

EDUCATION — GENERAL

1994

JANUARY — SEPT.



Preschooler Namonid Mtshali, 3, and her classmate Alena Mokoena, 5, lead a march of schoolchildren through Thokoza yesterday to celebrate the start of International Children's Month. Picture: AP

BiDay 2/6/94

# Free books to boost technical careers

MIKE HOLMES

SA industry is to be asked to identify hundreds of skills likely to be in shortest supply in science, engineering and technology (SET).

Those most urgently in demand will be highlighted in a series of independent publications to be distributed free to more than 4 000 high schools, technical colleges, technicals, universities and other educational and training institutions. Further copies will go to about 1 000 major companies, libraries, business organisations, government departments and other interested bodies in SA and abroad.

Over the next three to four years, 10 to 15 such books will be produced, each covering the most critical needs of a specific industrial sector, such as mining, heavy engineering, construction, chemicals, electronics and transportation.

The 850-word texts will detail each required skill under headings like: nature of work, kind of person, working life, income, employment opportunities, getting ahead, disadvantages, education and training, study assistance, and who to contact.

Thousands of young people are expected to be drawn into more than 400 technological and technical activities needed for SA industry to compete effectively. (50)

Welcoming the initiative, Cliff McMillan, chairman of the SA Engineering Association's education and training committee, said SET skills would be essential to national reconstruction and development.

Bridging the Gap MD Wendy Luhabe said such skills were imperative if SA was to become a winning nation.

The SET programme would be aimed at helping young people make informed career choices. For example, few school leavers realise there is a vibrant industry called packaging, with 60 000 employees and plenty of technological scope.

It was also important for parents to realise that there was nothing wrong with a technical career.

Richard de Stadler, chairman of the Federal Committee of Technical College Principals and a member of

the SET career project, said SA needed to train many thousands of people in "the skills required by modern manufacturing processes".

The same needs are going to apply in servicing future technologies. Few would have thought a decade ago there would be rewarding jobs fixing fax machines or servicing cellular telephones.

Educators, too, need to be trained and retrained. In order to do this two new subjects — technology and entrepreneurship — had to be developed. The SET books project will keep on emphasising the many small business opportunities open to those with technical and technological expertise.

Arts, Culture, Science and Technology Minister Ben Ngubane has said that SET skills will play a key role in reconstruction and development. The first step, according to Foundation for Research Development vice-president Khotso Mokhele, is to create an appreciation of SET disciplines.

Holmes is director of the SET Careers Project.

# President to announce single education department on Monday

CAPE TOWN — President Nelson Mandela was expected on Monday to announce the scrapping of 18 apartheid education departments and the formation of a single Department of Education and Training, Education Minister Sibusiso Bengu said yesterday.

A spokesman for the five-member Public Service Commission appointed yesterday said similar proclamations to the one on education were imminent, and other fragmented government departments would be unified.

Announcing the appointment by Man-

dela of the commission members, Public Service and Administration Minister Zola Skweyiya said the commission "will play a fundamental role in the rationalised public service".

The commission members are Roe Venter (chairman), Franklin Sonn, Sibulo Nkomo, Ian Robson and Stan Sangweni. Bengu spelled out his department's immediate priorities.

He said his role as education chief would be visible, and would commence soon with visits to schools across the country.

Education communications director

DAVID GREYBE

Coryie Rademeyer said detailed policies would eventually flow from the processes set in motion by Bengu, formerly vice-chancellor and rector of the University of Fort Hare.

Bengu said he was fully aware his department would come under intense public scrutiny, with "incredible" expectations for the delivery of results.

Certain obvious things were a priority. "Firstly, the establishment of a single department and the rationalisation of the

civil service therein. Secondly, asserting equitable allocation of the resources in a nonracial system. Thirdly, and probably more importantly, attending to the quality of our education."

Bengu said this included a curriculum review, teacher retraining programmes, and provision of adequate facilities within the education system. "However, our biggest challenge is the African community, the most deprived and the Cinderella of the entire education system."

Bengu said unless his department intervened decisively, blacks would remain on

the periphery as an underclass of the SA economy because of inadequate educational qualifications.

"Such a spectre would definitely cost this department dearly in terms of political support," he said.

He had already started a number of "processes" to facilitate the transition to a new education dispensation. These were aimed at setting realistic goals in the short, medium and long term.

Bengu announced the "interim appointment of a strategic management team" to

## Education

be headed by ANC education department head John Samuel. The team would act as a "special adviser to the ministry". It was made up of Samuel, Sipho Pityana, Sheila Sisulu and Trevor Coomb.

However, directors-general and the other managers of the "old" system were still legally in charge of their departments "until the new system is in place".

Samuel's team, in consultation with directors-general, would immediately be re-

sponsible for maintenance of the education system, its rationalisation and policy.

Bengu said his department had also started a series of "solidarity meetings" with various stakeholders in education. Earlier this week he met the 18 heads of the old education departments.

He planned to meet, among others, MECs from the nine new provinces, teachers' associations, student associations, and "mass democratic movement" education structures next week.

Education 8/Day 1915194

From Page 1

To Page 2

# Racial storm clouds education director's post

50 WML-7/7/94

Racial reasons are allegedly behind the dropping of John Samuel as frontrunner for director general of education. **Stefaans Brümmer, Philippa Garson and Mark Gevisser** report

**J**OHN SAMUEL, architect of ANC educational policy and widely tipped for the post of education director general, has been overlooked for the job — allegedly for racial reasons.

Instead, former University of the North rector Chabane Manganyi, described by some of his critics this week as "an individualist and poor administrator", is set to get the post. The appointment must first be passed by the cabinet and Public Service Commission. But reliable sources in the ministry and in the education world say Manganyi will almost certainly get the job, and that Samuel was dropped because he is not an African and because of his management style.

Samuel shunned the offer of a parliamentary career because he was preparing for a senior civil-service post. The ANC's head of education since 1990, he was offered a position as an adviser to the minister, but turned it down.

Although recently appointed head

of the department's Strategic Management Committee, Samuel said it was "highly unlikely" that he would remain in the department. He refused to comment further.

Education Minister Sibusiso Bengu, recovering from a mild stroke, was also not available for comment. According to a ministry spokesman, the post is still being advertised.

It is believed that a lobby to drop Samuel comprised educationists in the ANC parliamentary caucus and other blacks in the education field, who felt he lacked the credentials to advance African educational interests.

One black educationist said Samuel had a history of "marginalising Africans. There was strong lobbying in parliament against him and Bengu had to listen. He acted cor-

rectly." The source added that Bengu had consulted President Nelson Mandela about the matter.

Another source said there was some truth to the claim that Samuel had "not been sensitive enough" to affirmative action. "But you can't put people in positions they can't handle. The old bureaucracy will resist change if you don't have the right person driving reconstruction in the education sector," he said.

Manganyi has not played a significant role in ANC education policy formulation. He is currently head of the Joint Education Trust, a position he took on resigning from the University of the North in 1992 after a short tenure as rector.

