i>Own Affairs:</i>	<i>Own Affairs:</i>
Education and Culture, 99	Education and Culture, 459
<b>Chiolé, Mr J—</b>	<b>Pienaar, Mr D S—</b>
<i>General Affairs:</i>	<i>General Affairs:</i>
Transport, 49	Law and Order, 1
<b>Gerber, Mr A—</b>	<i>Own Affairs:</i>
<i>Own Affairs:</i>	Agricultural Development, 222
Education and Culture, 19	<b>Rajab, Mr M—</b>
<b>Gibson, Mr D H M—</b>	<i>General Affairs:</i>
<i>General Affairs:</i>	National Health, 491
Trade and Industry, 309	<i>Own Affairs:</i>
<b>Haswell, Mr R F—</b>	Education and Culture, 138, 266
<i>General Affairs:</i>	<b>Rajbansi, Mr A—</b>
Law and Order, 420	<i>Own Affairs:</i>
<b>Issacs, Mr N M—</b>	Budget and Auxiliary Services, 271
<i>Own Affairs:</i>	Education and Culture, 375
Local Government, Housing and Agriculture, 125	Local Government, Housing and Agriculture, 142, 499
<b>Langley, Adv T—</b>	<b>Soal, Mr P G—</b>
<i>General Affairs:</i>	<i>General Affairs:</i>
Justice, 413	Home Affairs, 189
<b>Leon, Mr A J—</b>	<b>Stofberg, Mr L F—</b>
<i>General Affairs:</i>	<i>General Affairs:</i>
Justice, 56	Home Affairs, 303
<b>Nasson, Mr C I—</b>	<b>Van der Merwe, Mr H D K—</b>
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## HOUSE OF ASSEMBLY

## QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

**Education departments: subsidy formula**

112. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether, with reference to the reply to Question No 29 on 19 February 1991, he has as yet determined a subsidy formula for the financing of South African executive education departments; if not, why not; if so, (a) what is this formula and (b) when was it determined;
- (2) whether provision has been made for the A factor to be greater or less than one in the case of any education department; if so, (a) what provision, and (b) why, in each case;
- (3) whether he has determined a timetable for the progress of the A factor for all education departments ultimately to reach one; if not, why not; if so, what is this timetable? B277E

The MINISTER OF NATIONAL EDUCATION:

- (1) No. Although the subsidy formula has already been drafted, no general policy has yet been tabled under section 2 (1) (a) of the National Policy for Education Affairs Act, 1984 (Act No 76 of 1984).

- (a) Lapses.  
(b) Lapses.

- (2) The subsidy formula is scientifically based and makes provision for current expenditure and the maintenance of the quality of facilities for a given number of pupils. If there is an increase in the number of pupils it also provides for new facilities.

With the formulation of the subsidy formula it became obvious in 1985/86 that

HOUSE OF ASSEMBLY

the subsidization of education departments differed significantly from that which the subsidy formula provided for. In order to ensure a smooth link between the budget for 1985/86 and the subsidy formula provision to an education department, the A factor was introduced and was defined as follows:

$$A = \frac{\text{Budget for 1985/86}}{\text{Subsidy formula provision for 1985/86}}$$

Over the past few years there was an endeavour to bring the A factors closer to A = 1. This could not be done overnight because of the enormous growth in the number of pupils, especially in Black education. Although this enormous growth has led to a significant increase in the flow of funds to Black education, the A factor for Black Education, however, has not improved. On the other hand, the A factor for the other education departments which have higher A factors could not be scaled down too drastically, as this would result in the destabilization of these departments.

- (3) The Ten Year Plan which the Government announced in 1984 was aimed at equalizing the A factors of all the departments over a period of 10 years. As a result of the weak performance of the economy and the enormous growth in the number of pupils in the Self Governing Territories and in the Department of Education and Training the Ten Year Plan was scrapped in 1989. Since then the intention, when allocating the education budget, has always been to bring the A factors closer to one. Progress has been made in this regard but in view of the limited funds which are made available to education the difference between the A factors could not be reduced sooner. This was one of the main reasons why the Education Renewal Strategy was initiated.

In terms of the announcement by the State President on 29 January 1993, a process of re-arranging education is to be initiated on 1 April 1993. With the phasing out of the own affairs depart-

ments, this will probably result in education being financed on a regional basis. It will still be possible to use the formula because the aim and corresponding planning will be to keep the funding levels the same in the regions.

**Application of funding formula**

113. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether, with reference to the reply to Question No 24 on 19 March 1991, the funding formula for ordinary State schools is now applied in an equal manner to all executive education departments; if not, why not; if so, (2) whether the A factor is equal in all cases; if not, (3) whether it is intended to equalize the A factor in the near future;
- (4) whether, in the past five years, there were any changes in the formula as applied to ordinary State schools; if so, what changes;
- (5) whether he will make a statement on the matter? B278E

The MINISTER OF NATIONAL EDUCATION:

- (1) Yes, it is applied in an equal manner but the result is not equal funding, as with the formulation of the subsidy formula it became obvious in 1985/86 that the subsidization of education departments differed significantly from that which the subsidy formula provided for. In order to ensure a smooth link between the budget for 1985/86 and the subsidy formula provision to an education department, the A factor was introduced and was defined as follows:

$$A = \frac{\text{Budget for 1985/86}}{\text{Subsidy formula provision for 1985/86}}$$

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- (3) Although it is the ideal and intention to equalize the A factors it is not possible to achieve this ideal in the near future. The ideal to achieve equal funding is dependent upon a number of factors. This can only be achieved by the restructuring of education. It is for this reason that so much attention was given to this aspect in the Education Renewal Strategy.

In terms of the announcement by the State President on 29 January 1993, a process of re-arranging education is to be initiated on 1 April 1993. With the phasing out of the own affairs departments, this will probably result in education being financed on a regional basis. It will still be possible to use the formula because the aim and corresponding planning will be to keep the funding levels the same in the regions.

- (4) No.  
(5) No.

**Radiographers: emigration**

126. Mr B B GOODALL asked the Minister of Home Affairs:

- (a) How many radiographers emigrated from South Africa during the period 1 November 1991 up to and including 31 December 1992 and (b) to which countries did they emigrate? B296E

The MINISTER OF HOME AFFAIRS:

- (a) 7  
(b) Not available.

Note:

Information for the period 1 November 1991 to 30 November 1992 only, as the figures for December 1992 are not yet available.

Count →  
HOUSE OF ASSEMBLY

'Many DET teachers send their own children to Model C schools where the discipline is better'

# Blackboard crisis 'within'

VUYO BAVUMA  
Weekend Argus Reporter

FORMER national teachers' leader Mr Monde Tulwana has claimed that some teachers in Department of Education and Training schools are not committed to teaching, but "simply going through the motions".

Mr Tulwana, who served two terms as a national chairman of the National Education Co-ordinating Committee, said the major cause of the black education crisis came from elements "within" the schools.

Among the Mr Tulwana's claims are:  
■ Teachers spent too little time in the classroom.

■ Some teachers were registered as full-time students at universities and neglected their pupils to concentrate on their own studies, despite drawing a full-time salary from the DET.

■ Teachers took holidays in term-time and were often late for class.

■ Many DET teachers sent their own children to Model C schools where discipline was better, and

■ During times of crisis protests were sometimes led by young people who were not even school pupils.

During his two-year term with the NECC, the 1 D Mkhize senior secondary school teacher trav-

■ A former chairman of National Education Co-ordinating Committee claims the most detrimental effects are caused by elements within schools.

elled to the United States, France and United Kingdom.

This week in a frank interview Mr Tulwana, who describes himself as dedicated member of South African Democratic Teachers Union, said it was time to broadcast these problems which were usually discussed in "hushed tones".

Mr Tulwana said some teachers spent little time in the classes because of the lack of commitment to teach the children.

"The first quarter of the academic year is devoted to dealing with crises to sort out problems created by the Bantu Education system. Earnest and effective teaching takes place in the second and third quarters.

"In the fourth quarter the pupils, especially at high schools, have to fend for themselves because many teachers, some of whom are registered full-time at University of the Western Cape, are busy preparing for their own examinations.

"That means they get cheques and study at the same time."

He said some teachers abused the academic leaves and some were absent from schools for more than two weeks.

"I am not saying it's wrong for the teachers to

improve themselves, but this shouldn't be at the expense of the children. Some school principals may try to hide this, but it is in fact glaringly clear and disturbing because this is hurting the black child."

Many teachers were often late for school, which was also disturbing.

Mr Tulwana said it was ironic that most of the teachers' children were not at DET schools. They were at Model C or so-called "coloured" schools where discipline was better.

Commenting on protests over examinations and school fees, he said the action took place without proper discussions between the relevant structures.

"The decision to launch the campaign was a from top-to-down ruling made by few people on the behalf of the people.

"It is also unacceptable to see the pupils' bodies being led by youngsters who aren't even at the schools."

These youngsters also held office in the organisations, took part in television debates on school issues though they were not registered pupils, he said.

Referring to the power struggles at several townships schools, Mr Tulwana said it was clear

some teachers did not understand the true democratic ideals of the Sadtu.

"Unfortunately, there are anarchists who are doing things according to their own selfish agendas. Teachers conspire with the pupils to victimise their colleagues over petty issues.

"In some cases, they chase other teachers away from school, leaving the children in the lurch."

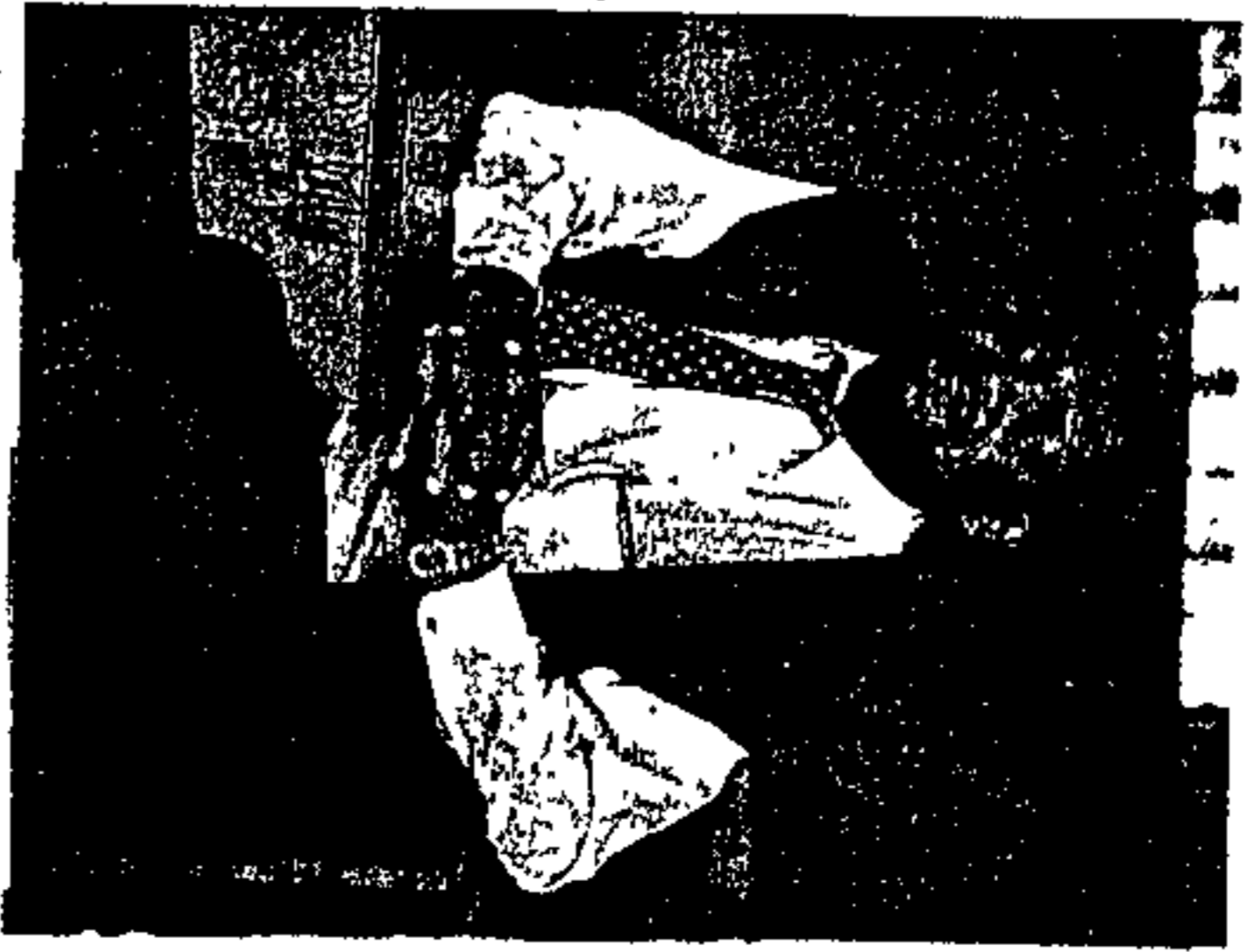
Last week, Weekend Argus reported that no fewer than five schools had squabbles over the sacking of teachers by others. This week a Joe Slovo high principal in Khayelitsha was chased out of the school and fired after she allegedly orchestrated the "undemocratic" sacking of another teacher.

Ms Vivien Carelse of Sadtu agreed there were problems at the schools, but said these were shaped by bigger forces such as "bantustan education", part of National Party apartheid policies.

These government policies created climate at the schools that was detrimental to education.

Sadtu was launching serious drives to get its members to adhere to the organisation's code of conduct.

A statement issued on behalf of the Congress of South African Students (Cosas), Pan Africanist Student Organisation (Paso) and the Azanian Student Movement (Azasam) described Mr Tulwana as "a political dropout", and said they had consulted principals and other school bodies involved in the exam and school fees campaign.



□ FRANK: 1D Mkhize Secondary teacher Mr Monde Tulwana, former leader of the National Education Co-ordinating Committee.

# Parents warned of bogus private schools

**KAREN MacGREGOR**  
Weekend Argus Reporter

BLACK schoolchildren desperate for education are flocking to a growing number of private schools and are forking out thousands of rands for what in some cases is very little education.

Concern is mounting over schools springing up in response to the inadequate black education system.

Some "fly-by-night" institutions charge high fees, but do not offer examinations, have no textbooks, have unqualified teachers, few desks and chairs and horribly cramped facilities.

If they register with the Department of Education and Training, but do not receive a State subsidy, they are totally out of the control of the authorities and if unregistered, illegal.

Education monitoring organisations have warned parents to check on any private school before enrolling their children.

A DET spokesman said this week that there was a "definite increase" in the number of private schools registering with the department.

"There are a jumble of schools. Some are excellent and give good results, but others are rubbish." *ARC 13/3/93*

Many parents see private schools as a route into a good "white" state school. They are seen as being superior to, or safer than, township schools and as an option for a child who has failed matric and been denied re-entry into a school.

The DET believes communities should shoulder the responsibility of non-subsidised schools. *(50)*



# Sadtu slams advent of 'dubious' schools

Staff Reporter

THE sudden increase in the appearance of private schools of "dubious standards" was a direct result of the government's bungling in education.

This was said yesterday by the regional chairwoman of the South African Democratic Teachers' Union (Sadtu), Ms Vivienne Carelse, following recent reports about mushrooming private schools that charge high fees, but do not offer examinations, have no textbooks, unqualified teachers, few desks, and cramped facilities.

Black pupils are reportedly flocking to the schools in the hope of a better education.

Sadtu slammed what they saw as "Money making spin-offs from the

crises in education."

Ms Carelse said the establishment of these private schools let the government off the hook in its responsibility to education.

These schools aimed to detach education from political and community issues and a false sense of normality was created, said Ms Carelse.

"There are no democratic control structures for parents, pupils, and teachers," she said.

Some of the schools were registered with the Department of Education and Training, but did not receive state subsidies. As a result authorities had no control over them. Some of them were not registered, making them illegal. (50) CT 15/3/93

# Most against classes' disruption

AN overwhelming majority of people in Soweto and other urban areas believe teaching should not be disrupted, according to the director-general of Education and Training (DET), Dr Bernhard Louw.

Dr Louw was quoting the findings of a series of opinion surveys conducted by the Human Sciences Research Council, com-

missioned by the DET, to establish whether teachers in black schools had any public support in the disruption of schooling.

The surveys were carried out in Soweto and other urban centres on March 3 and 4, 1993.

In Soweto, more than 96% of respondents agreed with the statement that pupils should attend school every day.

More than 97% agreed that

teachers had an obligation to be in the classroom to teach pupils.