One education policy source said "it's a disaster for education reform and shoddy treatment of Samuel,

who has driven the process. He is behind the policy framework document now on the table. Manganyi might be a formidable intellect, but doesn't have the (same) breadth of experience and understanding of the education system."

Some educationists fear a "takeover" of educational reform by members of the "historically black universities". "I'm concerned," said one, "about the fact that the two senior education positions will be held by university academics (Manganyi and Bengu). Do they have the experience to integrate education and training, and to bring in historically neglected sectors, like pre-school and education?"

Manganyi's departure from Turfloop came at a time of major upheavals at the university, precipi-

tated by student calls for transformation on campus and in black education in general. Although a psychologist with a strong academic reputation, he was attacked by the Students' Representative Council.

There is some support for Manganyi within the "grassroots" education constituency. A highly placed official in the Congress of South African Students said "Manganyi is seen as the better choice generally in progressive education bodies".

National Education Co-ordinating Committee information officer Desmond Thompson said the body would have no problem with Manganyi's appointment "in the light of our experience and knowledge of him as rector and head of the Joint Education Trust. We have experienced him as a man of integrity and ability."

# Urgency to ease education uncertainty

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Aug 28/94

## □ White Paper to be tabled

### Political Staff

NATIONAL and provincial education ministers are to meet in Cape Town on Monday to continue their discussions on changes to the education system.

The ministers have formed themselves into a Council of Education Ministers.

They will focus on two issues next week — a White Paper on education and training to be tabled in parliament eventually, and the transfer of education powers from the central government to the nine provinces.

This is part of the intensive negotiations and discussions with provincial education ministers, stake-holders in education, political parties and the private sector that will shape the White Paper.

It will help ensure that the White Paper will enjoy the degree of legitimacy that the government needs it to have.

Monday's meeting will be chaired by Minister of Education Sibusiso Bhengu, if he has recovered from illness. In his absence, his deputy, Renier Schoeman, will chair the meeting.

Education sources said they approached their task with a sense of urgency and were anxious to remove the feelings of uncertainty in education. They have put in a lot of work already in terms of stocktaking in education and exploring options.

Eventually, the central government will be responsible for universities and technikons, and provinces will be responsible for school education.

The provincial education ministers are concerned at the slow tempo with which education and other duties are being transferred to the provinces from the central government.

Provincial education ministers would like to see more rapid movement, especially as January 1 has been set as the date for the opening of education departments in each of the nine provinces.

The education ministers will be backed by strategic teams and advisers at Monday's meeting.

The White Paper will reflect the government position on education. It will deal with the constitutional position of education and will set out a register of the needs in education.

# 2 000 Sasco students issue demands to Bengu after parliament march

(50) FILE 22/9/94  
ROGER FRIEDMAN  
Staff Reporter

THE Education Ministry is "actively soliciting support" from "various donors" as an interim measure to finance tertiary institution bursaries for the next year.

This was one of the responses Education Minister Sibusiso Bengu had for a group of about 2 000 angry students who descended on parliament yesterday under the banner of the South African Students Congress.

The students represented the University of Cape Town, University of Western Cape, Kanya and Good Hope Colleges. Their demands included:

- The reincorporation of colleges of education into the National Education Ministry;
- Establishment of a national loan and bursary scheme by the end of the year;
- The establishment of an emergency fund and increasing the government's R20 million contribution to R80 million;
- A review of the government's subsidy formula and the "apartheid education budget" by the end of the year; and
- The development of a comprehensive strategy to employ college graduates.

Tertiary education was on the "verge of collapse due to the deep-rooted financial crisis," Sasco said in a memorandum to Professor Bengu.

"We observe with despair that despite the assurances of the Government of National Unity the conditions of our students deteriorates unabatedly."

The students demanded to hand the memorandum to Professor Bengu who was at a meeting and sent his spokesman Lincoln Mali to deal with the issue. Mr Mali read out the minister's response to Sasco's demands.

These included actively soliciting support from various donors to finance bursaries; setting up a higher education commission which would be responsible for the establishment of a national loans and bursary scheme, and convening a national congress on the funding of tertiary institutions.

But the students were not terribly impressed by Professor Bengu's response.

Regional Sasco chairman Andile Nkuhlu said students should "note with concern the unavailability of the minister".

He said the minister had failed to address students' "fundamental problems" and suggested they return to their campuses to organise future action in this regard.

B/DAY 5/11/94

# Subsidise private schools to save state money

(50)

PRIVATE schools have come under fire for being antisocial nurseries of snobbery, tending to maintain social divisions. And with the advent of a new political order and the re-arrangement of educational priorities, the future role of private schools has come under the spotlight. In his recently released booklet, *The Case for Private Schools*, Independent Schools Council national director Mark Henning says such conjecture is inevitable, given the prevailing debates on the educational future of SA. His case rests on the argument that private schooling helps fund education in developing countries as it relieves the state of considerable expense. This is backed up by the World Bank, which recommends that developing countries move to greater privatisation, thus freeing more resources for the state.

This simple argument is often overlooked, says Henning, and debates on private schooling are frequently based on emotion or ideological positions. The future of private schools depends on whether they will continue to receive grants or subsidies from state coffers. Henning claims that if a small subsidy to private schools causes them to flourish, the state saves even more money. Another reason for encouraging private

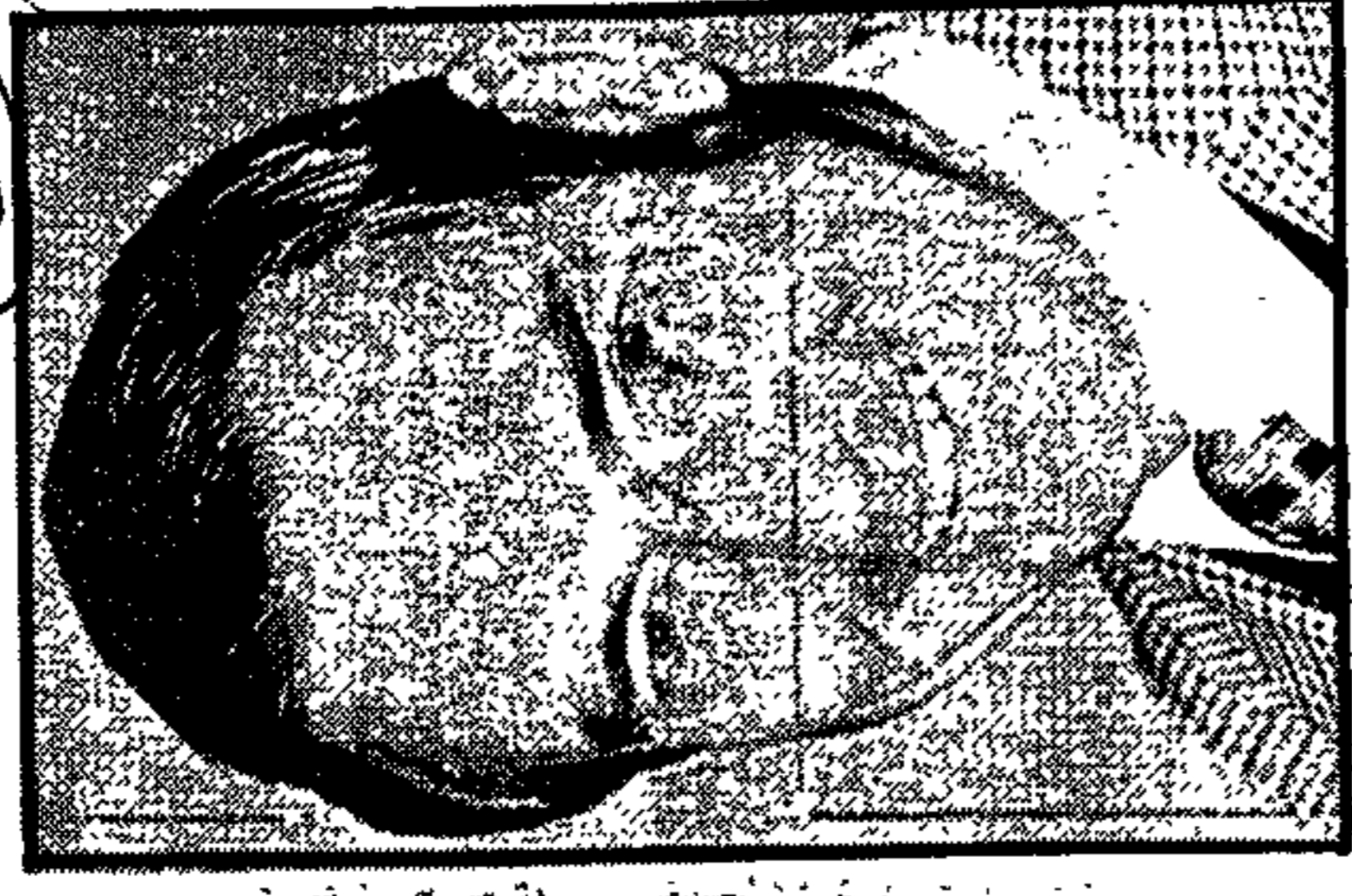
schooling is the saving in state administrative costs. Economic and demographic realities will tightly constrain SA decision-makers. There will be many other factors, internal and external, that will influence them, such as a justiciable Bill of Rights, pressures for meaningful local options, competing demands for essential social services and the need to accommodate diversity of language, culture and religion.

Responding to Henning's views, ANC education spokesman Lindelwa Mabandla is reassuring. "There will always be a place for private schools," he says. The ANC is not making vague promises as its view is reflected in the interim constitution, which provides safeguards for private schools.

As private schools help the state provide educational services, the case for continuing to grant the subsidy still stands, he says. The subsidy varies between 10% and 50%.

As people realise limited funds are available for education, and with an urgent need to rearrange priorities, the question of continuing to subsidise private schools is often raised, Mabandla says.

But there may be a more careful watch on possible discriminatory practices at private schools. While entrance examinations are regularly used to select pupils, many reports have been made of the (usually cul-



□ HENNING

turally biased) entrance examinations being used consistently in the case of black applicants and waived for white applicants to the same school, Mabandla says.

Many countries employ an array of checks that go a long way to ensuring there is no discrimination at private schools, and they could come into operation in SA, Mabandla says. There will also have to be safeguards against people creating schools "which do not reflect the ethos of the country".

According to Henning, private schools face many obstacles, yet these barriers can be lowered through a paradoxical combination of deregulation and state support.

Subsidies to private schools in 1992/93 amounted to less than R150m, or 0,7% of total educational expenditure of over R21bn. In terms of the schools' contribution to the country's educational capacity, the grants paid by the state represent a "real bargain", Henning claims.

He argues that the capacity of South Africans to afford private school fees has diminished substantially in the past decade, during which they have become poorer by more than 13%. The pressure on a new government to improve essential social services and to redistribute wealth will make it increas-

ingly difficult for parents to afford private fees.

He predicts that the private school sector in SA, which caters for about 1% of the school population, is likely to shrink if disposable incomes continue to decrease. Private schools have to sink or swim, he claims. Schools that do not deliver the goods will disappear. But state schools that are inefficient will continue to be a burden to the taxpayer. The fate of private schools will ultimately be decided by the merits of individual schools and the professionalism of their teachers, he says.

As well as mobilising additional resources for education, by expanding private education, the state will increase competition between private and state schools and improve the academic standards of all.

Good state schools have nothing to fear from private competition, because they will always be cheaper. But parents will weigh the price premium of private schools against the difference in educational quality.

He says the critical need to find additional funding for education in the years ahead and to increase the country's capacity to provide better education will require that people approach questions in a state of mind open to change, not constrained by preconceptions and ideologies.

## LETTERS

## **SWEEPING changes to South Africa's educational system are proposed in a high-level ANC policy document.**

Out goes matric as it has been known to generations of pupils of all races. In comes a General Education Certificate, awarded after 10 years of free, compulsory schooling up to Std 7. (50)

Pupils who stay on at school for an additional three years will get a Further Education Certificate, which may also be awarded in recognition of equivalent qualifications achieved in the workplace.

The 119-page policy document was compiled by the Centre for Education Policy Development, an ANC think-tank.

Although the proposals have not yet been adopted as formal ANC policy, they give the clearest indication yet of the educational policies likely to be implemented after the April 27 elections.

The two pillars of the document are the redressing of inequalities caused by apartheid and the shifting of the educational emphasis from academic training to practical and technical training.

Model A schools — formerly state schools converted to private schools — would be abolished. The fate of

Model C schools — partly funded by parents and with their own community governing bodies — and state funding for private schools will be reviewed.

The ANC's caution on these two issues is understandable. Model C schools and the continued existence of private schools are highly contentious issues.

Some educationists believe they are essential to maintain a stream of high-quality school-leavers. Others dismiss them as elitist.

But syllabuses will be dramatically changed in terms of the proposals to ensure racial and gender equality.

Affirmative action for women will be introduced through changes in the curriculum, methods of enrolling students and by reviewing women's roles in positions of responsibility.

These aspects of change are also likely to be controversial: Britain and the US are still locked in fierce disputes about the casting of history and social science books to take account of racial and gender sensitivities.

Teacher training, currently fragmented, will be centrally co-ordinated and amended, and new industrial-relations laws will guarantee teachers the right to strike.

Other features of the new deal include "life-long learning" to encourage people to constantly upgrade their skills and an "open" system under which formal attendance at school will not be necessary.

Early childhood and adult education programmes for rural people will be a priority, while development initiatives will cater for youths who have been deprived of proper schooling.

Providing education for pre-school children and adults, and special education for the disabled, would be another urgent task.

Education and training will be integrated, allowing easier movement from the classroom to a training post suitable for a job.