Over 76% disagreed with a statement that teachers had a right to disrupt teaching, and more than 78% of the respondents rejected the disruption of teaching for political purposes. The results in opinion polls conducted in other areas around the country closely followed the findings in Soweto. — Sapa



**AT SIYAZAKHA:** Teacher Mrs T Cweya in front of her sub A pupils who have to sit on the floor because there are no desks at Siyazakha Primary in Brown's Farm.



Pictures: DOUG PITHEY, The Argus.

**AT IMBAZA:** Sub Bs writing on the floor in one of the cramped rooms at the Topcor Training centre in Crossroads. The standing pupils are queuing to submit their work to a teacher. In the background is another teacher, Ms N Mputa.

50 385

# Chaos as school term starts

**EDWARD MOLOINYANE**  
Staff Reporter

AS a top Department of Education and Training official visited Khayelisha to inspect progress on a crash programme to build new schools, there was no learning at some existing schools because of lack of accommodation.

Schools go on holiday in a fortnight and at some primary schools, chaos has reigned since the beginning of the term.

Among the hardest hit are Imbaza Primary in Crossroads and Siyazakha in Brown's Farm, a school opened this year for thousands of shanty dwellers.

Imbaza, which has been using the platoon system since 1991, was swamped by pupils, forcing the school to occupy the Topcor Training Centre three weeks ago to ease overcrowding.

At Siyazakha, a 25-classroom building, 2 280 pupils have been registered for a school meant for about 1 000 pupils with 26 teachers.

Another 800 pupils were turned away because of lack of accommodation, principal Mr M Mdingi said.

He said there had been virtually no learning there and additional teachers had yet to be appointed to start the platoon system.

He said although the DET supplied stationery and desks a fort-

night ago, these were inadequate and some pupils were still sitting on the floor.

Siyazakha (Xhosa for "We are building ourselves") was embroiled in a controversy early this year when two factions each appointed their own teachers and principals.

At Imbaza, teachers and parents decided three weeks ago to occupy the disused Topcor Training Centre to use as classrooms to ease the overcrowding at the Imbaza buildings, hoping that the DET would supply blackboards, chairs and other equipment.

But these had not been provided and this week at the Topcor Centre up to 10 teachers were found each "teaching" a group of pupils,

about a metre apart in one, huge unpartitioned room meant to be a hall.

Pupils stared blankly at teachers as each tried to attract the attention of a class. Makeshift boards fastened to poles lining the sparse room served as blackboards.

Head of department Ms Vuyiswa Skweyiya said: "We are trying our best in the circumstances, but as you can see, it's bad."

There were no chairs or desks in other rooms.

About 100 pupils sat on bare floors and two teachers took turns to teach in the same room.

"When the other one is teaching I do something else ... we give

each other a chance," a teacher said.

Ms Skweyiya said DET officials had been to the centre and promised to partition some of the classrooms and provide equipment.

She said there were 22 teachers at the centre with pupils from sub B to standard four.

At least 2 325 pupils, from sub A to standard five, were registered at Imbaza this year. The school has a staff complement of 57 teachers in 28 classrooms, according to principal Mr S M Cweya.

A Siyazakha more than 80 sub A pupils were being taught without chairs in one cramped classroom. A teacher said it was difficult to know her pupils and monitor their progress.

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# Committee tells of plan to put pressure on govt

A RANGE of political and educational organisations are to campaign to make government join a national forum in a bid to rescue the beleaguered education sector, National Education Coordinating Committee (NECC) chairman James Maseko said yesterday.

Maseko said much of the chaos in schooling was brought about by government's unilateral restructuring of education. Despite many appeals to the state for negotiations on education, there was still no clear vision of the way ahead.

And the Congress of SA Students (Cosas), the Pan Africanist Students' Organisation (Paso) and the Azanian Students' Movement announced yesterday they would step up their opposition to paying the matric exam registration fees. The protests, planned for

5/DAW 16/3/93

**KATHRYN STRACHAN**

Johannesburg and Cape Town, would also target Parliament with marches and sleep-ins on March 24.

But discussions about establishment of a national education forum have faltered because of the state's fear that such a forum would detract from its authority. While it welcomed an educational forum with an advisory or consultative role, government sources said, it did not want to be involved in a structure which had the power to implement its decisions — as envisaged by the NECC.

The NECC's decision to launch a strategy to put pressure on government to take part has also been stalled by the PAC's reluctance to negotiate with the state. But Maseko said the PAC announced at a meeting last week it had

changed its position — and the campaign could now begin.

In the meantime, the NECC has released reports on a two-year investigation of policy which will serve as the basis for its position when negotiations finally get off the ground.

Speaking at the launch of the NECC reports, Maseko said it was disappointing that while there were forums on so many issues — such as housing, electricity and local government — the sector which faced the greatest crisis and was most in need of negotiated solutions, had been disregarded.

He said that after the 13 reports had been debated widely over the next four months, a final policy document for rejuvenating the educational system would be adopted.

# Warning of 'action' on education

CT16/3/93

JOHANNESBURG. — The National Education Co-ordinating Committee (NECC) will push for intensified but unspecified action if the government continues "unilateral restructuring" of education, the NECC warned yesterday.

NECC general secretary Mr James Maseko said his committee also wanted to convene an education forum to discuss actions recommended by the NECC with all organisations opposed to government "restructuring".

Mr Maseko would not reveal actions being considered.

He was speaking at the release of research reports on aspects of education compiled for the NECC by the National Education Policy Investigation group (Nepi).

He said the Nepi reports had empowered the NECC in education policy debates and were already influencing other education agencies, including the government.

The reports cover adult education, curricula, early childhood educare, education planning, systems and structure, governance and administration.

● Suburban whites will have to pay higher school fees to avoid a drop in the quality of education if any of the four options relating to equalisation in white and black education recommended by Nepi are adopted.

The Nepi options all involve greater support for rural schools at the direct or indirect expense of richer suburban schools.

● One person died yesterday and four were seriously hurt when Bophuthatswana police allegedly fired on a crowd protesting against high school fees outside the Maboloka police station. — Sapa

## Pupils to hold protest rallies

JOHANNESBURG. — Protests will be held in Johannesburg and Cape Town next week in a bid to force the Department of Education and Training to scrap matriculation examination fees.

The Congress of South African Students, the Pan-Africanist Students' Organisation and the Azanian Students' Movement plan to target Parliament with marches and sleep-ins on March 24, and called on parents and students to stop paying school fees. — Sapa

# Quality seen as basic to education

By Phil Molefe  
Education Reporter

"Basic quality education" should be the root of a reconstructed education system, the National Education Co-ordinating Committee said this week.

The organisation's research arm, the National Education Policy Investigation (Nepi), released its report in Johannesburg.

Observers say the Nepi report, which is an alternative to the Government's Education Renewal Strategy (ERS), was released in time to thwart the State's attempts to restructure education "unilaterally".

The Government plans to introduce changes to the education system on April 1.

NECC general secretary James Maseko said no effort would be spared to stop the Government implementing changes unilaterally.

The Nepi proposals were contained in 12 books covering 12 principal sectors of the envisaged education system.

Governed by the five principles of non-sexism, non-racism, redressing past inequalities, democracy and a unitary system, Nepi proposed a democratic and egalitarian education system under one authority.

The 12 principal sectors of education covered in the re-

port were adult basic education, adult education, curriculum; early childhood education; early childhood education planning, systems and structure; governance and administration; human resources development; language, library and information services; post secondary education; support services; and teacher education.

The report placed strong emphasis on a high-skill development path which had to be backed by quality basic education. Basic education should include early learning, compulsory schooling and adult basic education.

To make education more accessible, the report proposed nine or 10 years of free and compulsory education.

Considering that more than a third of the population did not have effective reading and writing skills, Nepi proposed a vigorous and massive programme to eliminate illiteracy through strong State intervention.

While the Nepi report argued in favour of a national core curriculum with a high level of general education, the report noted, however, that "the future curriculum will be developed and changed within the broader political context, including its constitutional arrangements, its notions of rights and equity, and its human resources development strategies".

The Nepi research pro-

gramme is the product of nearly two years of intense activity involving more than 300 direct participants who worked around the clock to present an alternative view to the Government's Educational Renewal Strategy.

"Nepi signals a new and highly successful departure for collaborative effort among political leaders, academics and practitioners," Nepi executive committee chairman Professor Jakes Gerwel said.

"However," added Gerwel "it would be a mistake to view the project as providing anything more than a foundation for building a more legitimate and efficient education system for a democratic and prosperous South Africa."

# Agents not pinning hopes on apparent confidence

WHILE confidence appears to have returned to the residential property market as major estate agencies report a surge in activity, this does not necessarily indicate the start of an upturn.

Eskel Jawitz J H Isaacs CE Eskel Jawitz said February was a very good month for the industry as public perception was that the market — and the economy — had bottomed out, and could only get better.

"This improved perception has translated into more activity, but has not resulted in higher prices as supply still exceeds demand, and as long as this persists, prices will remain depressed," he said.

Lew Geffen of Lew Geffen Estates agreed, saying the buoyancy in the market had not been reflected in prices. Increases were unlikely this year as there were more sellers than buyers. "Our February sales were 17% up on last year's and the mood in the market is much more positive. But there is still a large number of prospective buyers waiting on the sidelines, and if they enter the market this trend can be sustained."

Seeff Residential Properties reported sales of R78m in February.

MD Samuel Seeff said these sales were very pleasing as they were achieved in a difficult market.

B/PAY 17/3/93 (50)

PETER GALLI

A total of 444 homes were sold in February. The group, which operated only in the PWV and western Cape, saw sales of just more than R50m and R27,5m in each area respectively.

"A significant aspect of the results is the fact that the PWV branches are continuing to increase their market share. When we entered the PWV market in June 1991 total sales a month from the three agencies we bought amounted to R15m, R16m a month less than we were doing in the Cape. The Transvaal market now constitutes the bulk of our home market business," he said.

Pam Golding Properties also claimed improved market share on the back of deals worth R90m in February. Chairman Pam Golding said sales valued at R60m were recorded in the western Cape.

Recent statistics show that sales picked up dramatically in the western Cape, but were down 33% year-on-year in other areas.

"This clearly shows we are gaining market share as these figures match the highest figures from last year."

Agents had detected increased activity in the market since last October and there were definite signs that higher-priced properties were mov-

ing faster than before, she said.

The February figure included the sale of 12 properties for more than R1m each, which was an encouraging sign for the upper end of the market, she said. Geffen said the middle market — priced at between R350 000 and R800 000 — had also performed strongly.

Camdon's Nationwide Franchise chairman Scott McRae said there was an "eleventh hour" rush of property purchases to beat any increase in VAT in the Budget.

He said rumours that Finance Minister Derek Keys would increase VAT to between 13% and 15% were "extremely disquieting" for the property industry. Such an increase could stop any market recovery in its tracks.

Property was a basic commodity and should be zero rated for VAT purposes, or at the very least exempted from any proposed increase in VAT. "The property market is delicately poised right now I believe it is on the verge of a recovery because of interest rate drops and the perception that SA will take the high road, but it is always sensitive to a number of influences, including financial and economic factors as well as political influences. Any incipient recovery could be nipped in the bud if VAT was increased, making property less affordable."

## Education not well oiled

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MORE than R1bn had been spent from the sale of strategic oil reserves on education, housing and socio-economic backlogs — almost R600m less than originally budgeted, the Finance Department disclosed in the Budget Review.

610m 18/3/93  
It was originally budgeted that R405,5m would be spent on capital expenditure on education but this had been revised to R255,61m.



## More pie for education (50)

Political Staff

CAPE TOWN — Education spending will reach R22,704bn in 1993/94 — 19,2% up on last year. However, this figure does not include the TBVC homelands or salary increases for teachers. Significantly, the amount of the Budget pie allocated to education has grown from 20,7% in 1992/93 to R21,4% in 1993/94. *BIDAM*

Finance Minister Derek Keys told Parliament the education allocation for the coming financial year made adequate provision for the start of the long-term financing plan as outlined in the government's education renewal strategy released in January.

The strategy had been positively received and provided for an inclusive framework within which further planning, consultation and negotiation could take place with a view to reform. *18/3/93.*

## More for education

MORE than R22.7 billion is to be spent on education in 1993-4 — 19.2 percent up on last year. **50**

This does not include the 1993-4 salary increases for teachers.

A key element of this allocation is the provision for the start of the long-term financing plan for a single education system under the Education Renewal Strategy.

— Reports by Sana Sowetan 18/3/93

# Teachers criticise allocation

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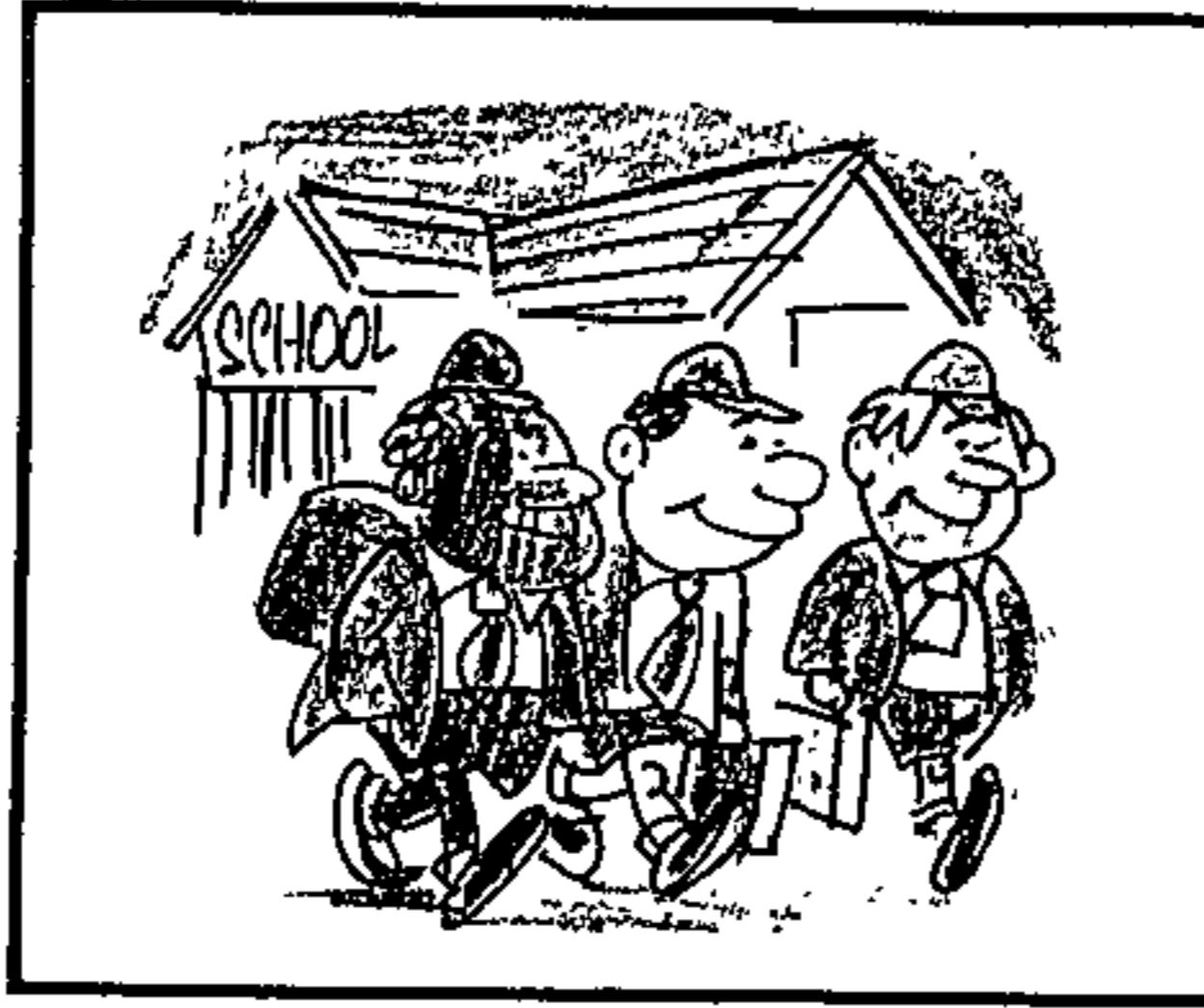
Staff Reporter

THE National Education Co-ordinating Committee, citing the government's "unashamed unilateral restructuring", has dismissed any positive effects from yesterday's R22,7 billion budgetary shot in the arm for education.

Although the amount — a 19,2% increase from last year — was described as heartening by the Urban Foundation, it received short shrift from the NECC and the SA Democratic Teacher's Union (Sadtu) yesterday.

Mr Keys told Parliament the education allocation made adequate provision for the start of the government's "Education Renewal Strategy" (ERS) with R17m.

NECC spokesman Mr Desmond Thompson said the government's "unnegotiated



and illegitimate Education Renewal Strategy forms the cornerstone of the education Budget.