Special attention will be paid to reconstructing

□ To Page 2

## **ANC schools revolution**

□ From Page 1

schools and libraries, and textbooks will be re-evaluated. *STimes*

And with 11 official languages agreed to by the politicians, multi-lingualism, without prejudicing any language group, will also be encouraged.

In an attempt to make the process as representative as possible, commissions will be set up to look at issues like qualifications, how to integrate education and training, and other technical details.

The educational task group, headed by Mary Metcalfe, worked with prominent educationists and researchers — including Trevor Coombe, Judy Fayish and Ahmed Essop — to draw up the policy document.

Lindelwe Mabandla, of the ANC education department, said the document

was being circulated as widely as possible, and anyone could comment on its contents. *9/11/94*

Submissions from members will be considered at the organisation's national conference next month, and revisions will be made if necessary. (50)

The document will also be assessed by the National Education and Training Forum, which represents all the interested parties in education.

BY SHARON CHETTY

*STimes 9/11/94*

# **ANC SCHOOLS REVOLUTION**



NEWS FEATURE *Committed to education*

# School culture of learning year

Sowetan 10/1/94

By Bongani Mavuso

## ■ EDUCATION STRUGGLE

*Units will work for a normal year.* (50)

**S**EVERAL EDUCATION BODIES HAVE backed the National Education and Training Forum's "Safe Education in 1994" campaign which envisages the return of the culture of learning to black schools this year.

All the organisations *Sowetan* spoke to were optimistic and confident that the culture of learning and teaching would be restored in black schools with the dawn of the "new" South Africa.

Last year was marked by various disturbances in black schools which resulted in matric examinations being written two weeks later than scheduled.

These included teacher and pupils protests, chalkdowns, marches and violence.

The National Professional Teachers' Organisation of South Africa said it associated itself with the NETF's campaign. Naptosa spokesman Mr Andrew Pyper said his organisation was looking forward to the "effective restructuring of education on the ground".

**Confidence**

Pyper added: "We are looking to the future with excitement and realistic confidence. We hope the new dispensation which will be ushered in April will restructure our education which has been in tatters for many years."

The national organiser of the Congress of South African Students, Mr David Serekwane, said Cosas would engage in "vigorous" campaigns to restore the culture of learning in black schools this year.

"We need to see the learning process taking place effectively in our schools," Serekwane said. "This year will see us try to address the past imbalances in education."

Serekwane pointed out that Cosas was still committed to the scrapping of the examination fee. Cosas took to the streets last year to demand the scrapping of these fees. Educational authorities responded by suspending the payment of the fees.

"We are on board with NETF on its campaign," the National Education Co-ordinating Committee's Mr Desmond Thompson said. "We be-

lieve that 1994 is crucial to the continuation and improvement of education in our country."

Thompson said the challenge this year would be to start "in earnest" the process of serious transformation of the dispensation of education and training.

"We will need to start correcting the past imbalances and to level the educational playing fields. At the same time, we will need to start replacing the worst element of apartheid education with the democratic, non-racial, non-sexist values and practices," he said.

Major areas that needed urgent attention, were teacher labour relations and access to education at all levels, among others, Thompson added.

The South African Democratic Teachers Union, which was in the fore-



President of Azayo, George Biya.

front in the "educational struggle" with the Government in the past years, said it has committed itself to a "disruption free" year.

**Tomorrow's pride**

Sadtu assistant general secretary Mr Thulas Nxesi said the union was also committed to the NETF's campaign. "However, this commitment cannot be guaranteed.

"Our commitment depends on the State making a similar commitment by taking decisive action in addressing several pertinent educational issues," Nxesi said.

He said these issues included, among others, the rationalisation and retrenchment of teachers, overcrowding and high pupil-teacher ratios in year was wasted in education.

"This problem must not be allowed to recur.

"We call on black students to take education very seriously because education is a reservoir of our future and students are our tomorrow's pride.

"Again, we call on the black teacher, in particular, never to be fooled by enemies of black progress who advocate actions that deny a black child an opportunity to learn."

# ANC sets out policy on national education

□ Document intended to spark debate

ARG 11/194

The Argus Correspondent

JOHANNESBURG. — The African National Congress has unveiled its draft education policy document, saying it was aimed at reconstructing the "apartheid-fractured system" into a democratic one.

The organisation said yesterday the document was intended to open debate on education restructuring before it was amended and formally adopted as policy.

The document proposed the creation of a national ministry of education and training to take charge of all aspects of education

and training policy, resourcing and standards.

Each provincial system would be run by an education and training authority or department.

A national qualifications authority would be established to develop all aspects of an integrated national qualifications network.

The first 10 years of formal education would be free and compulsory. The 10 years would include a preparatory school year and culminate in the general school certificate after completing an equivalent to Standard 7.

A three-year further education phase would be available in high

schools and other learning centres, including workplaces.

Students would receive a further education certificate, equivalent to a matric certificate, at the end of the three years. Although not free, further education would be subsidised and the disadvantaged would be assisted.

Higher education would be brought under a unified system of national planning and the college system would be assessed in relation to national needs for diploma-level education. Commissions to further investigate the restructuring of further and higher education would be appointed.

The ANC proposes the national government would take responsibility for adult basic education, early childhood care and special education.

Asked whether the document addressed fears about the lowering of standards, especially in white education, a spokeswoman said a closer look at the South African situation revealed that present standards were far below those of other countries.

"We intend to improve those standards by introducing non-racialism into the education system," she said.

Changing the present system required an effective bureaucracy and professional management.

## 'Standards will drop'

PRETORIA. — Reports that the African National Congress might introduce sweeping changes to education vindicated the Conservative Party's warnings of a future drop in schooling standards, CP general secretary Lem Theron said here.

The National Party had misled whites, he said while commenting on weekend reports of an ANC policy document which proposed that a general education certificate be awarded after 10 years of free, compulsory schooling up to Standard 7.

Dr Theron said education standards would drop, white pupils would be crowded out of classrooms and playgrounds, black management boards would run schools, education would be Africanised, centralised and integrated, and white children would be educated in a black cultural environment.

White children had a right to an education by white teachers in a Western cultural context. Such an education would be possible only in a Boer republic. — Sapa.

# 'Education budget will not rocket'

BILLY PADDOCK

THE R23bn education budget would not be substantially increased to implement the ANC's new education and training programme, ANC education head Cheryl Carolus said yesterday. **BIDAY 11/1/94**

"Whites will also have a great deal to look forward to, especially regarding their overall development, putting SA on a par with international standards," she said at a news briefing on the new policy framework for education.

The ANC took seriously white fears about dropping standards. But it would also work hard to address black fears and the concerns of the disadvantaged. **(50)**

"We have appalling standards of education. Whites have a lousy deal. That is why blacks say they do not want an equitable system but a better system. By international standards whites' capacity has been very low and we will improve this substantially," she said.

It was emphasised that the document was only a policy framework and the plan-

ning and implementation had not been finalised. This task would be completed by April, so costing and financing details were incomplete. However, Carolus did not see a large increase in the education budget.