ET 18/3/93  
"Who does government think they are, spending the people's money on their own discredited plans?" Mr Thompson said.

"It is quite obvious that this Budget is a continuation of the undemocratic way of doing things under apartheid," he said.

Sadtu, embroiled in a wage and education dispute with the government, said it was "shocked" Mr Keys had earmarked funds for the strategy.

In a statement Sadtu said they had "been assured by the State President and the Minister of National Education, Mr Piet Marais, the ERS is a mere discussion document and in no way implies a formal policy position which the government wants to unilaterally implement".

# Education set to <sup>56</sup> get a bigger slice

ET/8/5/93

By ANTHONY JOHNSON  
Political Correspondent

EDUCATION spending will reach R22,7 billion in 1993/94 — 19,2% up on last year.

However, this figure does not include the TBVC homelands or salary increases for teachers.

Significantly, the amount of the budget pie allocated to education has grown from 20,7% in 1992/93 to 21,4% in 1993/94.

Finance Minister Mr Derek Keys told Parliament during his budget address yesterday that the education allocation for the coming financial year made adequate provision for the start of the long-term financing plan as outlined in the government's "Education Renewal Strategy" released in January.

"This strategy has generally been positively received and provides for an inclusive framework within which further investigation, planning, consultation and negotiation can take place with a view to the reform of education," he said.

Mr Keys said that of the total allocation to education, R17 million had been provisionally placed on the Department of National Education vote, with a view to financing certain actions closely linked to the implementation of the strategy or the one which might eventually be settled upon as a result of negotiation with other parties.



**NEGLECTED . . .** A group of educate workers and teachers protested at Parliament yesterday against the government's "neglect" of pre-school and early education.

Picture: HAROLD KING

# Teachers criticise the allocation of finances

Star 18/3/93

By Phil Molefe  
Education Reporter

(50)

Major education bodies yesterday accused Finance Minister Derek Keys of allowing the Budget to fall prey to "the Nationalists' plot" to restructure education unilaterally.

The National Education Coordinating Committee (NECC) and the South African Democratic Teachers' Union (Sadtu) criticised Keys for allocating R17 million of the total education budget towards getting the Government's Education Renewal Strategy (ERS) off the ground.

More than R22,7 billion is to be spent on education in the 1993/94 financial year — an increase of 19,2 percent from last year.

Keys told Parliament that the key element of this allocation was the provision for the start of the long-term financing plan for a single education system in terms of the ERS.

While it noted the increase, the NECC said "this positive measure was negated by the framework of unashamed unilateral restructuring within which this announcement was made".

NECC national information officer Desmond Thompson said it was unacceptable that the Budget should be in line with the ERS.

"We believe that all issues pertaining to education, including the Budget, should be at this stage in the history of our country negotiated at a representative forum," Thompson said.

Sadtu general secretary Randall van den Heever said the organisation was shocked to hear that Keys had voted funds to be spent on education on the basis of the ERS.

"We regard the lip service that Mr Keys pays to the ERS document as another blatant example of unilateral decision-making on the part of the Government," Van den Heever said.

However, Democratic Party spokesman on education Roger Burrows said if the R17 million was being spent to eliminate racial departments of education, then it would be well spent.

Burrows urged the Government to bring into existence an education forum that would handle restructuring.

He welcomed the increased spending on education, particularly the black education department, which he said would receive a 30 percent increase.

The chairman of the Teachers Federal Council, Allan Powell, said teachers would start the coming financial year with a serious backlog because "they will not receive relief by means of an adequate salary increase".

The Budget does not include salary increases for teachers but the Government has offered a limit of 5 percent wage increase.

The Government's offer has fuelled anger in teacher ranks.

# State gives health and education a R33 b slice

Political Correspondent

EDUCATION and health benefit by more than R33 billion with this year's Budget. ~~50~~ ~~18/3/93~~ ~~18/3/93~~

More than R22,7 billion is to be spent on education in 1993/'94 — 19,2 percent up on last year.

This does not include salary increases for teachers or TBVC countries.

A key element is the provision for the start of the long-term financing plan for a single education system under the Education Renewal Strategy.

Of the total allocation for education, R17-million has been earmarked for initial spending to get the strategy started.

● Health services are getting more than R11 billion in the Budget and more than R400 million is to be spent on feeding schemes. The health budget is up 11 percent on last year.

Furthermore, the government is to streamline health services to keep down delivery costs. A committee is expected to make recommendations soon.

The Budget Review says "the straitened economic circumstances necessitate a drastic improvement in the cost effectiveness in health care delivery on the part of all health authorities".

Legislation is to be introduced during this session of parliament to establish a new management model for academic hospitals to give them greater autonomy.

Poverty and the drought have increased the demand for food aid and the government is to spend R400 million this year on the National Nutrition and Social Development Programme.

This will be supplemented with any funds left from the R400 million allocated for nutrition schemes in last year's Budget.

The allocation to the Protein Energy Malnutrition Programme, also administered by the Department of National Health and Population Development, is to be raised to R40 million.

Other departments which will get more are:

● The R6,5-billion police budget for 1993/'94 is up 14,3 percent on last year's allocation. The recently-expanded air wing of the police will be funded from this amount. The Budget Review says greater police visibility is crucial;

● The allocation for prisons goes up 17,6 percent to R1,7-billion. In addition, the Department of Correctional Services is taking "various steps to counter rising costs ... including the further development of corrective supervision as an alternative service option and controlled early releases. Prison labour is to be used more effectively";

● The justice budget goes up 24,1 percent to R965,5 million — largely to fund structures arising from the National Peace Accord, various boards of inquiry, implementation of new legislation and a higher demand for legal assistance by the underprivileged; and

● The Rail Commuter Corporation is to receive R1,2 billion from the 1993/'94 Budget, with the Exchequer taking full responsibility for its operating deficit.

Transnet had not yet generated sufficient revenue for the commuter corporation's operating losses to be financed from direct payment of Transnet dividends.

The voted amount of R560 million for 1992/'93 had to be supplemented by R620 million — a total of R1,18 billion.

The Commuter Corporation's operating losses appeared to be on budget, while the accumulated debt would be merged in the public debt.

## LOSERS

### Defence spending slashed by 14%

Political Correspondent

DEFENCE spending has been slashed by more than 14 percent to R9,3 billion, taking inflation into account.

Nominally, the 1993/94 defence budget is 3,8 percent below last year's allocation, but the cut is 14,1 percent in real terms, according to the Defence Vote memorandum.

Most of the cut is expected to be absorbed by the Air Force.

A big cut — 15 percent in nominal and 24 percent in real terms — is to be made in the Special Defence Account budget. Most of this covers weapons procurement, but also includes covert operations.

"The downsizing of the conventional fist of the Defence Force is regarded as quite acceptable on the present and projected reading of external threats to South Africa," according to the Budget review.

The explanatory memorandum says the cut in the Special Defence Account is due mainly to "the scaling down and cessation of conventional capabilities within the Army, Air Force and Navy as a result of the present perception of the threat and the reduced funds available.

"An attempt has nevertheless been made to maintain conventional operation capabilities at minimum acceptable levels."

The Defence Force will retain its medical capability "at this stage", to provide services to prisons and the police.

ton, six armed men abandoned a cash payroll of

Hospital, and four others were arrested and taken to

train. The detectives who were inside then tried to

Wadeville with a R1,002 million cash payroll locked in

wait who

Star 19/3/93

# Education crisis: FW urged to step in

By Phil Molefe  
Education Reporter

As a likely teachers' strike and impending pupil protests threaten to push the already chaotic situation in black education into catastrophe, the National Education Coordinating Committee (NECC) yesterday urged President FW de Klerk to intervene "as a matter of extreme urgency".

General-secretary James Maseko said the Government's attitude to teacher/student grievances had rendered the organisation "powerless" to urge demoralised

teachers and pupils to go back to school.

SA Democratic Teachers' Union (Sadtu) members have already started casting their votes on whether to embark on a national strike in protest against their 5 percent wage increase, effective from July 1.

Sadtu sources believe most teachers would vote to strike unless the Government revised the increase announced in Wednesday's Budget.

Three major student organisations have announced a campaign of rolling mass action against the payment

of exam fees, beginning on Thursday. Hundreds of thousands of pupils countrywide are expected to take part in marches, sit-ins and pickets jointly organised by the Congress of South African Students, Pan African Students' Organisation and the Azanian Students' Movement.

Meanwhile, the National Professional Teachers' Organisation of South Africa (Naptosa) — the influential umbrella body of Government-recognised, black and white, teacher associations — yesterday warned that the current crisis could develop into mass disruption and un-

rest.

Naptosa president Leepile Taunyane said: "Earlier warnings by Naptosa ... are becoming a reality."

The NECC also objected to the unilateral restructuring of education as indicated by the R17 million budgeted for getting the Government's Education Renewal Strategy off the ground.

Maseko said other NECC demands to De Klerk included an end to the Government's unilateral restructuring of education, the scrapping of exam fees and the re-opening of negotiations on teachers' salaries.

## Fleeing robbers kill mother and her son



## New face of local government

LINDA ENSOR

CAPE TOWN — The Local Government Department was formulating proposals for reforming local government structures which could be put on the table for negotiation, Minister Tertius Delpont said yesterday.

Opening the United Municipal Executive Congress, Delpont said a salient feature of the proposals would be the disappearance of management committees and local affairs committees as separate entities, and the creation of a single council for a municipality's whole area of jurisdiction.

Another would be the consolidation of legislation relating to local authorities. Consultations were taking place as a matter of urgency to finalise a package of reform measures because he did not see municipal elections scheduled for next year taking place under the existing system.

It was time for organised local government to do away with the own affairs concept as there was no justification for the existence of racially-based organisations, he said.

# Education organisations set

## deadline for FW's response

TEACHER and education organisations have given President F W de Klerk until April 1 to respond to their demand for the establishment of a national education forum to address the crisis in the sector.

The deadline coincides with government's expected announcement of a new co-ordinating department intended to bring the fragmented education system closer to unity.

Speaking at a news conference in Johannesburg yesterday, SA Democratic Teachers' Union (Sadtu) spokesman Randall van den Heever said only establishment of a national education forum could save the beleaguered sector.

The new government co-ordinating structure would not provide a binding negotiating process with extra-parliamentary groups and was part of the state's pattern of unilateral restructuring, he said.

To back their demands, student organisations have already planned a national day of action on March 24, to include boycotts and demonstrations.

Sadtu is currently conducting a national strike ballot — also aimed at increasing the 5% salary rise offered by the state — the result of which will be known within a week.

National Education Co-ordinating Committee (NECC) president James Maseko said teachers and pupils were desperate to return to "effective teaching and learning".

Once they had a signal that government was committed to addressing the problems there would be a return to normal schooling.

Establishment of a national forum would provide the necessary signal. The forum would restore hope to the demoralised and frustrated pupil and teacher masses, Maseko said.

However, they were taking government's repeated refusal to take this step as a clear sign of its determination to shape education according to its own needs.

He added that the NECC was concerned about "elements who had tried to hijack student and teacher struggles for sinister ends", and called on the organisations to close ranks and engage in co-ordinated and disciplined activities.

GERALD REILLY reports from Pretoria the National Professional Teachers Organisation of SA (Naptosa) is to withdraw from all education advisory bodies because of "sheer frustration" at government's

inability to resolve the pay dispute. Earlier this week the Teachers' Federal Council withdrew from government education advisory bodies in protest against the "non-negotiable" 5% pay hike.

Naptosa president Leepile Taunyane said yesterday Naptosa had warned of the disruption and unrest that could follow government's unilateral stance on the pay issue. This had now happened.

It was tragic the crisis in education had escalated at a time when the country was moving toward a non-discriminatory education system.

Our Durban correspondent reports Society of Natal Teachers (Sonat) vice-president Henry Hendricks said lessons resumed at House of Representatives schools yesterday.

He said a Sonat delegation had been invited to meet officials from the departments of education and culture and national education in Cape Town next week.

Meanwhile, Sapa reports Sadtu's Free State region yesterday accused QwaQwa police of using live ammunition on "peaceful demonstrators" in Phuthaditjhaba on Wednesday.

The accusation was rejected by QwaQwa police spokesman Capt Walter Mofolo.

19/3/93  
KATHRYN STRACHAN





## Railway hostel is school's <sup>(S)</sup> finishing touch

Staff Reporter

AMCT 19/3/93

IKAMVALETHU Finishing School, which has had accommodation problems since it was established in 1991, has been given the go-ahead by the Rail Commuter Corporation to use its Philippi hostel.

The 900 pupils and staff recently occupied the hostel to highlight their predicament.

The corporation said the school could use the complex, next to the Philippi station, pending the construction of "alternative facilities" by the Department of Education and Training.

The corporation said negotiations between the Cape Provincial Administration and the National Housing Forum to buy the hostel were at an advanced stage and it was envisaged it would become "part of the overall hostel redevelopment programme".

Ikamvalethu used to hold classes at Silimela Comprehensive School in Langa.

# Educators <sup>(22)</sup> call for <sup>(50)</sup> new forum <sup>CT19/3/93</sup>

JOHANNESBURG. — Teacher and education organisations have given President FW de Klerk until April 1 to respond to a demand for the establishment of a national education forum to address the crisis in the sector.

The deadline coincides with government's expected announcement of a new coordinating department which is intended to bring the fragmented education system closer to unity.

SA Democratic Teachers' Union (Sadtu) spokesman Randall van den Heever yesterday said the new department would not provide a binding negotiating process with extra-parliamentary groups.

He dismissed the department as a part of a unilateral restructure forced on education by government.

To back their demands, student organisations have already planned a national day of action on March 24, which will include boycotts and demonstrations.

Sadtu is currently conducting a national strike ballot aimed at getting a salary increase higher than the 5% on offer from the state. The result of

## Teachers to meet FW

JOHANNESBURG. — The National Professional Teachers' Organisation of South Africa (Naptosa) has accepted President FW de Klerk's offer to meet for discussions on the state of education.

The acceptance follows Wednesday's nationwide chalkdown by 100 000 teachers.

Earlier this week the Teachers Federal Council (TFC) also withdrew from government education advisory bodies in protest against the "non-negotiable" 5% pay hike.

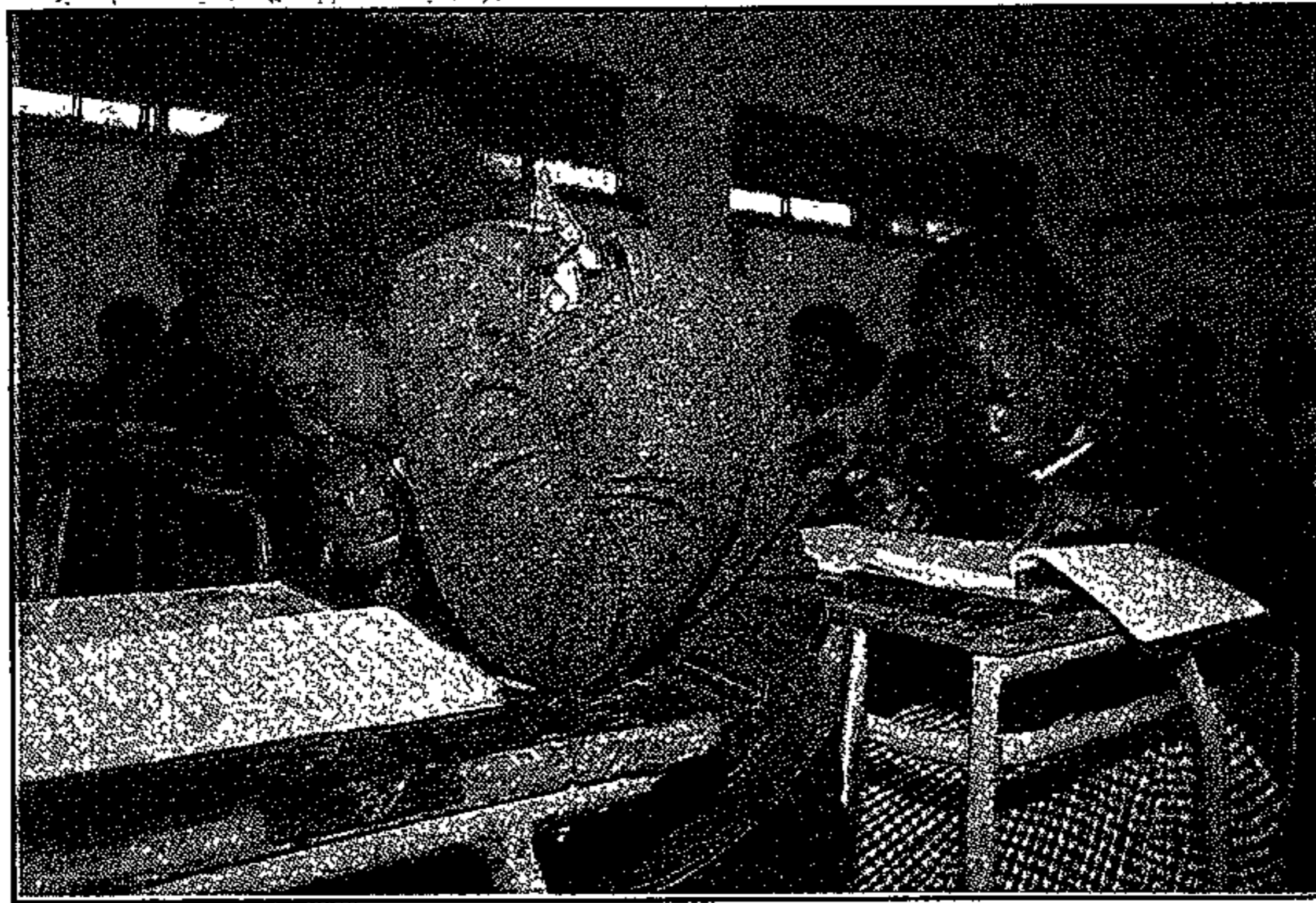
Naptosa presidents Mr Leepile Taunyane said in spite of Mr de Klerk's public announcement that a proposed salary increase of five percent was non-negotiable, Naptosa would urge him to reconsider. — Sapa, Own Correspondent

the ballot will be known within a week.