SA's education expenditure took up one fifth of the total Budget. "It is not a question of money or resources that we lack, rather the quality of service and the efficiency of the delivery of that service to the end-users." While the education budget would have to increase to keep pace with rising costs and inflation, there would be no need for a massive injection of funds.

ANC spokesman Carl Niehaus added that this was not really possible given the budget constraints of a new SA.

Carolus said the current budget should be sufficient once the waste involved in duplication, fragmentation, corruption and inefficiency, as well as the disruptions in

To Page 2

## Education **BIDAY 11/1/94**

From Page 1

education, was eliminated.

"Our education budget is higher than some countries' entire GDP yet we have a much higher level of illiteracy," she said.

The policy framework had been prepared over the past seven months through investigation and workshops around the country with researchers, educators and stakeholders including business, unions and student groups. **(50)**

ANC education policy unit head John Samuels said that once the document had been debated, amended and approved, possibly at next weekend's reconstruction and development congress, an outline plan for the first period of interim government would be prepared.

The document proposes for the first time that the national government take responsibility for national policy in three areas that have been neglected. These are: adult basic education; early childhood education (one year compulsory pre-primary education to bridge the gap particularly for children from disadvantaged communities); and special education for those with learning disabilities.

It is estimated that 1 000 to 1 500 bureaucrats will have to be trained to manage the new education system.

The ANC proposes that statutory bodies "fully representative of all organised stakeholders in the system will have substantial responsibilities for developing policy, setting standards and assessing resource requirements".

There would be 10 years of compulsory free general education up to the present Std 7. A further three-year phase would be available in high schools and in other places of learning up to Std 10.

Diversified curricular routes, including general and skills-based studies, would be offered as the basis for joining the work-

force or proceeding to higher education.

There would be three attainment levels leading to the general education certificate (GEC). These would be equivalent to Grade 2, Std 3 and Std 5.

"The attainment certificates will provide learners with measureable targets towards the GEC; address the needs of, and recognise the skills obtained by, learners who have specific and limited objectives such as developing literacy and numeracy or job-related functional skills, and who do not want to obtain the GEC.

"It will also provide employers with criteria for assessing the skills levels of workers," the document states.

Samuels said Model A schools were unacceptable and Model C would be reviewed to establish a system where government would be responsible for state schools and state-aided schools. Private schools would continue unchanged, as guaranteed in the constitution.

Our Cape Town correspondent reports that commerce and industry welcomed the proposed shift in emphasis from academic to skills-based schooling.

Cape Chamber of Industries deputy director Colln Boyes said SA had suffered from an overemphasis on academic education. "The hard facts are that if SA wants to be a competitive nation, it must have a technically skilled labour force. When the economy takes off we will find out just how short of skilled people we are."

The Cape Chamber of Commerce said business had supported moving from academic to technical education for years.

But Sapa reports that CP general secretary Lem Theron said reports that the ANC planned sweeping changes to education vindicated the CP's warnings of a drop in schooling standards.

# ANC unveils education policy

Sowetan 9/11/94

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The document says a three-year Further Education phase will be available both in high schools and other

closer look at the South African situation revealed that present standards were actually far below other countries' standards.

"We intend to improve those standards by introducing non-racialism into the education system," she said.

# Education costs: Parents are having to pay a bigger share

By CLAIRE BISSEKER

PARENTS worldwide are increasingly having to bear the costs of education as governments battle to provide free schooling, the annual Education Association of SA conference in Stellenbosch was told yesterday.

Professor Raymond Smyke of Webster University in Geneva said that in Europe by the year 2000 a third of the school fees and a quarter of the tertiary educa-

tion costs would be borne by the students and their parents.

Prof Smyke, a former assistant secretary-general of the World Confederation of Organisations of the Teaching Profession (WCOTP), urged teachers to merge into a single national organisation. (50) CT 14/1/94

Dr Huw Davies, who heads the Education Co-ordination Service responsible for facilitating the amalgamation of all existing edu-

cation departments in the country, said this could take years and would be constrained by the availability of funds.

There was also a "growing mismatch" between the country's economic requirements and the products of formal education.

"If South Africa is to join the ranks of winning nations, the curriculum and many of the subject methodologies will have to be transformed," Dr Davies said.

EDUCATION

Fun 14/1/94

## Cautious moves

It is reassuring that the ANC's education policy document, released on Monday, does not assume any increase in education's share of the Budget — which stands at over 20%, one of the highest proportions in the world.

Many of the points made in the document reflect the consensus already reached among educationists. What is significant is the ANC's apparent acceptance that the country can afford only 10 years of free and compulsory schooling — that is, up to Standard Seven and including a pre-primary year. This is more in line with the recommendation of senior civil servants. Previously the ANC was pushing for 11 or 12 years of free and compulsory education. (50)

The document is understandably cautious,

given the explosive political potential of education, and there is still no clarity on what precisely the ANC intends to do about the formerly all-white Model C schools.

Spokesman John Samuels said on Monday that he envisaged a system of State schools, State-aided schools and private schools. It is possible that the Model C system (where parents have a say in line with their contribution of around 20% of costs) may not only survive but be extended — but under another name that is not associated with apartheid Cabinet Ministers. This would free more funds to address the township crisis.

Other points in the ANC document reflect broad consensus already reached on:

- A single Ministry of Education, to replace the 17 at present, and a national system of certification;
- Regional autonomy to some extent; and
- Revision of the syllabus in subjects like history, where the approach has traditionally been Eurocentric. ■

# TV education channel likely

Staff Reporter

THE SABC was considering a single channel devoted entirely to education and financed partly from a future national education budget, SABC chairman Dr Ivy Matsepe-Casaburri said in Stellenbosch yesterday.

Addressing the Education Association of SA annual convention, Dr Matsepe-Casaburri said the SABC's lack of legitimacy had curtailed its educative role but "the potential benefit of this service when reconceptualised and reconstructed could be great".

Dr Matsepe-Casaburri is also the executive director of the Education Development Trust.

South Africa's public broadcasting corporation was a global anomaly as it had done "just about all the state wanted", al-

CT 15/1/94

## State may pay part of costs

though not dependent on government finance, she said.

The education crisis was a legacy of apartheid-structured education and mismanagement and to fulfil its educative potential the SABC would have to ask if it could now charge the state for some educational programmes.

Dr Matsepe-Casaburri said televised programmes that involved educators and pupils could cause a fundamental shift

in the way pupils were taught in the classroom.

This would be a positive contribution in a country where teaching was "in such a sorry state".

The SABC also had a role to play in promoting "bush radio" by extending its technical know-how to these emerging stations and by sharing public interest programmes and news items.

The SABC would also begin to reflect the multi-cultural diversity of the country.

"What really should be coming out of the SABC, however, should be what South Africans want and not what the SABC board or its directors want," she said.

If South Africans wanted foreign and American productions then it would be a challenge to the SABC to produce good local programmes that reflected South Africanism and the emerging democratic value system.