Sadtu national president Mr Shepherd Mdladlana said teachers' associations were considering uniting under an umbrella body.

He said many white teachers had contacted him "wanting to pull out of their own organisations and to join Sadtu, as well as wanting to participate in the strike ballot because they too feel the (economic) pinch".

● The torching of copies of the Natal Witness newspaper earlier this week by teachers in Maritzburg who disagreed with one of its editorials came under fire from newspaper editors yesterday. — Own Correspondent, Staff Reporter, Sapa



Despite the lack of growth in the economy, education continues to attract funds  
Photo: GUY ADAMS

## Will money solve education problems?

*WMA 19/3 - 25/3/93* ~~50~~ (50)

**E** DUCATION'S share of the Budget as a portion of the country's gross domestic product (GDP) should be lower than it is, according to Finance Minister Derek Keys.

"The Department of Finance is trying to control overall education spending at six percent of GDP," he said this week. "But that assumes an economic growth of three percent in real terms."

Although there has been a lack of perceptible growth in the economy for some years, education has continued to attract funds and its portion of GDP has soared to 7,3 percent — a figure pointed to by educationists as proof of the government's commitment (even if inadvertent) to maintaining international standards of educational spending.

"By contrast" Keys added, housing, which the De Looer Commission recommended garner six percent of GDP, will only be getting 0,5 percent.

That slight did not bother the National Housing Forum (NHF), which issued a joint statement (with the minister of national housing) welcoming the R200-million designated for the NHF in the Budget, plus an additional R200-million bridging finance in a supplementary budgetary allocation, for funding for a new Joint Housing Initiative (JHI).

The NHF said it had been negotiating with the Department of Local Government and National Housing for some months for a "new, broadly supported, non-racial housing initiative which focuses on disadvantaged communities". The JHI would use state funds as well as private-sector investment.

There are other allocations for housing and, Keys notes in the Budget, "it is estimated that a further R800-million or so will be spent on housing by the Development Bank of South Africa, the South

*Value for money is as*

*important as absolute sums*

*in educational spending.*

By **BARBARA LUDMAN**

African Housing Trust, the Independent Development Trust and the self-governing areas".

The education allocation of an aggregate R22,704-billion excludes the "independent" TBVC states and salary increases for teachers. Moreover, Keys notes, it "makes adequate provision for the state of the long-term financing plan for education as expounded in the Educational Renewal Strategy (ERS)".

The publication several weeks ago of the government's revised ERS is one of the more contentious issues in the educational arena, with educationists and teacher organisations accusing the government of having reneged on an undertaking not to restructure education unilaterally.

The Urban Foundation's Education Policy Unit said it believed education had reached a ceiling in terms of its Budget share, now 21,4 percent. The unit noted a shift — believed to be temporary — in favour of tertiary education and substantially increased capital spending.

But, though it seems a good idea to throw money at education problems, some of the targets are being questioned.

"Government policy assumes that its degree/diploma-based upgrading programme will automatically result in improved teaching ... Alternative approaches to teacher training which rely less heavily on pre-service training and more heavily on in-service training may prove both more effective and less expensive," said the Education Policy Unit.

PERSPECTIVES

# Primary key to education

**T**HERE is no quick fix for lasting peace in the education arena; it will be necessary to build new foundations and structures.

- The specific problems relevant to Promat are:
- The number of unmatriculated teachers.
  - The state of primary schooling in rural areas.
  - Growing illiteracy.
  - The quality of training of primary school-teachers.

For the 10 years Promat has been providing opportunities for teachers to matriculate after a one-year course of intensive study, Promat has five matriculation colleges throughout the country.

More than 3 000 teachers have improved their positions by matriculating. This has enabled them to obtain better salaries and more. For teachers who have matriculated at Promat are reaching out to a million young pupils in their classrooms every year.

The multiplier effect annually increases the number of African children who are taught by Promat graduates. Hence Promat is making a considerable contribution to uplifting the quality of education for the masses in South Africa.

Promat's philosophy is very simple: many of the foundations for learning are laid during primary school stages in which basic attitudes to

He stayed calm through...



Education in South Africa, particularly for black children, faces one crisis after another. There are many organisations dedicated to dealing with the problems that arise, not least Promat, as **LARRY ROBERTSON**, its executive director, explains.

50 ARG 20/3/93

study and a desire for knowledge should be established. Poor teaching at the primary school level causes many children to develop negative attitudes towards learning, towards their own abilities and to schooling in general.

The ability of students to perform in secondary and tertiary education is closely linked to the quality of primary school teaching — and Matric results will remain poor until the quality of primary education improves.

Most children in South Africa are found in rural areas and an estimated two to three million children drop out of school before Standard 4.

It follows that most of the drop-outs are from the rural areas. There are many reasons for this. Poverty, poor material conditions, unemployment and lack of parental guidance are important, but the production of good teachers is an essential component to the process of recon-

a democratic society.  
The Promat College of Education is committed to admitting a high proportion of rural based students and to providing all students with a sound education, especially in English, Science and Mathematics. This means that these students will return to rural primary schools, and will be capable of working with colleagues to raise the quality of teaching and learning which takes place there.

Promat's College of Education is learning how to assemble and implement a curriculum for the education of teachers which is committed to a non-racial and democratic society. This learning process has been accelerated with the admission of 130 in-service courses which enable these teachers to function at maximum ability in their contexts as well as to begin the processes of reconstructing their teaching practice and that of the schools from which they come.

Promat College of Education has thus stepped beyond where most teacher-educating institutions stop.

Instead of being content to train and qualify teachers, Promat's College has sought active intervention in schools and communities and is planning how teachers, without leaving their classes, can upgrade and develop their qualifications by means of Promat forces.

Promat's understanding of educational needs means that even further educational intervention than has been mentioned is necessary.

structing education and communities.

At present there are more than 11 million illiterates in the country — and the total increases each year by a quarter of a million.

It is obvious that this increasing illiteracy is linked almost entirely to the huge annual dropout rate of youngsters at primary schools.

There are just over 100 organisations addressing the problem of illiteracy, but they are able to reach only 150 000 or one percent of this figure each year.

It is more than likely that compulsory schooling will soon be introduced for all South African children up to Standard 7. This means that a major exit from schools will take place at this point. Thus primary schooling will carry the burden of preparing most people for their lives, their careers and the capacity to participate in

By FRANK BRADLOW

THE South African Library, the country's oldest public institution, has reached the venerable age of 175.

It is situated in the Gardens in Cape Town and came into being on March 20, 1818, when the Governor, Lord Charles Somerset, decreed that the proceeds of a tax on Cape wines be used to "create a fund for the formation of a public library, which shall be open to the public, and lay the foundation of a system, which shall place the means of knowledge within the reach of the youth of this remote corner of the globe. . .

The library's function, therefore, was to be an educational one. Almost its first act was to acquire on permanent loan from the Dutch Reformed Church the private library of a German settler Joachim Nicholaas van Dessin.

In 1761 Van Dessin had bequeathed the 4 500 volumes in his private collection to the church, "to serve as a foundation of a public library for the advantage of the community".

By making the library a lending library the South African Public Library, as it was known, managed not only to survive, despite many vicissitudes and continual shortage of funds, but to develop under a distinguished succession of librarians, including Alexander Jardine and Thomas Pringle, the 1820 Settler poet and champion of the freedom of the Press.

### Importance

In 1861, Sir George Grey, the previous governor of the Cape, gave the library his magnificent personal library, which included several exquisite illuminated manuscripts, a first folio of Shakespeare, an example of the first printing done in South Africa, and other priceless rare books.

Grey also gave a smaller collection to the Auckland public library in New Zealand, saying that he gave his collection to "the two cities he loved most in the world, Cape Town and Auckland".

It was the Grey collection that gave the South African Library its international prestige. Its importance helped to decide the vexed question of whether the library was to be a popular lending library or a national reference library because its emphasis was on books of reference.

This collection, together with the existing book-stock, was housed in the new Neo-Classical building in the Gardens, which was erected with government aid between 1858 and 1863. These premises (at present being renovated) are still occupied by the library.

Over the years the library has acquired

# Wine tax laid foundations for learning

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CT 22/3/93

other great private collections such as C A Fairbridge's library, which together with a new wing of the existing building, was donated by Sir Abe Bailey in 1925. In the course of its long life the library has always been a pragmatic institution, adapting to the needs of an often changing South Africa. Its book stock of nearly 600 000 volumes, approximately 180 000 bound periodicals, nearly 43 000 newspapers and about 80 000 other items contains nearly all the available knowledge about Southern Africa as well as much else.

### Microfilming

Its resources are available to all individuals, and to all sections of the public, both here and abroad without any political boundaries. It will be an asset to any dispensation.

In 1954 the then librarian, Douglas Varley, persuaded the government to take full responsibility for the National Reference Library and the Cape Town municipality to take over the lending service. Thereafter the South African Library developed a reference department whose service ranks among the best in the world.

It preserves material like newspapers, journals and ephemera. Modern processes such as microfilming are also used to preserve material.

In 1878, the well-known author of adventure stories for boys, R M Ballantyne, whose book *The Coral Island* was a favourite of almost every boy at the beginning of the 20th century, wrote a volume called *Six Months at the Cape*. In it he called the library a "rich and prolific mine". He said, "It unquestionably takes rank as one of the noted libraries of the world. . ."

More recently, in 1992, Norris D

McWhirter, founding editor of *Guinness Book of Records*, said on the radio the South African Library was one of the best reference libraries in the world and paid tribute to its courteous and expert staff. Scarcely a book dealing with a Southern African topic, either here or overseas, does not acknowledge the help received from this great library, and it is remarkable how many researchers comment on the helpfulness of the staff.

### Assistance

With the acquisition of the old Archive Building in Queen Victoria Street, the library will at last be able to expand its bookstock — provided the funds are available — and to increase its already wide range of services, which include its manuscript and iconographic collections, and very specialised collection like the Crail Collection which cover the Oudtshoorn, Mossel Bay and Pletterberg Bay triangle. The library also has an excellent publication department which publishes books containing historical material.

The present director, Mr Piet Westra, has an exciting new project to be housed in the Old Archives building — an outreach service to promote literacy, reading and book culture. Entitled "The Centre of the Book" it has as its object assistance in the education of the widest possible number of people in the new South Africa.

National libraries are the repositories of a nation's wisdom. They are an essential part of the fabric of any society.

The South African Library with its carefully preserved accumulation of knowledge is one of the most important institutions in this country's advance into the 21st century.

# focus on The IDT

**P**ICKETS are never much fun when you are the target. Sit-ins are worse. Your space — and your privacy — are invaded, yet modern practice requires that you grin (or scowl) and bear it.

Politicians may become used to this sort of thing but when it happened to us at the IDT, it cast a shadow over what the Trust is busting a gut to try to do, namely, to work with the community in breaking the cycle of poverty in this country.

The demonstrations were mounted by two student organisations, Sasco and Paso, to lend weight to their call for "the disbandment of the IDT, as it is apparent that it has failed dismally on resolving the financial crisis engulfing (tertiary) institutions".

As our director of education, Professor Merlyn Mehl, a deeply dedicated educationist, reminded the students, the IDT was not established to resolve the financial crisis at universities and technikons. Its primary thrust is to alleviate the plight of the poorest of the poor in four major areas: housing, health, job creation and education.

The major focus in education by the IDT is on pre-school and primary and secondary schooling, where massive backlogs exist.

Close to R400 million has been allocated to these areas. To children at primary and secondary level, education is a right.

Tertiary education, while vital to the country, remains a privilege. However, because Mehl looks at education in an holistic way, he consulted a host of interested parties — including student organisations — on how the IDT could best serve the disadvantaged in this field.

Back came the answer: Establish a loan scheme to improve access to tertiary education by academically deserving and financially needy students.

## Catalyst

This the IDT has done. The scheme is managed by an interim committee of the Tertiary Education Funds of South Africa on which a wide range of organisations serve.

At no time was the IDT seen as more than a catalyst in the matter, ready to help with loan funding but certainly not to shoulder the responsibility for what is a severe funding crisis. That is for the Government and the universities and technikons to sort out.

As proof of its readiness to assist, the IDT has committed R80 million to the programme in three years.

In 1991, loans were made to 8 426 students at 17 universities and technikons, 56 percent at "historically black" institutions. Last year, 10 003 loans were made, 63 percent at "historically black" centres.

This year, over R30 million has been made

The Independent Development Trust is using R2 billion of the taxpayers' money to bring hope for a better future to the very poor of all races in South Africa. **Jolyon Nuttall**, IDT director of communications,

reports:

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23/3/93.

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Pickets ... never pleasant when you are the target.

available, and the "historically black" percentage has risen to 67 percent among a total of 26 universities

Almost 100 percent of the students receiving loans at both the "liberal white universities" and the "historically black" institutions have been black.

In contrast to the students' demand for even more money, Professor Wiseman Nkuhlu, new chief executive of the IDT, expressed concern this week about the growing emphasis on loan funding for tertiary education. He believes that only in exceptional cases should students turn to loans.

"Otherwise," he says, "they will carry a terrible burden with them when they graduate.

"The Government must meet its obligations in items of a subsidy formula, parents must make a contribution and the universities and technikons must reach an accord with students over their fees."

In truth, the IDT was made the scapegoat this

week for a crisis not of its making. Four decades of apartheid and deep cuts in university subsidies, coupled with economic recession, are the major culprits.

Which is why, when the sit-ins were over, we dusted off our chairs, removed the posters from our walls, and went on with our jobs.

The scoreboard shows that the IDT has supported 508 projects so far. My colleague, housing director Ben van der Ross, points out that the tally is much greater if we count the projects-within-projects.

He's right, in that sense. For example, our massive R800 million capital subsidy scheme for serviced land is counted as one project, but in fact it is being implemented at 104 different sites around the country.

The same applies to the building of clinics and to educare facilities, not to mention classrooms and schools.

Looked at on that basis, the total is well over 1 000 — and mounting.

# Students to spend day protesting

Own Correspondent

JOHANNESBURG. — Activities at black schools on the Reef will come to a halt tomorrow when an estimated 100 000 pupils stage protest action to demand the scrapping of examination fees.

The children are also demanding free provision of books, hiring of more teachers and building of more schools.

The protest includes a mass march in the city centre and will be part of a nationwide day of action.

Organisers said all children should return to classes on Thursday.

● The Azanian Students Movement, the Congress of SA Students and the Pan-Africanist Students Organisation said the action had been agreed on after detailed consultation. Pupils who did not wish to

participate would be allowed to go to school.

Meanwhile, the DET has expressed disappointment at the SA Democratic Teachers' Union (Sadtu) withdrawal from a meeting scheduled for yesterday.

Sadtu general-secretary Mr Randall van der Heever denied the meeting was urgent and Sadtu had merely requested a postponement.

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THE Government and its main critic on education have agreed on the most basic issues affecting the country, a single education ministry and a curriculum.

The National Education Coordinating Committee (NECC), which was founded to oppose the country's education system, is now preparing to meet the Government to negotiate a new national education system.

The release of the National Education Policy Investigation (Nepi) reports on feasible options for the future education system have set the stage for a Codesa-style National Education Forum to negotiate a new dispensation.

The main non-governmental education bodies will see the recently completed Nepi reports as their guiding principles when they engage the Government in the education talks.

At the talks, if they take place, the Government will present its policy statements for the reconstruction of educa-

Reports on a new education system reveal important divergences and convergences with the Government's Education Renewal Strategy, writes Education Reporter PHIL MOLEFE.

tion and training in South Africa, the Education Renewal Strategy (ERS)

The ERS and the Nepi reports provide the most coherent statements from the State and the democratic movement on possibilities for the rebuilding of education and training in South Africa.

A crucial look at the divergences and convergences between the ERS and Nepi posi-

tions gives South Africans a glimpse of what might emerge in a new education system. An important convergence is the proposal for a single education ministry backed up by regional authorities.

Governed by the five principles of non-sexism, non-racism, redressing past inequalities, democracy, and a unitary system, Nepi proposes a democratic and egalitarian education sys-

tem under one central authority.

"Basic, quality education" should be the basis of a reconstructed education system, says one of the Nepi reports.

Sectors covered by the reports are adult basic education, adult education; curriculum, early childhood education; education planning; systems and structure; governance and administration; human resources development; language; library and information services; post-secondary education, support services; and teacher education.

Nepi places a strong emphasis on a high-skill development path backed up by quality basic education. Basic education should include early learn-

Star 24/3/93

(50)

# One school of thought



Anger . . . as teachers protest in Johannesburg. Now a new system is on the horizon.

ing, compulsory schooling and basic adult education.

To make education more accessible, the report proposes nine or ten years of free and compulsory education.

Considering that more than a third of the population do not have effective reading and writing skills, Nepi proposes a vigorous and massive programme to eliminate illiteracy employers and community or-

In this regard, the ERS proposes decreasing State responsibility, with greater roles for employers and community or-

gansations to play in providing adult basic education.

While Nepi argues in favour of a national core curriculum with a high level of general education, the report noted, however, that "the future curriculum will be developed and changed within the broader political context, including its constitutional arrangements, its notions of rights and equity, and its human resources development strategies."

The ERS also favours a core curriculum, but, instead of a high level of general education, it puts emphasis on vocational training.

Nepi proposes English as a medium of instruction, plus the use of mother tongue in lower classes, while the ERS leaves the matter to schools to decide.

The Nepi research programme is the product of nearly two years of intense activity involving more than 300 direct participants who worked around the clock to present an alternative view to the ERS

## Surface mail lifts off

Star 24/3/93

IDA'S



# Education bodies plan to avert universities' collapse

B/DAM 24/3/93

(50)

STEPHANE BOTHMA

EDUCATION organisations said yesterday they would take urgent steps to prevent the "financial collapse" of black universities, including appealing to President F W de Klerk to intervene.

The National Education Co-ordination Committee (NECC) told a news conference that outstanding fees for last year at black universities exceeded R50m and thousands of students had insufficient funds to register for this academic year.

A forum representing seven black universities, the NECC, the Independent Development Trust, the Kagiso Trust, the Education Development Trust and the Bursary Council of SA was formed two weeks ago to address the crisis and to salvage the 1993 academic year.

At a meeting yesterday, the forum

decided to meet major funders of black universities to develop a collective approach to funding financially disadvantaged students. Thereafter, it would meet De Klerk to secure his support for, among other things, the correcting of the historical imbalances in government funding arrangements.

The forum also decided to hold a number of donor conferences with key international institutions and the private sector, and to establish a committee of experts to visit black universities to identify ways of strengthening institutional capacity.

NECC general secretary James Maseko told the news briefing that the 1993 academic year had already been lost to several thousand stu-

dents who could not attend classes until registration fees, which they could not afford, were paid.

He said although white universities were also experiencing problems, by comparison the problems at black universities were acute.

"Some are literally unable to pay salaries and to provide basic services," he said.

Maseko said the forum would have talks with the IDT and the Kagiso Trust before a possible meeting with De Klerk.

The trusts and government are black universities' major funders.

The universities facing financial problems are those of Zululand, of Durban-Westville, the North, the Western Cape, Fort Hare, Transkei, Venda, Bophuthatswana and Medunsa.

# Zevenfontein squatters halt TPA talks until demands met

B/DAM 24/3/93

STEPHANE BOTHMA

THE Zevenfontein squatters have called off all resettlement talks with the Transvaal Provincial Administration (TPA) until a wide range of demands — including the immediate incorporation of the relocation sites into Randburg and Randfontein municipalities — are met.

Other demands are the supply of new tents to squatter families, a mobile clinic, toilet facilities to each family, an office building for leaders of the community and additional water tanks to be erected at the current Zevenfontein site.

If these demands were

not met by Friday, the squatters would march on the office of the President, squatter spokesman Mathole Motshekga said.

A request by the TPA to discuss development plans of the Diepsloot resettlement area had been rejected on the same grounds, Motshekga said.

He said no talks would be held with the TPA unless the demands were met.

About 680 squatter families will be moved from Zevenfontein to Diepsloot.

TPA spokesman Piet Wilken said the decision by the Zevenfontein community was regrettable, but the TPA would continue with the planning of the Diepsloot site.

He denied the TPA had been dragging its heels over the relocation of the squatters, and said the planned resettlement date of March 31 had been delayed by a temporary Supreme Court interdict issued after a court action

late last year by Diepsloot residents.

This had halted the development of the Diepsloot site.

Although the court found in favour of the TPA to continue with the resettlement of the squatters, Diepsloot residents appealed against the court finding.

They had lost the appeal, but had until March 25 to petition the Chief Justice to reverse the appeal court finding.

Until then, Wilken said, the TPA's hands were tied.

"We are committed to find a solution and regard the Zevenfontein community's participation in planning the Diepsloot site of the utmost importance," he said.

About the incorporation of the Diepsloot and Nietgedacht sites into existing municipalities, he said the administrator was awaiting the recommendations of the Demarcation Board — which recently met on the extension of municipal borders in the area.

# Mpofu faces fraud charge

B/DAM 24/3/93

STEPHANE BOTHMA

FORMER ANC welfare department deputy head Dali Mpofu's career at the Johannesburg Bar could hinge on the outcome of his trial on a fraud charge.

Mpofu was admitted as a pupil to the Bar two weeks ago, but was arrested earlier this week on a charge of attempted cheque fraud involving R50 000.

Johannesburg Bar Council chairman Wim Trengove SC said Mpofu immediately informed the council about his arrest on Monday.

"If he is found guilty, we would definitely take action," said Trengove.

It is alleged that Mpofu illegally issued a R50 000 ANC cheque to a fictitious person and attempted to lodge it in a bank account. But a law firm brought this to the police's attention.

Mpofu appeared briefly in the Johannesburg Magistrate's Court on Monday, but no charges were put to him and he was not asked to plead. The matter was postponed to April 22.

THE BREAKWATER LODGE  
IN THE HEART OF CAPE TOWN'S V & A WATERFRONT  
FROM ONLY

DE A NIITS

Dr. Charles Schulz

# Our youth need to be looked after

■ Adults consider the lost generation.

By Sipho Mthembu

Sampan 24/3/93

A FUTURE government should introduce a policy that will not only provide compulsory primary education but also set a two-year syllabus to rehabilitate "the marginalised youth".

Speaking on the first day of a four-day conference on youth development on Monday organised by the Joint Enrichment Project in Broederstroom, Child Literacy Project director Mrs Jean Pease said: "The most marginalised youth are irretrievable, so are those who are most economically and politically deprived."

Speakers at the conference identified illiteracy, unemployment, substance abuse, poverty and violence as "manifestation of marginalised youth".

Representatives also made proposals for the urgent introduction of projects to counter substance abuse, poverty, lack of shelter and other problems facing the children and youth.

The conference ends tomorrow.

Speakers challenged the conference to produce useful solutions. Leaders from across the political spectrum, including Inkatha Freedom Party national chairman, Dr Franklin Mdlalose, Mrs Albertina Sisulu, ANC Youth League president Peter Mokoba and representatives from the Canadian and Japanese Embassies, attended.

# Pupils to march to Parliament

Staff Reporter

THOUSANDS of pupils are expected to march to Parliament today in support of a call by the Pan Africanist Students' Organisation (Paso), the Congress of South African Students (Cosas) and the Azanian Students' Movement (Azasm).

The marchers will demand the scrapping of examination fees. A similar march was held at the end of last month.

(50) CT 24/3/93  
The action has received support from the ANC, PAC, Azapo and Sadtu, who have urged restraint and discipline from the pupils during the proceedings.

Cosas regional chairman Mr Songezo Mjongile said meetings had been held at schools yesterday to establish whether early-morning classes should be held before the march.

He said ANC marshals would maintain

order among the marchers.

This follows the chaos that erupted after a previous march when women were threatened with knives, people were robbed and stalls at Cape Town station were ransacked.

Opposition from pupils who may want to go to school today was not foreseen because the march had "100% support", Mr Mjongile said.

not apply in respect of a local flight, a flight crossing an airway or advisory route at right angles or a "Visual Flight Rules" flight entering or departing from an aerodrome traffic zone or control zone, from or to an unmanned aerodrome, and where no other controlled or advisory airspace will be entered during the flight;

(b) an international flight;

(c) all flights in the public transport operation or public transport of cargo operation categories; and

(d) a flight for which alerting action is required.

These flight plans have to be filed not later than 30 minutes prior to departure with an Air Traffic Control centre. In respect of over-border flights, any State may define additional requirements such as an application to land or overfly its territory up to 7 days prior to departure.

It is also a requirement in terms of both the Domestic and the International Air Services Acts that any proposed air service to be carried out for reward may only take place once a license has been issued by the appropriate body.

It is therefore not true to state that there will be no record of movements at all although some information may only be obtained after the fact.

It is of course true that the Civil Aviation Authority is not able to prevent people from breaking the law. However when this happens incidents are investigated and where appropriate prosecutions are made. In addition there are formal communication channels to pilots for example the Notice to Airmen (Notam) system whereby on 27 February 1993 pilots were reminded of regulations pertaining to the conveyance of armaments on board civilian aircraft. The industry is to a large extent also self-regulating in the sense that unauthorized operations are reported when they occur.

The Department therefore wishes to disagree in the strongest possible terms with the sentiments expressed in recent newspaper reports on this subject.

Mr T ABRAHAM: Mr Chairman, arising out of the hon the Deputy Minister's reply, I want to know whether the problem which has arisen out of relations with the new Angolan government has been the subject of bilateral discussions with other political parties such as the ANC.

The DEPUTY MINISTER: Mr Chairman, I want to ask the hon member to place that question on the Question Paper, so that the hon the Minister can reply to it directly when he is available.

For written reply:  
Own Affairs:

**Services at schools under Department**

10. Mr T ABRAHAM asked the Minister of Education and Culture:

- (1) How many pupils enrolled at (a) primary and (b) secondary schools in each of the regions under the control of his Department during the first school term of 1993;
- (2) whether any new services will become available at the above schools in the current year; if not, why not; if so, (a) what services, (b) in which regions, and (c) when, in each case;
- (3) whether any existing services are to be terminated at the above schools in 1993; if so, (a) what services, (b) in which regions, and (c) when, in each case;
- (4) whether he will make a statement on the matter? C44E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Pupil statistics for the first school term only become available when form VR-E 76 is submitted at the end of the first term. The information request is thus not available yet.
- (2) Yes.

(a) Service	(b) Region	(c) Expected Completion Date
Humansdorp S/S	Port Elizabeth	20-03-1993
Electric City P/S	Bellville	12-03-1993
Spandau S/S (substitution)	Middelburg	22-03-1993
Brandvlei P/S & Hostel	Springbok	30-04-1993
Bethelsdorp S/S No 4	Port Elizabeth	03-04-1993
Gamble Street S/S (Toilet facilities)	Port Elizabeth	05-04-1993
Hawston S/S	Worcester	21-06-1993
Reigerpark S/S	Johannesburg	29-07-1993
Arcadia P/S No 2	Port Elizabeth	21-07-1993
Mandalay P/S	Wynberg	12-07-1993
Mitchell's Plain P/S 54	Mitchell's Plain	13-09-1993
Harold Cressy P/S	Wynberg	25-10-1993
Voorwaarts P/S	George	22-10-1993
De Aar S/S No 2 (Hostel)	Kimberley	03-11-1993
Grootbrakrivier S/S	George	20-04-1993
Heidelberg S/S	Worcester	16-11-1993
Mount Pleasant P/S	Worcester	07-12-1993
Danville P/S	Kimberley	03-12-1993

(3) No.

- (a) Not applicable
- (b) Not applicable
- (c) Not applicable

(4) No. A statement is not deemed necessary.

**Standard 10 examination written by teachers in 1992**

13. Mr C I NASSON asked the Minister of Education and Culture:

- (a) How many teachers at schools under the control of his Department who previously did not have a Standard 10 qualification wrote the Standard 10 examination in 1992 and (b) how many of these teachers (i) passed this examination with (aa) matriculation exemption and (bb) a school-leaving certificate, and (ii) failed this examination in that year? C52E

The MINISTER OF EDUCATION AND CULTURE:

- (a) The Department does not, for statistical purposes, keep records of teachers writing the Standard 10 examination.
- (b) Not applicable in view of (a).

**Per capita expenditure on education**

14. Mr C I NASSON asked the Minister of Education and Culture: 50

What was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on pupils or students at State, (i) (aa) pre-primary, (bb) primary and (cc) secondary schools, (ii) colleges of education, (iii) technical colleges, (iv) technikons and (v) universities during the financial year 1991-92 and the financial year 1992-93 or the latest specified 12-month period for which information is available? C53E

The MINISTER OF EDUCATION AND CULTURE:

Financial year 1991-92

- (a) (i) (aa) 505,48
- (bb) 1 846,68
- (cc) 3 144,1
- (ii) 18 668,23
- (iii) 6 818,14
- (iv) Not available. Technikons—autonomous
- (v) Not available. Universities—autonomous

*Hansard*

- (b) (i) (aa) 505,48
- (bb) 1 758,90
- (cc) 2 896,60
- (ii) 12 439,60
- (iii) 5 984,69
- (iv) Not available. Technikon—autonomous
- (v) Not available. Universities—autonomous

(a) What is the (i) total number of classrooms in (aa) primary and (bb) secondary schools administered by his Department and (ii) average number of classrooms for such (aa) primary and (bb) secondary schools and (b) in respect of what date is this information furnished?  
C54E

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) (i) (aa) 24 370
- (bb) 10 956
- (ii) (aa) 13,58
- (bb) 40,57

**Number of classrooms**

15. Mr C I NASSON asked the Minister of Education and Culture:

*Hansard*

**HOUSE OF DELEGATES**

keeping with religious requirements? Is the hon the Deputy Minister, in the spirit of religious freedom which is zealously espoused by the NP, prepared to grant tax relief in this connection?

**QUESTIONS**

†Indicates translated version.

*For oral reply:*

*General Affairs:*

*Question standing over from Wednesday, 17 March 1993:*

**Religious bodies: tax deductions**

\*2. Rev C PILLAY asked the Minister of Finance:

- (1) Whether any tax deductions are granted to the Bible Society of South Africa; if so, what is the nature of these deductions;
- (2) whether such deductions are also granted to Hindu and Muslim religious bodies; if so, what is the nature of these deductions; if not, why not;
- (3) whether he intends introducing legislation to grant tax deductions to these bodies; if not, why not; if so, (a) when and (b) what are the relevant details?

D7E

**THE DEPUTY MINISTER OF FINANCE:**

- (1) No. No tax deductions are granted to the Bible Society itself. What, however, happens is that in terms of section 18A (2) (c) of the Income Tax Act *bona fide* donations to the Bible Society of South Africa are allowed as a deduction in the hands of the donor. These deductions are limited to R500 or 2 per cent of the taxable income (whichever is the greater) in the case of an individual and 5 per cent of the taxable income in the case of companies.
- (2) No.
- (3) No. Negotiations concerning the relevant tax deduction have been entered into with the Bible Society.

Rev C PILLAY: Mr Chairman, arising out of the hon the Deputy Minister's reply, is he aware that it is mandatory that our Muslim community pay Zakat, amounting to 2,5%, in

The DEPUTY MINISTER: Mr Chairman, there are only two possibilities. The first is to extend the present tax dispensation with regard to deductions and the second is to abolish such deductions by repealing the relevant provision. We are involved in discussions with the Bible Society of South Africa at present. The general principle is to abolish tax deductions. That is the issue at stake here, and we are discussing it with the society in question at the moment.

Mr A RAJBANSI: Mr Chairman, further arising out of the hon the Deputy Minister's reply, is he aware that this matter of Hindus and Muslims has been raised before, and is it correct that at a time when the Hindus and the Muslims want the same right as the Christians, the Government is thinking of abolishing these deductions altogether? Is the hon the Deputy Minister aware that Chief Gatscha Buthelezi and Dr Nelson Mandela have indicated that they will treat all religious groups fairly?