# Schools of excellence

## Westerford's experiments paying off

JOHN VILJOEN  
Education Reporter

### WESTERFORD High School in Rondebosch

celebrated its 40th anniversary year with spectacular matric results — but principal John Gibbon now has his eye firmly on the future.

The school is making a concrete and optimistic commitment to the challenges of a new education system.

Founded in 1953 with 29 pupils, Westerford was the first co-educational school in the traditional "one-sex" environment of the southern suburbs.

"Initially the feeling was very much that it was almost a nonsense, that it would never survive," Dr Gibbon said.

In fact, he believes the co-ed format holds many advantages. For one, such a school mirrors society. Pupils interact and come to know and appreciate one another.

"In a sense this leaves more time to focus on school and related activities," he said.

The success of the 1993 matrics — which produced 33 A aggregates and only three subject failures among 145 candidates — could be traced back to the vision of the school's founders, Dr Gibbon said.

Their philosophy was to fulfill individual needs and develop potential.

"That was the hallmark of the school and still is — concern for the individual."

Apart from describing the 1993 matrics as "a remarkable group of young people," he pointed to other factors, such as dedicated and skilled teachers.

"Our staff is deeply involved in the curriculum process and I think this is an important trend for the future."

Dr Gibbon himself serves on the executives of the South African Teachers' Association and the newly-formed Western Cape Principals' Association.

Significantly in the anniversary year, new teaching methods were introduced and these could soon be widespread.

Senior standards experimented with one-hour classes, and the school introduced co-operative learning, where small groups meet and pupils are inter-dependent.

In May 1992, the Standard-



Picture: HANNES THIBART, The Argus

**OPTIMISTIC:** Westerford principal John Gibbon is "enormously excited at the prospect of the changes ahead of us".

9s began studying maths in large and small groups. This proved so popular with pupils it was retained for the matric year.

While one teacher is teaching a class of 120 divided into co-operative groups — it's not a lecture — five others are tutoring the remaining 60 pupils.

These had proved successful experiments and could flourish under a new education system, he said.

The notion of co-operative learning saw teachers becoming facilitators, a support resource, rather than dispensers of information, said Dr Gibbon.

"This is a radical development happening worldwide and something we need to understand, prepare for and use."

It also made sense in a country with a shortage of teachers, while under-qualified educators could learn skills by working alongside better qualified teachers almost on an apprentice or internship basis, he said.

"The concept of large group/small group instruction, we believe, is crucial and a very powerful instruction strategy."

This method promoted more effective teaching, efficient use of pupil and teacher

time and accommodated larger groups, he said.

"And that's important because as the system opens up this year and the whole of education is reconstructed, we are going to have to deal with much larger groups of young people coming into the formal schooling system."

To underline Westerford's commitment to this style of teaching the school this week opens a R1 million extension which features two large seminar rooms.

One room will take 120 pupils sitting in clusters of six, the other 90.

"School architecture has to be changed. We need to have

some teaching spaces. It doesn't have to be elaborate."

Another aspect of change was the need for technological skills to be taught at school. Pupils should learn to use software and how to gain access to electronic information.

Because this would be an expensive exercise, schools could combine resources.

Dr Gibbon also supports alternatives to traditional tests and exams as ways of evaluating pupils. Westerford has already introduced some changes in this line.

A new government and a new education system might also involve changes to the Model C system, which the ANC has said must be re-viewed.

Dr Gibbon predicted that primary education would become free and compulsory "as soon after April as possible."

But it seemed parents would have to pay for the senior secondary phase as the state could not fund education for all through to matric.

"I would find it very surprising if the new government cut out this remarkably powerful source of revenue."

"At the moment hundreds of thousands of rands are coming into the education system through Model C fees."

To end that for ideological reasons seemed wrong.

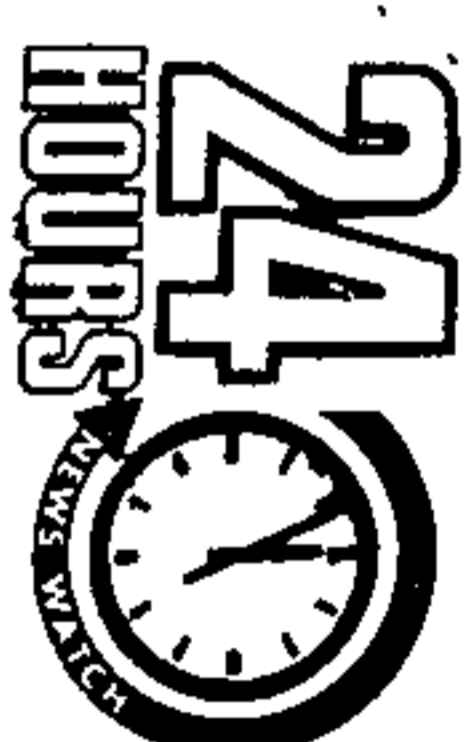
Model C was having a positive effect on parent involvement in schools and he hoped a new government would not interfere with this.

He accepts there are fears and concerns among parents about looming education reforms, but is hopeful.

"I'm enormously excited at the prospect of the changes ahead of us. I don't think it is often that a country has the opportunity to reconstruct its education system as radically as what we are facing."

"I'm excited because I believe we can shape a new system which could be so much better than what we have known in the past."

"My message to parents is to have faith. Get involved. Try to work together with educators and students in trying to find solutions — and be optimistic."



50 ART 18/11/94



# Best in the West — but no magic formula

Education Reporter

**F**OR Zozo Siyengo, principal of Luhlaza Secondary in Khayelitsha, a year that promises so much has started well.

For the second successive year, as long as he has been there, his school produced the best Department of Education and Training matric results in the Cape.

In contrast to the disastrous national average of 38,3 percent, 91,84 percent of Luhlaza's matric class passed. The school also produced the Western Cape's top pupil, Monde Ngcukana, whose A aggregate placed him 14th in the country.

"Everybody is looking for a magic formula," Mr Siyengo says when pressed for an explanation.

"There is no magic formula. I believe that with communication between teachers, pupils and parents and cohesive team work anything is possible.

"I believe that human beings are very resourceful, and I believe you can always get something out of a person, regardless of the conditions.

"Everyone who lives in the townships is affected by what happens here. But if you work together these things do not have to leave you lying down."

Delighted with another successful matric class, he is es-

pecially proud of top pupil Monde. "He has put us on the map nationally."

But Mr Siyengo and the Luhlaza community will not be resting on their laurels.

"There is still a lot of work to do. I would like to see some polish on these results — more matric exemptions, more As.

"We won't relax. We haven't actually achieved what we set out to yet."

These were the last "DET-metrics" and the 360 000 who wrote the exams scored 18 A aggregates — 15 fewer than the 145 metrics at Westford.

But 1994 will see the start of education reform.

"I'm looking forward to this year. Everyone is expecting things, especially our students. They are expecting a lot after April 27.