The DEPUTY MINISTER: Mr Chairman, this is a sensitive issue, and I am glad the hon member is raising it. Let us discuss it.

We stand for religious freedom. We stand for doing away with discrimination.

Mr A RAJBANSI: But here you are discriminating.

The DEPUTY MINISTER: We are contemplating withdrawing these deductions.

Mr A RAJBANSI: When we want something, you withdraw it!

The DEPUTY MINISTER: It is not the hon member for Arena Park who asked the question. I am told the hon member who asked the question is of the Christian faith.

Mr A RAJBANSI: Yes, but we work together

The DEPUTY MINISTER: We have not taken a decision on this issue as yet, but we are open to submissions.

Mr A RAJBANSI: We asked the Government about this two years ago.

The CHAIRMAN OF THE HOUSE: Order! The hon the Deputy Minister is responding to questions raised. He may proceed.

# Schools scheme aids locals and professionals

THESE days, if professional practitioners do not get out of their offices and look for appointments, they end up working for the council or in the unemployment queue. The professions that rely on construction are particularly poorly off. Government as a source has all but dried up and little is forthcoming from private sector developers.

Perhaps, in a perverted way, some good has come from this otherwise depressing situation. It has forced attention on one area of work that is socially beneficial and which still attracts what finance is available: the construction of schools for disadvantaged communities.

Not that the professional engineers, architects and quantity surveyors who have become involved in this area are doing it simply because there is no other work. That would be denying their real concern for the social reconstruction of the country and the value of their contribution. It is possible, however, that under different circumstances, the volume of more conventional work would have

taken precedence over this type of project.

The Independent Development Trust (IDT) has allocated R300m to the construction of new schools, the backlog of which is estimated to stand at 50 000 classrooms. To ensure the real needs of communities are addressed, the IDT has established 11 regional trusts which interact with the local community, forming bodies called Community Schools Associations. These bodies are charged with evaluating and setting regional educational priorities. They then formulate a proposal and apply to the IDT for funds. The IDT will consider finance up to 90% of the contract amount. The local community body must find the balance.

Once funds are allocated the IDT devolves responsibility for planning and construction of the schools to the local trust. An important feature of the conditions laid down by the IDT is the appointment, by the local trust, of professional consultants including architects, quantity surveyors, land surveyors and engineers.

early calculated and controlled.

A typical example is the Empulukheni school recently opened in the Witbank township of Kwa-Guqa.

The contract cost of building this 42-classroom school was R3 195 380. It was completed in four-and-a-half months, within the budget that was set and opened in time for the 1993 academic year.

What makes the achievement of being on time and within budget exceptional was that the individuals who formed the Kwa-Guqa African Builders' Association, the contractors, had previously built nothing more complex than simple township houses.

The association was brought together specifically to tender for the job. A training programme was established to train unemployed and retrenched workers in building skills prior to commencement of the project. The training was of a practical nature in that the trainers themselves undertook to build nine classrooms as part of the overall project. The quantity surveyor assisted with

the budgets, documentation and negotiation of the tender and financial management of the project.

Having completed this 4 459m<sup>2</sup> complex under the guidance of a team of professionals, the seven small contractors had learned skills that would in future empower them to undertake work which normally would require the employment of outside contractors.

The benefits to the community are considerable. Not only does it now have its own sophisticated construction resource, but the work it will generate will be to the benefit of the community in the form of employment and the reinvestment of profits among its own people.

This IDT-brokered scheme will achieve more than the core objective of providing educational facilities and skills to the local community; it also stimulates much needed work for hard pressed but experienced professionals.

□ The author is a senior partner in quantity surveying firm Walker, Maré.

## ANDRÉ TEN KROODEN

The possible inexperience of local communities in dealing with professional consultants is obviously of concern to the IDT, which has set out criteria to be used by the local community in making its selection.

These require the professional, among other things, to be locally resident, to be sensitive to the needs of the local community and to be prepared to consider solutions that are outside conventional methods of contracting.

This is not to say that the projects are a way of enriching existing construction professionals and building firms. The objective is very clear. The need to provide schooling for the youth of the area must be used to provide employment and training to members of the community; the use of professionals is essential to ensure the construction is soundly designed and built and that the costs are prop-

## Pupils occupy DET offices

Own Correspondent

QUEENSTOWN. — Pupils have occupied Department of Education and Training offices here as part of the Congress of South African Students' (Cosas) campaign to highlight the education crisis.

This would continue until the government responded positively to demands to scrap examination fees, Cosas regional organiser Mr Vusumzi Mandindi said yesterday.

SO 2/13 ST 25/3/13

# March ends in chaos

## 4000 ejected from trains for showing

### 'blatant disregard'



25/3/93



By RAMOTENA MABOTE

TRAFFIC was delayed yesterday when a group of about 500 pupils marched from Cape Town to Salt River station after their planned march to Parliament failed.

And when they reached Langa later in the afternoon, pupils allegedly stoned cars along the N2. Police, however, could not confirm this.

The Pan-Africanist Students' Organisation (Pasos), the Congress of South African Students (Cosas), and the Azanian Students' Movement (Azasom), who had jointly organised the march, called it off after hearing that several thousand pupils would not be joining them after they were taken off trains coming into town by Spoornet and police officials.

Metro spokeswoman Ms Adri Bootsma confirmed that 4 000 pupils were removed from trains after showing "blatant disregard" for the rights of other commuters and demanding passage to town without valid tickets.

### Stones thrown

This led to train delays which Metro described as "a great inconvenience to our regular commuters".

Ms Bootsma said stones were thrown at a train and a coach was set alight, but prompt reaction by the police and Metro personnel prevented serious damage.

Ms Bootsma said that they were "more than willing" to negotiate a price with big groups who wished to use the trains, but arrangements had to be made well in advance.

A group of pupils tried to march along the N2 to town after they were ordered out of a train at Langa station. But the group dispersed after lengthy discussions with the police.

The pupils, who held a similar march to the Department of Education and Training offices last month, were going to hand a memorandum to President F W de Klerk, demanding his intervention in the issue of examination fees, which the students want scrapped.



**GIVE IT BACK!** ... A cigarette stallholder fights against a group of marching pupils who try to steal cigarettes from her. In the end she got the cigarettes back.

Picture: BENNY GOOL

After waiting for their schoolmates for nearly three hours in District Six, the leaders decided to call off the march.

Ironically, most of the pupils who had made it to town were from schools in Paarl and Mbekweni.

### Protest 'sabotaged'

Speaking on a police loudhailer, student spokesman Vuyisile Tyhahsisu said the police and Metro had sabotaged their protest action by preventing pupils from getting to town.

While marching to Salt River in two groups — one pro-Cosas and the other pro-Paso — the pupils intimidated some motorists, and witnesses saw some minor attempts at looting.

Student leaders could not be reached for comment.

The PAC, ANC and Azapo, to which the student organisations are affiliated, were not available for comment.



## Fees: School considers legal action

Staff Reporter

A CITY school is considering taking parents to the Small Claims' Court at the end of April for non-payment of fees.

Mr Peter Kok, chairman of Tamboerskloof Primary School's governing body, said yesterday that by the end of February the fees of 49 pupils were still outstanding.

Since then, however, 41 had paid, leaving only eight parents who have not paid their fees of R175 a term — R5 600 short. This still seriously affected the budget.

Mr Kok said letters of demand had been sent out and every effort was being made to come to a compromise. (50)

He said there were government subsidies for those who cannot afford to pay fees.

A Cape Education Department spokesman said a survey done last year revealed that outstanding fees did not present a major problem for state-aided schools.

CT 25/3/93

## Maritzburg: Students disrupt city centre

CT 25/3/93 (50)  
MARITZBURG. — Hundreds of school children from Edendale and Imbali marched on offices of the Department of Education and Training here yesterday during a two-hour demonstration in the city centre.

Several streets had to be closed and traffic rerouted while the pupils made their way to DET offices to present a list of demands which included an end to the mass retrenchment of teachers and the building of more schools.

The march, organised by the Congress of South African Students (Cosas), was monitored by stability unit police and traffic officials.

# Single education system in place within a year, says government

By E. DAVID  
M. COHEN

CAPE TOWN — Government is confidently pressing ahead with a new regional system, saying it will be in place within a year. National Education Minister Piet Marais yesterday denied that government was acting unilaterally on the need for regional education departments.

Marais, acting yesterday as Education Co-ordinating Minister, announced that government would draw up a broad consensus on the need for regional education departments for the 1994/95 financial year. He said there was a government had any intention of acting unilaterally and invited all role players to join in the restructuring of education. He said he was confident that homeland governments would be incorporated in the process. He said he was confident that homeland governments would be incorporated in the process. He said he was confident that homeland governments would be incorporated in the process.

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Once own affairs education departments had been eliminated, the only way to manage regional education would be to move to a rationalisation process. "The Marais said he deliberately was not making any prescription about the content of the restructuring process. "The rearranging of the existing education system into a regional dispensation must be managed so that every teacher, official and worker will know in good time which department he will be part of, and to enable him to be proud of that department."

Marais said Education and Culture Department executive director Huw Davies had been appointed to help oversee the rationalisation process. He also said that National Education Director-general Johan Garbers would be retiring in July.

□ Sapa reports that the Department of Education and Training yesterday released figures on absenteeism levels at black schools during demonstrations, saying 36 out of 60 school days had been lost so far this year. This amounted to at least 30% of the matric syllabus.

The financial loss was in excess of R59m in terms of teachers' salaries and the effects of the strike, the DET said.

# Education — SA for new deal in a year

50 AUG 26/3/93

**JOHN VILJOEN**  
Education Reporter

**SOUTH AFRICA** should have regional, non-racial education departments by next April, says National Education Minister Mr Piet Marais.

He told a media briefing in Cape Town yesterday that all the major parties were agreed on a regional basis for administering a unified education system.

The process towards a new regional system would begin on April 1 (when Mr Marais becomes Minister of Education Co-ordination) and be guided by a new advisory body — the education co-ordination service.

The regions would have to coincide with those decided on in constitutional talks. But it would be unwise to wait for a new constitution to begin reshaping education, he said.

His department would work with the Department of Constitutional Development during the next 12 months.

The government hoped the rearranging and rationalising of education into regional departments would be completed before March 31 next year.

Mr Marais said the phasing out of apartheid education and the levelling of the playing field would continue during the next 12 months.

He emphasised that he would not act unilaterally and that the government would try to involve all interested parties in the transition. But reality required that progress be made as a matter of urgency.

The government would continue to phase out apartheid education by reducing the 64

Acts that regulated education to six or seven at the most.

This would establish a common statutory basis for all education and mean, for example, that all teachers would be employed within the same legislative framework.

The best administrative systems operating in the 14 education departments would be identified and introduced in the new regions.

The process would not lead to retrenchments — in fact, the school population was growing by 320 000 pupils each year and more teachers would be needed.

He could not quantify the cost of the process, but said it would amount to only "a few million" over the next year.

Homeland education departments would eventually have to become part of the new system, but their participation in the process would at first be voluntary.

Asked if this meant he would be co-ordinating five departments and not 14, Mr Marais said: "We have to start somewhere."

He said the education co-ordination service would be headed by Dr Huw Davies, presently executive director (administration) of white education.

Dr Davies, appointed by the Cabinet, was a "creative thinker" keen to effect the change from apartheid education, Mr Marais said.

He would be helped by a group of experts — still to be recruited — who would make up a representative and credible advisory body. The service's strength would lie in its credibility and acceptability.

# Move to transform education begins

Star 26/3/93

By Peter Fabricius  
Political Correspondent

CAPE TOWN — The 64 Acts which regulate education are to be pruned down to six or seven from April 1 as the Government begins to transform the present 14 education ministries into one central ministry and several nonracial regional departments.

This was announced yesterday by National Education Minister Piet Marais who becomes Minister of Education Co-ordination on April 1, to head the transition to a new unified dispensation. He also announced that an education co-ordination service was being established to manage the transition.

It would consist of a "reasonably small" specialist administration and a "representative, authoritative and credible" advisory body.



Piet Marais . . . towards a new dispensation.

The head of the education co-ordination service would be Dr Huw Davies, present executive director of the Department of Education and Culture, House of Assembly.

The advisory body would play a crucial role, Marais said. It would be appointed in consultation with all education bodies, and it would be "virtually impossible" for him or the Government to ignore its advice.

NOT FOR PUBLICATION  
MAGAZINE EDITORIAL

# Education revamp by March '94

By ANTHONY JOHNSON  
Political Correspondent

50  
CT 26/3/93

THE restructuring of the apartheid education system into a new non-racial regional system should be completed by this time next year, the designated Minister of Education Co-ordination, Mr Piet Marais, said yesterday.

He pledged that the government would draw up a non-racial education budget for the 1994/95 financial year.

Mr Marais told a news conference the introduction of a common statutory, administrative, managerial and financial basis would level the playing-field in education and would establish a sound foundation

for restructuring education.

"The fact" that South Africa would have to switch to regional education departments "was not in dispute", but this process would have to take its cue from the constitutional negotiations.

He did not anticipate that any jobs would be lost as a result of the rationalisation

and restructuring process. It was possible that the numbers of people could be increased.

● Mr Marais announced that Dr Huw Davies, the current executive director of the Department of Education and Culture, had been appointed to help oversee the rationalisation process.

## 'Sunday school picnic' threat on school riots

JOHANNESBURG. — The 1976 school riots will look like a Sunday school picnic if the government does not meet the demands by pupils to scrap Department of Education and Training exam fees and improve educational facilities before April 1, ANC PWV education spokeswoman Ms. Cheryl Carolus said here yesterday.

(50) CJ 26/3/93  
Meanwhile, the DET yesterday said 36 out of 50 school days were lost so far this year due to protests. This amounted to at least 30% of the matric syllabus.

## 99 schools closed (50)

NINETY-NINE. Department of Education and Culture schools with a capacity of 25 822 were closed down at the end of 1992, according to the minister, Mr Piet Marais. Replying to a question from Mr Ken Andrew (DP Gardens), he said 11 426 pupils had been enrolled at the schools at the time. Sapa.

CA 26/3/93



### **New education system** (50)

THE Government had no intention of moving into a new education dispensation without involving other interested parties, Minister of National Education Mr PG Marais said yesterday.

Addressing a Press conference in Johannesburg, Marais said while racial categorisation would be done away with, communities which preferred to retain their own cultures, mother tongue and values, had a right to do so.

*Journal 26/3/93.*

**Cosas demo leaders held**

50

CT 27/3/93

EAST LONDON. — Sixteen Congress of South African Students' leaders were arrested here on charges of heading an illegal march yesterday. They were released on bail of R100 each.

# Keys lashed for using ERS plan for education

SOUTH 27/3-31/3/93

Although more money was provided for education in last week's Budget, unions in education slated the move by Finance Minister Mr Derek Keys to base his planning on the ERS, an education plan which was only supposed to be a discussion document, reports **Rehana Rossouw:**

**P**ROGRESSIVE education organisations reacted with shock to the education allocation in the budget, slamming Finance Minister Mr Derek Keys' use of the Education Renewal Strategy (ERS) to determine spending.

Altogether R22,704 billion was provided for education for 1993/94, 19,2 percent more than last year.

This excludes the TBVC countries' and salary increases for teachers.

## Long term plan

Keys said this year's allocation provided for the start of the long-term plan propounded by the Education Renewal Strategy, released in January.

Altogether R17 million of the allocation was placed provisionally with the Department of National

Education to finance activities closely linked to the implementation of the strategy.

The South African Democratic Teachers' Union (Sadtu) said they were shocked Keys allocated funds based on the government's ERS strategy.

"Sadtu was assured by the state president and the national education minister that the ERS was a mere discussion document and in no way implied a formal policy the government wished to apply."

## Lip service

"Sadtu regards the lip-service that Keys payed to the ERS document as a contradiction of the state president's assurances and another blatant example of unilateral decision-making by the government."

The union said the education budget increase of 19,2 percent should be seen against the background of the "galloping" inflation rate, which is over 15 percent.

This dramatically neutralised the extra money earmarked for education.

## Alarmed

"Sadtu is most alarmed at Mr Keys' confirmation that the state is continuing with the unilateral restructuring of education despite the various assurances received from the government," they added.

National Education Co-ordinating Committee spokesperson Mr Desmond Thompson agreed that the use of the ERS as a guideline for education spending negated the

positive effects of an increase in education funding.

"Who does the government think they are, spending the people's money on their own discredited plans?" Thompson asked.

## Undemocratic

"It is quite obvious this budget is a continuation of the undemocratic way of doing things under apartheid."

Meanwhile, in the House of Representatives last week, teachers' conditions of employment and service benefits came under attack.

Presenting the main appropriation bill in the House of Representatives, Minister of the Budget Mr Gerald Morkel said he was requesting R3 005 million for education —16 percent more than last year.

## Improvement

He attributed the increase to costs in the improvement of conditions of service, employer contributions to pension and medical aid funds and transfer payments to the University of the Western Cape and the Peninsula Technikon.

"The salaries of staff comprise nearly 84 percent of the total budget. This means that only 16 percent is available to buy school books, equipment, to pay municipal accounts, transport costs of pupils and to erect school buildings," Morkel said.

"This is a disproportionate ratio and steps should be taken to achieve a better balance between paying staff and other education costs."

## Dissident is gagged

### at meeting

BIDM 29/3/93  
KATHRYN STRACHAN

CHAOS erupted at an ANC Women's League meeting yesterday when suspended executive members — who were ousted a year ago when they protested against Winnie Mandela's enforced resignation from her post as head of social welfare — attempted to speak to the media.

The confrontation arose during a Women's League meeting called to discuss the issue of holding an AGM to elect a new executive. Since the suspension of the entire executive, the organisation has been headed by a task group.

When Nompumelelo Madlala, spokesman for the 18 suspended executive members, called journalists to brief them, the task group physically prevented her from doing so.

The task group initially denied that Madlala was present at the meeting. "She's here, but tell her she's not," a task group member told another in Zulu in answer to a question on Madlala's whereabouts.

The media was then escorted out of the building by ANC security.

A fracas followed when Madlala then attempted to speak to reporters in the street outside the ANC headquarters. 29/3/93.

Security guards — who asked a black reporter why she was siding with whites — also threatened journalists that they would be blacklisted by the ANC if they spoke to Madlala.

The executive members believed they had been unfairly and unconstitutionally suspended, Madlala said. They had a right to put their side to the media.

# Govt warned on growing problems in education

GOVERNMENT's plan for creating a new regional dispensation for a nonracial education system, unveiled last week, would not solve all SA's schooling problems, the Urban Foundation warned at the weekend.

Urban Foundation senior education policy analyst Jane Hofmeyr said that when racial barriers in education were broken down, the discrepancies between suburban and township schools and between urban and rural education systems would become far more significant.

There was no clear information from government on how these "gaps" could be bridged, Hofmeyr said, adding that there was a need for a thorough monitoring system to assess progress on equity.

The ANC's education des. also ex-

BIDM 29/3/93  
pressed its concern at National Education Minister Piet Marais' announcement last week of the establishment of an education co-ordinating service to streamline schooling and overcome its fragmented nature.

At the centre of ANC concern lies the issue of its repeated calls for a national forum on education, where all major stakeholders could negotiate on the way ahead.

For negotiations to be meaningful, they had to be conducted in a national forum, and not within the context of a state structure, the ANC said.

"The dismantling of apartheid education structures must be negotiated from top to bottom, otherwise the transition to a single national system will lack any shred of legitimacy and will run a serious risk of major oppo-

(50)  
sition from important political and professional interest groups."

GERALD REILLY reports from Pretoria that frustration and dissatisfaction in the teaching profession over salaries and service conditions will explode into a full-blown crisis unless immediate government action is taken to defuse the situation.

This, according to educationists, would be "put on the line" at a meeting today between President F W de Klerk, the Teachers' Federal Council and the National Professional Teachers' Organisation who together represent 120 000 teachers.

A major grievance on the agenda is the profession's lack of negotiating muscle and the need for a more democratic and effective bargaining mechanism.

● Comment: Page 6

## Mandela awaits her appeal judgment

BIDM 29/3/93  
ALMOST two years after she was sentenced to six years' imprisonment, Winnie Mandela's future now lies in the hands of the five judges who heard her appeal in Bloemfontein last week.

A full Bench of five judges, chaired by Chief Justice M Corbett, reserved judgment at the conclusion of Mandela's appeal on Friday.

Mandela was sentenced in May 1991 by Rand Supreme Court Judge M Stegmann to five years in jail for her involvement in the kidnapping of teenage activist Stompie Seipei and three other young men from the Methodist manse in Soweto in December 1988.

She was sentenced to an additional year of imprisonment for being an accessory to the assault of the four, who the court found had been kept at her house against their will. Stegmann found she and co-accused Xoliswa Falati and John Morgan had conspired to kidnap the four young men as part of a conspiracy to oust

SUSAN RUSSELL

the Rev Paul Verryn from the manse.

Seipei, 14, Gabriel Mekgwe, 19, Thaiso Mono, 19 and Kenny Kgase, 29, were abducted by Falati, Morgan and Mandela United football coach Jerry Richardson on December 29 1988 and taken to Mandela's home where they were assaulted. Stompie was removed from the premises on January 1 1989 and never again seen alive.

Kgase escaped and Mekgwe and Mono left the premises after the Mandela Crisis Committee, had negotiated their release. Stegmann found the four had been assaulted by Falati and others to obtain evidence of sexual abuse by Verryn.

Falati was sentenced to six years' imprisonment by Stegmann who convicted her on all eight counts of kidnapping and assault. Morgan was found guilty of kidnapping and sentenced to a one-year suspended sentence. Richardson was sentenced to death for Seipei's murder, his sen-

tence reduced to life imprisonment on appeal.

The judge acquitted Mandela on the assault charges and found her guilty of being an accessory.

During the appeal last week the State asked the court to confirm Mandela's conviction and sentence for the kidnappings and find her guilty of the assaults.

Mandela's counsel George Bizos SC said there was no evidence Mandela had been involved in the kidnapping, taken part in the assaults or been aware that any of the young men at her house had been assaulted. He asked for an acquittal on all counts.

Bizos said the judge had erred in finding that the conspiracy to oust Verryn had been the motive for the abductions. Even if there had been a conspiracy against Verryn, Falati had had an independent agenda to Mandela who believed Verryn was sexually abusing youths. Bizos said Kgase was a publicity seeker who had falsely implicated Mandela.

TODAY'S WOMAN

# New principals lead principle changes

AC 29/3/93

(50)

**MOVE over Mr Chips...** The idea of a boys' school run mostly by men is being overtaken at St Columba's in Athlone. There, for the past three years, Maria Nulty has been ensconced as principal with June Pym her deputy — and great things have been happening. GILLE WEINTROUB reports.

THIS represents a break in tradition for South African education, where women principals are common at primary school level, and obviously in girls' schools — but are not usually in charge of boys at senior school level.

Being principal of a boys school has not been a problem for Nulty, although she says the adjustment was a problem, initially, for some teachers, parents, and even pupils.

Mrs Nulty is also the first secular principal of the school. Before she came to St Columba's in 1991, most of the teachers were brothers.

While most people are now used to a woman occupying top office in the school, Nulty says some people are still surprised.

Be that as it may: "It's all part of the challenges facing education, and of coping with social change."

For everyone at St Columba's — as in the broader community, change is the name of the game.

For one thing, the school admitted girls for the first time at the beginning of this year. Now, 10 of St Columba's 250 pupils are girls.

"It was a consultative decision taken by pupils and teachers together, and based on the feeling that we need a school that represents the world outside," explains Pym.

"The single sex school does not represent the real world, but a strange stereotype that is now obsolete," agrees Nulty.

Apart from the advent of a separate physical education class for the girls, school life has continued as usual.

"It hasn't been a big issue. The girls have fitted in smoothly."

The participative way in which they were admitted to the school is typical of the way most things are done at St Columba's.

In her 17 years at St Columba's, June Pym has been involved in helping "board and chalk" methods of teaching evolve into a developmental systems in which pupils actively participate in educational structures.

Currently working towards her doctorate in education, Pym has been involved in education and development since achieving her teacher's diploma in 1971. She gained her Masters in education at Goddard University in Vermont. She taught in England among other places, before joining St Columba's.

"Education here is experiential and we try to make it relevant and community-oriented. For example, last year we had an Athlone week in which pupils worked in groups rather than classes and looked at the history, ecology, economy and other aspects of the suburb they live in.

"We are hoping to repeat that exercise this year — and expect every pupil to come up with a concrete suggestion on what they can do to help their community."

Innovative teaching methods are combined with a progressive approach to curriculum planning in which teachers are free to teach whatever they feel to be of relevance to their students, and in which pupils participate directly in their education and evaluation.

The approach is paying off: Last year's matrices said they felt their school systems had given them more of a chance to develop as whole people.

"The whole school



Photograph: OBED ZILWA, The Argus.  
Maria Nulty, right, principal of St Columba's, deputy June Pym and the Std 7s.

# We'll save you R67 000 on your house.

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"The whole school

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"The whole school  
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and appraise them," ex-  
plains June Pym. "It's a  
developmental ap-  
proach rather one of  
control and authority."

The St Columba's ap-  
proach to education, as  
in the 17 other schools  
in the Christian Broth-  
ers College network, is  
wholistic, encompassing  
spiritual and cultural  
aspects, life-skilling,  
leadership and physical  
training.

June Pym: "We have  
a student liaison body  
in which past pupils,  
parents and students  
are involved — to instil  
a sense of responsible  
leadership as well as  
demoncratising the  
school.

"Our structure allows  
us to consult instead of  
being autocratic." As  
part of this initiative,  
pupils are expected to  
run a section of the  
school's regular assem-  
blies.

Some of St Columba's  
more famous former  
pupils include couturier  
Errol Arendz, poet  
Adam Small and both  
the present and former  
archbishops of Cape  
Town.

# your house.

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## **MLS - MULTI LISTING SERVICES**

*By making our property computer system*

Staff struggling with English could follow orders in reverse, warns Lee Dormer

# Beware beings taken literally

San 29/3/93

**T**ALKING literacy, one is reminded of the mythical Russian computer which translates "out of sight, out of mind" to read "blind maniac".

It is yet another illustration of the observation that there's a lot more to literacy than the ability to decipher letters and numbers.

There are millions of "Russian computers" in South African companies today in the form of illiterate, semi-illiterate or functionally illiterate employees.

Take the local coal mine which had the following safety notice: "Do not indulge in horseplay". An interpretative test on about 100 workers with Standards 6 to 8 showed that 95 percent of them took it to mean: "Don't put your money on the horses at Turffontein or you'll lose". The same notice at another company caused a strike because workers reckoned that if they wanted to take a flatter on the horses, that was their prerogative.

"Safety is like an apple a day; it keeps the ambulance away." We tested that particular notice on a group of workers whose education level ranged from matric down to Standard 8. Almost without excep-

tion, their interpretation was: apples are good for you and you won't end up in hospital. Not one saw the underlying safety message.

South African corporate literature abounds with examples such as these — but the jokes on us if we don't wake up to the reality that functional illiteracy places obligations on South African companies to make sure their workers are properly trained. The problem is, literacy means different things to different people.

Acquiring words is merely the mechanical part; one has to follow through and equip the individual with cognitive, interactive and communicative skills to succeed in a broad range of life, work, and training situations.

Some people are only required to read safety signs and directions while others who operate machinery may have to read job cards, technical manuals, reports and production statistics. Certain job categories may demand that a person be able to evaluate information critically. Some workers may wish to learn English to be able to read the Bible or sing from a hymn book. Others might

want to help children with their homework. Others might want to be able to go into a shop and buy accurately the things they need.

What can be learnt over the years in equipping people with a broad range of life skills is that things are never as easy as they appear. Take the seemingly mundane task of wielding a pen, which can be as daunting as using chopsticks for the first time: a worker might first have to "break his hand in" by manipulating a fist-size chunk of Plasticine to improve his motor functions.

Then you have workers running into the many subtle nuances of the English language which are largely absent in their own mother tongue. For example, will, ought, might, may, must, should — these are all variations on a similar theme. So when the worker tells the foreman in halting English, "You must give me leave", it sounds rude but he might well mean simply: "Will you please grant me leave?"

These problems are not peculiar to black South African workers learning English, as any boardroom executive who has had to learn say, French or Japanese,

will readily attest to. However, coming to terms with them is vital to eliminate those differences in culture, customs and attitudes which can lead to misunderstanding and conflict.

Take a seemingly simple word used extensively on the shopfloor — productivity. Transforming it into concrete action means more than just hanging up a sign. According to Internan, a language and literacy-based organisation, a productivity improvement exercise can lead to a go-slow. Why? Because there is no term for productivity in any black language: the worker often translates it to mean retrenchment as a result of previous productivity drives — so he's going to work even slower to ensure that there's enough work to go around for everyone.

Perhaps one of the most striking discoveries is that the burden of being functionally illiterate is experienced not only, as commonly perceived, by black employees at labour level, but by individuals of all colours at all tiers.

Just take a random sample of staff members, including management, and ask them what their mission statement means. The re-

(So) (BF)

sults can be surprising. How can one therefore expect to get any reasonable "buy-in" to company policy if there is discord over its very essence?

Moreover, if one analyses any of the conceptual or strategic buzzwords so freely used by management today, further surprises might be in store. Your "empowerment" or "quality consciousness" drive may not turn out the way you intended. This could simply be the result of a misunderstanding of basic terminology.

This reinforces the point that functional illiteracy is not worker specific, by rather task specific. After all, is there really that much difference between a functionally illiterate executive who needs to go on a DOS course to learn how to use his PC and the functionally illiterate worker who needs to go on an English course to learn how to interpret machine instructions?

It is only once we have trained our workers to function within a First World environment that we will truly be able to compete internationally. Already, the money spent on training by many of our competitors goes largely towards further improving First World

skills; in South Africa, the money goes on the most basic forms of training. That gap will widen unless South African companies meet the challenge head-on with the urgency it deserves.

Our group has set itself the goal of having all workers able to read and write by 1998.

As we and other companies active in this field have discovered, it takes a lot of hard work and understanding on all sides. A cost-effective approach must be adopted for no matter how necessary the task, companies are not philanthropic institutions with bottomless purses. Management needs to be realistic in terms of funds and giving workers time off; unions must encourage workers to sign up for these courses rather than dismiss them as just another management tactic aimed at dividing the workforce.

But most importantly, everyone concerned should learn the lesson of the mythical Russian computer and remember that in the area of literacy training, a little knowledge is a dangerous thing.

Lee Dormer is the Haggie Group's head of manpower development. □

Hansel

situation in terms of which they will be forced to fill vacant places with pupils, regardless of whether those pupils meet the admission requirements or not. These schools do not know how to handle this particular problem. They are looking for guidance.

We must face facts. With the desperate need on the part of so many pupils in South Africa for a place in school, a policy involving the forced filling of vacancies may well be a solution in part to the overall education problem. My colleague has said that it clearly cannot be the total answer.

It is important in any education structure for certain schools are to be retained as centres of excellence—not as racially exclusive schools, as has been the case in the past, but as non-racial, open schools that serve as models and as valuable resource centres that could contribute effectively to upgrading the quality of education for all. The forced filling of vacancies could break this down completely if it happens overall, but this does not mean that all schools falling under the control of this hon Minister should be regarded as centres of excellence.

Many of the vast number of vacant places in schools in his department must be filled, but how they are to be filled remains a problem. It is clear that this hon Minister must state, clearly and soon, what he believes should happen in this regard and how his department would like to see the situation handled.

My real concern is that schools may start to take this matter into their own hands as is, of course, their right. However, because of a lack of guidance they may take this matter into their own hands and may try to find ways and means, in contrast to the educational needs in this country, of retaining their status quo. [Time expired.]

Mr R M BURROWS: Mr Chairman, the hon the Minister must never forget that the State-aided schools we are referring to, were erected and largely equipped with money from the taxpayers of the broader South Africa.

I can quote a list of the percentages of vacant places at particular schools, but I do not want to name these schools, as it would not be in good faith to them, and I believe they are indeed in a difficult position. These are the current capacities in the schools.

I will quote only the first 10 from the list I have:

HOUSE OF ASSEMBLY

Hansel

## QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

## Education departments: expenditure

\*1. Mr R M BURROWS asked the Minister of Education and Culture: <sup>(S)</sup>

(1) Whether there are *per capita* differences in respect of the expenditure of the various provincial education departments; if so, (a) why and (b) what is the (i) nature and (ii) extent of these differences;

(2) whether he intends eliminating these differences; if not, why not; if so, (a) when and (b) in what manner? <sup>(S)</sup> B492E

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) because the expenditure through factors such as the extent of the rural areas, the pupil increase in a given year, the extent of primary education, the cumulative years of service and the qualifications of teachers, the relative point of progress in respect of rationalisation etcetera, brings about a situation in which the *per capita* expenditure for the different provincial education departments is not identical,

(b) (i) and (ii) the expenditure for the different provincial education departments for the 1991-92 financial year was

TED — R4 305

CED — R4 360

NED — R4 180

OFSED — R4 636;

(2) no, not within the present dispensation, but in the transition to a regional system a new dispensation will inevitably be established through negotiation. This is therefore also something which must receive attention in the coming year.