"If the playing fields in education are levelled after April then there will be plenty to look forward to. I'm just hoping that each pupil will get a square deal."

He encouraged all parents to be involved with their school. "Without them we cannot make it."

Parents had no reason to fear this year of change.

"Nobody knows what lies behind April 27. But why should we fear? If a disaster is coming it has to come and go. That is my feeling about this year."



**MATRIC MAESTRO:** Zozo Siyengo, principal of Luhlaza Secondary in Khayelitsha, says there is no magic formula for his school's matric success in spite of difficult conditions. But he believes "human beings are very resourceful ..."

Picture: OBED ZILWA, The Argus.

## Young fear civil war and lack of education

Staff Reporter

ARG 20/1/94

A POOR education system and the possibility of civil war are the two issues of most concern to young South Africans.

This was one of the findings of a Reader's Digest survey of 600 metropolitan young people aged 16 to 25. It also found there was a surprising amount of common ground between blacks and whites.

Many of the youth believed education was the way to secure their future but expressed a lack of faith in the current system.

The greatest agreement was found on moral issues, including a more than 90 per cent stand against the use of hard drugs.

The majority also opposed abortion and felt that children should not be born out of wedlock.

Only one percent felt that fighting Aids should be a priority for a new government.

The survey found that 94 percent of whites and 87 percent of blacks expected violence to increase in the short-term, with more than two-thirds believing that this would degenerate into outright civil war during the election.

The majority also felt that productivity and plain hard work would be needed for this country to compete globally.

However, the survey revealed a vast degree of polarisation on the issues of security and politics.

Of the 80 percent of blacks who reported that they would vote, 67 percent expressed support for the ANC and 8 percent for the PAC. A further 8 percent said they did not know how they would vote.

Among the white respondents, only 1 percent expressed support for the ANC while 9 percent said they would vote Democratic Party, 31 percent National Party and 20 percent Conservative Party.

# Using radio as a teaching tool

Sowetan 20/11/94

By Bongani Mavuso

THE Open Learning Systems Education Trust has launched its radio learning project at several primary schools throughout the country. (30)

Olset is an independent, nonprofit and non-governmental organisation which specialises in the application and uses of technology to address educational needs in South Africa. (50)

Olset chairman Mr David Maepa says the purpose of the project is to improve the quality of basic education in South Africa in a cost-effective manner through educational radio.

The project is aimed at sub standard A and B pupils. The pupils are taught English through the use of half-hour audio programmes, integrated work books and colourful wall charts and posters.

The teachers explore the new language teaching methods as they lead the radio classes supported by comprehensive teacher's notes, in-service audio programmes and additional written material.

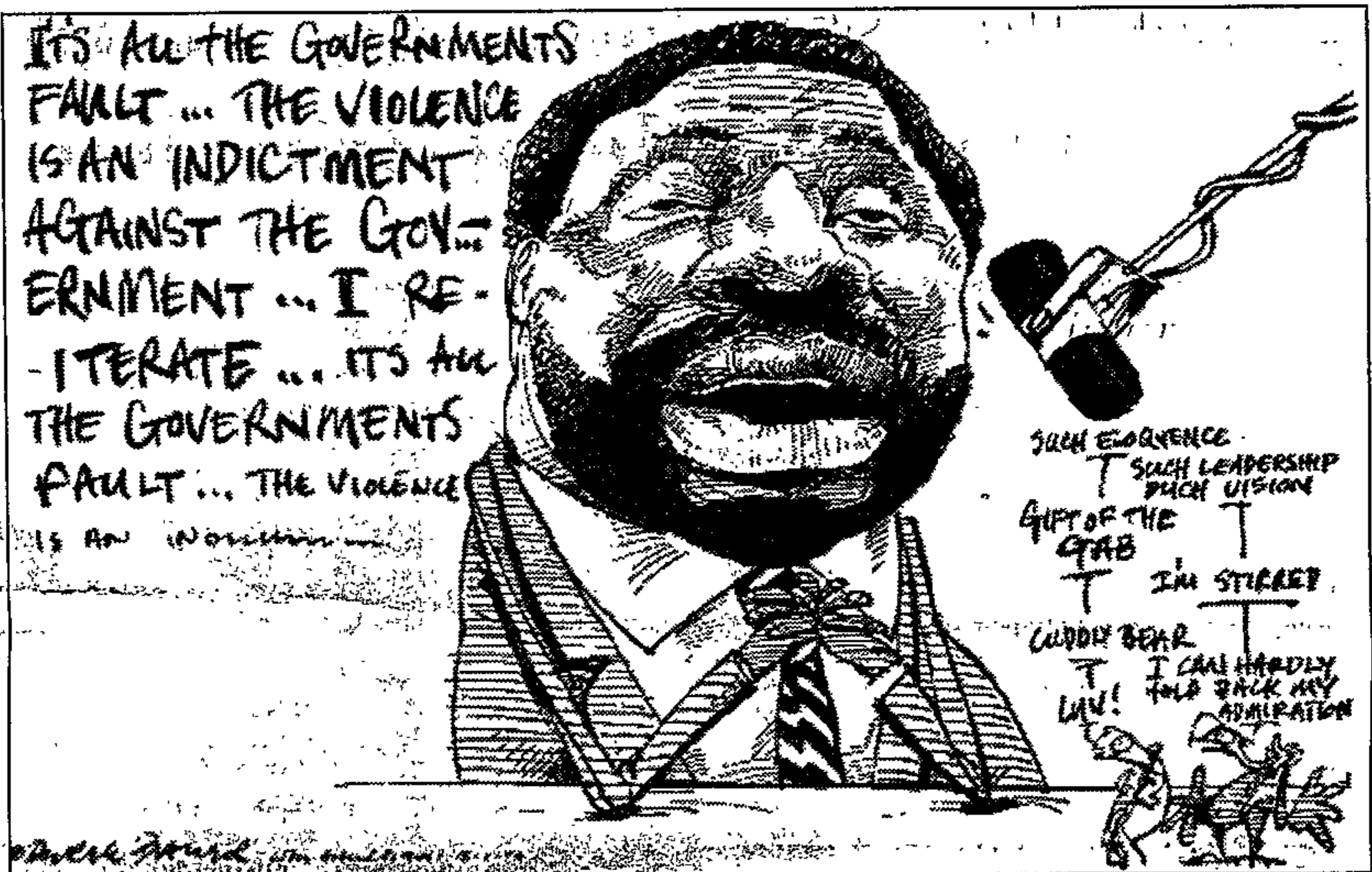
The current educational system, Maepa adds, cannot cope with the demands and expectations of providing equal education for all.

"Continued research clearly points the way towards the use of radio as a cost-effective and supplementary education tool and as a result, becomes the major thrust of the Olset initiative."

He says through preliminary research and consultation across a wide spectrum of educational organisations, communities, development and non-governmental organisations, Government and private sector companies, the need for an effective technology medium that could provide basic education and information to all people of South Africa became "glaringly apparent".