## University of Natal: affirmative action

\*2. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether a policy of affirmative action is being followed by the University of Natal; if so, what does this policy comprise;

(2) whether a racially based quota system is being used in respect of the admission of students to the medical school at this university; if so,

(3) whether Black students get preference in respect of admission to this medical school;

(4) whether admission to this medical school also takes place on the basis of a scale of marks; if so,

(5) whether any Black students were admitted to this medical school this year at the expense of other students who had achieved higher marks than they had; if so, what are the relevant details? <sup>(S)</sup> B558E

The MINISTER OF EDUCATION AND CULTURE:

(1) The universities are autonomous institutions and lay down their own administrative, personnel and student policies;

(2) the Faculty of Medicine of the University of Natal was established in 1949 to train Black medical practitioners. Admission of individual students is a matter which falls under the jurisdiction of the University. As a further recognition of the autonomy of universities the quota system was scrapped from the Statute Book in 1992;

(3), (4) and (5) see answers to questions (1) and (2).

†Mr H D K VAN DER MERWE: Mr Chairman, arising from the hon the Minister's reply, may I ask him, in respect of the first part of the question, what he understands by "affirmative action"?

†The MINISTER: Mr Chairman, the question on the Question Paper does not require me to give a definition of "affirmative action". The hon member is also an experienced politician, very familiar with that aspect, therefore I cannot understand why he asks such a question. It

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appeal against the conviction, it was never proceeded with. The media coverage this incident received caused embarrassment to the Administration.

- (ii) It was alleged that he was under the influence of alcohol on 28 October 1988 whilst on duty.
- (iii) Certain revelations were made during the James Commission of Enquiry on, *inter alia*, allegations of this involvement in electoral fraud during the Tongaat by-elections of the House of Delegates.

(b) Mr A K Mahomed: Control Personnel Officer.

(2) Yes.

(a) The officer made representations for the payment of his full emoluments during the period of his suspension for which provision exists in terms of Public Service Regulation A25.1 (b) (ii).

(b) R143 843.

(3) The question of the officer's reinstatement and/or other actions contemplated against him are under consideration at present.

*New questions:*

**Musical instruments: importation from India**

\*1. Mr M RAJAB asked the Minister of Education and Culture:

(1) Whether her Department is investigating the alleged importation of musical instruments from India without proper authorization; if not, why not; if so,

(2) whether this investigation has been completed; if not, why not; if so, what were the findings;

(3) whether she will make a statement on the matter? D115E

HOUSE OF DELEGATES

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

My Department has completed its investigation on the matter.

(2) Yes.

The Department's findings revealed that no musical instruments were purchased for and on behalf of the Department.

(3) Yes.

Should the need arise in the future to purchase musical instruments, the usual State Tender Board procedures would be followed.

**Overseas tours: hiring of vehicles**

\*2. Mr A RAJBANSI asked the Minister of the Budget and Auxiliary Services:

With reference to the reply by the Minister of Foreign Affairs to Question No 2 on 3 March 1993, what was the total amount debited to the Administration: House of Delegates for costs incurred in respect of the hiring of vehicles for the members of the Ministers' Council referred to in that Question, during overseas tours undertaken by them since 1 January 1989? D121E

The MINISTER OF THE BUDGET AND AUXILIARY SERVICES:

According to the records maintained by the Departmental Accountant, an amount of R55 720.27 has been debited to the Administration: House of Delegates for costs incurred in respect of the hiring of vehicles for the members of the Ministers' Council during overseas tours for the period 1 January 1989 to November 1992.

**Chatsworth: protest against principal**

\*3. Mr N SINGH asked the Minister of Education and Culture:

(1) Whether any parents of children at a certain school in Chatsworth, the name of which has been furnished to the Minis-

ter's Department for the purpose of her reply, lodged a protest against the principal of this school recently; if so, (a) when and (b) what are the details of this incident;

(2) whether her Department has investigated the matter; if not, why not; if so, what were the findings;

(3) whether any teachers on the staff of this school ganged up against the principal; if so, what are the relevant details;

(4) whether the conduct of these teachers has also been investigated; if not, why not; if so, what were the findings? D123E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) 15 February 1993

(b) Picketing of the school and placard demonstration.

(2) Yes.

The principal's management strategies were unacceptable to the staff.

(3) The majority of the staff complained against the innovations introduced by the principal.

(4) No.

No official complaint pertaining to the conduct of teachers against the principal was lodged with the Department.

One formal complaint alleging victimization of a pupil was received from a parent, Mr Selvan Naidoo. Departmental officials met Mr and Mrs Selvan Naidoo on 18 March 1993. On the same afternoon, Superintendent for Management, Mr G V Naidoo visited the school to inform the Acting Principal that the pupil, Megandran Naidoo would return to school on 22 March 1993, after a period of a short illness.

The pupils are engaged in controlled

tests at present. A full scale investigation in respect of the alleged victimization of Megandran will be conducted in the new term.

**Early retirement of official**

\*4. Mr G MARI asked the Minister of Education and Culture:

(1) Whether a certain official, whose name has been furnished to the Minister's Department for the purpose of her reply, applied for early retirement recently; if so, (a) when and (b) on what grounds;

(2) whether his application was successful; if not, why not; if so, when is this official due to retire;

(3) whether this official is to be re-appointed in her Department in any other capacity; if not, what is the position in this regard; if so, (a) why and (b) in what capacity? D124E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes

(a) 13 January 1993

(b) In terms of a Departmental circular inviting applications for early retirement in response to Cabinet's directive for a 5% cut-back in State expenditure.

(2) Yes, with effect from 1 May 1993.

(3) No

(a) Falls away.

(b) Falls away.

**Promotion of Indian languages at schools**

\*5. Mr A RAJBANSI asked the Minister of Education and Culture:

(1) What is the policy of her Department in respect of the promotion of Indian languages at schools under its control;

(2) whether she or her Department intends

HOUSE OF DELEGATES

changing this policy; if not, why not; if so, (a) in what manner and (b) when;

(3) whether she will make a statement on the matter? D122E

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) *General Policy*

The policy for the introduction of Indian languages and Arabic, with effect from January 1984, is clearly set out in Paragraph 5.2 (pp F5 and F6) in the Principal's Handbook. In summary the policy is as follows:

The initial choice between an Indian Language and Cultural Studies rests with the parent/guardian of the pupils concerned.

The institution of an Eastern language teaching unit at the Std 2 level in a school in any year shall be conditional on:

- (i) A minimum of 15 pupils being enrolled for the language chosen; and
- (ii) A teacher for the language chosen being available at the school concerned.

If there is a viable demand for an Eastern language, but a teacher is not available at the school, the principal may arrange to engage the services of a part-time teacher in consultation with the Superintendent of Education (Management) for the school and Staffing Section.

With the appointment of Language Promoters the responsibility for approving institution of teaching units and the appointment of part-time teachers are handled by them.

(2) (a) and (b)

No, in respect of the following policy issues:

The policy in respect of the following will not be changed in the immediate fu-

ture because of their relative effectiveness in promoting Eastern languages.

*Size of teaching units*

Where economic units cannot be established class sizes of 7 pupils (and in some special cases even lower) will be permitted.

*Use of part-time teachers*

The use of part-time teachers will also continue although it is preferable to have academically and professionally qualified educators.

*Rate of payment*

The present rate of payment will be retained to ensure that we do not lose the services of these teachers in the course of the year.

Yes, in respect of the following policy issues:

*Giving Indian languages a more curriculum-based identity:*

Over the years, Eastern languages had acquired a more culture-oriented identity. The result was a general approach that stressed both culture and language competence, often to the detriment of the latter. Pupil motivation often tended to weaken with each passing year.

Therefore, serious attention is being given this year to the task of ensuring that Eastern languages are given a curriculum-based identity. This is a matter of great urgency as an educational language policy is currently being discussed nationally in preparation for a revised curriculum for a unitary education system.

- (3) Up till 1991 class units for Eastern languages were constituted and commenced within the first month of the school year. In 1991 creation of class units continued well into the latter half of the year. This was:
- educationally unsound in that there

was no possibility of uniform syllabus coverage for all pupils;

— organisationally disruptive to the school;

— detrimental to the image of Eastern languages as a subject in the curriculum as no other subject was organised in this manner;

— fiscally irregular in that funds could not be accurately budgeted.

The accelerated creation of class units will minimise the consequences noted above. Nevertheless, adequate time was allowed to Language Promoters in that the task of creating class units was extended into March. The effectiveness of this policy can be inferred from the fact that as at 13 August 1992 the Department had employed 460 part-time teachers of Eastern languages. The number projected for 1993 was 511 part-time teachers. But, as at 24 March 1993 the Department has employed 644 part-time teachers for the 1993 academic year. The pupils in the charge of these teachers are thus guaranteed at least three full terms of instruction in Eastern languages.

**State financed dwellings: hardships**

\*6. Mr G MARI asked the Minister of Local Government, Housing and Agriculture:

- (1) Whether the Durban City Council has approached his Department in respect of hardships allegedly experienced by persons occupying State financed dwellings as a result of the application of the 1987 rental formula; if so, when;
- (2) whether any steps have been or are to be taken to deal with this matter; if not, why not; if so, what steps;
- (3) whether he will make a statement on the matter? D141E

**THE MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE:**

(1) No.

(2) Falls away.

- (3) Yes. On 3 March 1993 the Durban City Council made an application to the Department to transfer an amount of R1 million from the Community Facilities Fund to the hardship fund to assist tenants who are experiencing difficulties in paying their rentals. This matter is being investigated at present and should there be sufficient monies in the Community Facilities Fund, the matter will be referred to the Housing Development Board for a decision.

*For written reply:*

*General Affairs:*

**Short-term insurance: regulation by legislation**

21. Mr M RAJAB asked the Minister of Finance:

- (1) Whether he intends introducing legislation to regulate the short-term assurance industry; if not, why not; if so, (a) for what reasons, (b) when and (c) to what extent will such legislation amend existing legislation in this regard;
- (2) what (a) persons and/or (b) bodies have been consulted in this regard;
- (3) whether he will make a statement on the matter? D108E

**THE MINISTER OF FINANCE:**

(1) (a), (b) and (c)

The insurance industry is presently regulated in terms of the Insurance Act, 1943 (Act No 27 of 1943). Due to the fact that this Act is outdated and in need of reform it has been decided that draft bills to regulate the short-term and long-term insurance industry should be formulated to replace the Act.

(2) (a) and (b)

The representative organisations of the long-term and short-term insurance industries, academics and other interested

Star 3/13/93

# 'Disrupt white schools' call

By Phil Molefe  
Education Reporter

(50)

The National Education Co-ordinating Committee has threatened a full-scale disruption of white schools in the PWV unless the Government acts on the crisis in black education by tomorrow.

NECC Transvaal secretary Arnon Msane said his region would "take the struggle to white areas" by organising marches, pickets and sit-ins at white schools to render them "completely ineffective".

"We are no longer going to allow a situation where only black education is disrupted while white children enjoy all the privileges and their education is going on well," Msane said.

The executive director of the Transvaal Education Department, Dr Ken Paine, said today his department would continue with the task of providing schooling despite the threats made by the NECC.

"Any school community will probably counter threats of disruptions by referring these to the police," Paine said.

The Natal Education Department (NED) yesterday issued a directive to schools to brush up on their emergency drills in the event of an attack on schools.

The NED said there would be no changes to the school programme.

The demands made by the NECC include a halt to the unilateral restructuring of

education, the scrapping of matric examination fees, the reopening of negotiations of the salary of teachers and the urgent establishment of the negotiating forum on education.

Asked whether the NECC action would not spark violence, particularly from the Right wing, Msane said the protesters would avoid confrontation.

"We know there will be elements who will try to stop the action, but we know how to handle the situation. We

occupied white schools in 1991 and avoided violence."

The NECC region came under the spotlight two years ago when it bussed black pupils to white areas to occupy empty white schools. The Government then opened some of the schools to black children.

Minister of Education and Training Sam de Beer said: "It will be a very sad day if the NECC proceeds with plans to disrupt education in that manner."

## Govt set to upgrade black education

(50)

A total of R792 million will be spent on building schools and additional classrooms for black education, said Education and Training Minister Sam de Beer yesterday.

A total of 311 new schools would be built and a further 500 classrooms would be erected at farm schools,

which will receive improved subsidies.

The allocation will also cover the building of five colleges of education, one technical college and the upgrading of old and vandalised school buildings.

He said the Department of Education and Training (DET) would spend R30 million on furniture for new schools and classrooms.

A total of 6 559 new teaching posts had been created this year with an additional 847 administrative posts and 354 subject advisers' posts.

DET director-general Dr Bernhard Louw said the number of black pupils in DET schools had increased by 1,9 million since 1986.

Louw said the DET would increase its subsidies to farm schools.



Star 31/3/93

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# NECC threatens to disrupt white schools

ET 31/3/93

(56)

**Own Correspondent**  
**JOHANNESBURG.** — The crisis in black education could spill over into white schools tomorrow if the southern Transvaal branch of the National Education Co-ordinating Committee (NECC) goes ahead with its threat to disrupt these schools.

At a news conference here yesterday, NECC spokesman Mr Amon Msane said the

government would only take notice once the crisis facing black education spread to the sensitive area of white schools.

He said the "mother of all mass actions" would include sit-ins in classrooms and pickets at white schools and threatened the action would cause "pandemonium" in schools.

The government had repeatedly ignored the organisation's calls for a national edu-

cation forum where all parties could negotiate the future of education, he said.

Mr Msane said the protest would also include sit-ins in white Department of Education and Culture offices and distributing pamphlets in white areas.

Transvaal English Medium Parents Association (Tempa) president Mr Jack Gordon said there would be "bloodshed

such as we've never seen before."

Department of Education and Training Minister Mr Sam de Beer said it would be "a very sad day for South Africa" if the protest went ahead.

Transvaal Education Department executive director Mr Ken Paine said teachers would continue to provide schooling tomorrow, and schools which were threatened would contact the police.

Sapa reported that CP spokesman Mr Kobus Beyers said the action by the NECC would be like a spark in a powder keg.

He appealed to parents and teachers in white schools to protect themselves.

The Natal education department has asked schools to brush up on their emergency drills.

● Boost for black education — Page 2

# Boost for black education

Own Correspondent

JOHANNESBURG. — The government yesterday announced a major development programme, including R792 million for new classrooms, in a bid to combat the disastrous state of black education.

Education and Training Minister Mr Sam de Beer stressed that the package only represented government's share. For results to improve, the commitment of teachers, pupils

and parents was vital, he said.

DET director-general Mr Bernhard Louw said the R792m would be spent on building 6 156 classrooms at 311 schools. This money would also be used to build 500 classrooms at farm schools, upgrade old buildings as well as plan and build five colleges of education and a technical college.

He said 9,8 million books were delivered to schools for this school year.

(28) (50) CT 31/3/93

## New facilities at blind school

Staff Reporter <sup>50</sup>

THE simple pleasure of reading a newspaper will be one of the new privileges blind children at the Pioneer School in Worcester could enjoy in future.

This was announced at the opening of new and modernised facilities at the 112-year-old school.

Pupils will use braille newspapers and encyclopedias. <sup>2/31/93</sup>

The school has spent more than R2 million upgrading its facilities.

# NECC threat to white schools

Sowetan 31/3/93. (50)

By Sonti Maseko and Sapa

**T**HE National Education Co-ordinating Committee warned the Government yesterday it would launch "the mother of all mass actions", which would paralyse white schools, if by tomorrow it did not address urgent demands to end the crisis in black education.

At a Press conference in Johannesburg the NECC Southern Transvaal region presented demands calling on the Government to consult with its education partners or face mass action.

## Unilateral restructuring

The demands are:

- An end to the unilateral restructuring of the education system;
  - The suspension of examination fees;
  - The reopening of negotiations on salary increases for teachers;
  - A stop to unilateral closure of schools and colleges of education; and
  - The urgent establishment of a negotiating forum on education to deal with the crisis
- The NECC said it was concerned that there

was a lack of concrete progress by the Government to implement changes to the apartheid education system despite numerous talks and appeals to education authorities.

"Since the beginning of 1993 we have begged, demonstrated, petitioned, appealed and negotiated with every decision-maker in the DET hierarchy, including President (FW) de Klerk, but to no avail", general secretary of the NECC Mr Amos Msane said.

## Disrupt white schools

The Minister of Education and Training, Mr Sam de Beer, said it would be a sad day for South Africa if the NECC were to disrupt white schools to protest the restructuring of education.

"In places, education looks more like a war zone than a haven for education," he said.

"These places are characterised by uncompromising demands, threats and intimidation tactics," De Beer said.

De Beer warned that too many school days had been lost already. If secondary schools which had not yet settled down to work could not do so immediately, there would be little hope of success for their pupils this year.