Principals of schools participating in the project will be involved in orientation sessions and help to evaluate the project as part of an extensive programme of formative evaluation which is designed to include teacher support groups. Further information can be obtained from Olset at (011) 339-6818.

DEREK BAUER'S WORLD



# Don't neglect the mother tongue in favour of English

(50) W/M 21-27/1/94

South Africa is to have 11 official languages and English is likely to be the dominant one. Nigerian author **Kole Omotoso** reacts to Breyten Breytenbach's attack on the English language

OF all the reactions which I have heard or read on the 11 languages decision, that reported from Breyten Breytenbach (*Mail & Guardian*, December 17 to 22 1993) has been the most disturbing and challenging. It raises two issues, one general and to do with the whole history and geography of the great Africa/Europe Encounter Saga. The second issue is specific to the responsibility of the communities which speak the languages which are causing these anxieties.

Breytenbach's comment on the English language I share. I would even go further to say that the ambition of English to be everybody's language means it loses the moral and ritual roles which languages play if they are not to become rootless and loose.

We may speak English at the free market bazaar, but our moral choices and the rituals of our daily existence — birth, death, worship, celebration and so on — are locked up in our mother tongues.

The connection between this particular role of languages, and the rampant corruption of the African states run in English and other European languages, is still to be properly investigated. An English language in which it is possible to say: "Greed is good" without the speaker feeling uncomfortable is no longer a language. (In Yoruba, it is grammatically impossible to make an immoral statement)

English has become a veritably distorted hold-all plastic bag. An English language that has become to depend more and more on the passive tense and the avoidance of responsibility through legalese is no longer a language in the way that languages used to be defined. A language in which it is more important to keep to the letter of the law rather than to pursue justice is no longer a language worth passing on to the future. Today, English is all of these things.

The general issue has to do with what Nobel Laureate Toni Morrison has called, in another context, the "parasitical nature of white freedom". What is meant by this is that white freedom is threatened if blacks are free. In the same manner, one won-

ders why a regulation which encourages the upgrading and the use of black languages spells death to a white language.

This is how part of the interview with Breytenbach was reported in the *Mail & Guardian*: "Applying 11 languages will be so awkward, English in the end will become the official language. It is a weakening of the position of Afrikaans to make it equal with 10 other languages."

It is too easy to conclude that Breytenbach is with the rightwing and that he shares their view that only the continued enslavement of black people can guarantee the freedom of white people; only the total destruction of black languages will lead to the survival of Afrikaans.

Now, I cannot think this of someone of Breytenbach's history and background.

Black languages will survive. Because most African governments were short-sighted enough not to have educated their people in the European languages they adopted to run nation-states, the majority of the people have lived their lives in those black/African languages. And like the missionaries of the past and the free market advertisers of today, if you wish to communicate with the people, you must speak their languages. If democracy ever takes root in the new Africa, black/African languages stand to gain.

In addition to this demographic situation, research in education has come to assert that mother-tongue education is best. For now, education is going to be the biggest industry in African countries and much of that education will have to be done in black/African languages.

It is important that the speakers of these languages must not sit back and hope that some government, any government, would do the work of encouraging and upgrading their languages for them



Kole Omotoso ... Black languages will survive

The specific issue has to do with what the speakers of these languages, which are being given a role in the governance of the country, should do.

It is important that the speakers of these languages must not, cannot sit back and hope that some government, any government, would do the work of encouraging and upgrading their languages for them. It is going to be their responsibility, perhaps even alone, to encourage and upgrade their language.

Cultural organisations, dedicated to the preservation and upgrading of the different cultures, will have to emerge and do the work. Afrikaans already has it. English, in spite of being everybody's property, also has such organisations in various forms and guises.

African languages have to organise in the same manner. The sooner they begin, the better for the languages and also the quicker it will be to convince the doubters that sanctioning the use of 11 languages in a multilingual polity is not some joke.

Translation is going to be a major growth area if something positive is to come out of the language policy. It would be necessary to begin with translating the interim constitution into these languages. Then other translations would follow.

Professor Kole Omotoso is a Nigerian author who lectures in English at the University of the Western Cape. His latest book, *The Season of Migrating to the South*, will appear at Tafelberg shortly.

# ‘Education will depend on the budget’ — ANC

By Edwina Booysen

EDUCATION will play a major role in the new dispensation and the ANC's proposed policy document on education, which allows for free, compulsory education for all up to standard seven, is only a preview of the changes to come.

Mr Ben Wright, policy head of education of the ANC's Western Cape region and chairperson of the organisation's Education Committee, also pointed out that the future education system will largely depend on budgetary constraints.

"The document was drawn up after careful studies of the budget of a future government and the conclusion was that the new government would not be able to pay for more than the initial 10 years of

education," Wright said.

"Together with the United Nations Educational, Scientific and Cultural Organisation (Unesco) we also studied similar systems which have been applied successfully in several European countries to see how viable it would be in South Africa."

The ANC's proposal of compulsory education to standard seven includes a year of pre-primary education.

According to Wright, the organisation is aware that people are concerned about having to pay for the three years of schooling after standard seven — officially termed "post-compulsory education".

"We have reviewed and discussed these concerns with the education stakeholders, such as businesses and

labour organisations," he said.

"They are the future employers and can only benefit from direct involvement with pupils at this stage. At the moment businesses are not really involved in what is happening in schools.

With the present system pupils have to make subject choices as soon as they enter high school, forcing them into a particular "stream", and they often end up changing their minds about the career they want to follow, Wright said.

"They then have the wrong subjects and background for their chosen career. With the new system the stream categories will be eliminated. Pupils will have more options and the opportunity to explore more fields as they continue with their post-compulsory education."

# Lottery to raise millions for literacy is set to go

ARG 22/1/94 (2/2) (50)

**MANDY JEAN WOODS**

Weekend Argus Correspondent

JOHANNESBURG. — Millions of rands are expected to be raised for national literacy programmes through the establishment of a new nationwide lottery game to be launched in March and operated by the National Literacy Co-Operation (NLC) group.

NLC national director Kumi Naidoo said by the end of the first year of operation the organisation was expecting to rake in upwards of R1,8 million a month.

Of this, 50 percent would go to prize money, 20 percent to literacy programmes and 30 percent to administration costs (of which between 10 and 15 percent would go to employing, training and paying salaries of thousands of ticket sellers, while the balance of between 15 percent and 20 percent would be pure administration costs).

This structure would allow for the creation of employment opportunities for many people, Mr Naidoo said.

NLC has contracted a newly-established gaming company, Ticket

Games Enterprises (TGE), to manage the lottery game on its behalf. TGE is a company within the Fontana Holding Group and has as its chairman Johannesburg businessman Christakis Elia (Taki) Xenopoulos and former Viva Trust general manager Vincent Baasch as its managing director.

The NLC is not putting any money into setting up the lottery. Start-up costs are estimated at more than R1 million.

Mr Xenopoulos, owner of Fontana food stores, last year announced he had been in negotiations with Viva Trust to operate a lottery on its behalf. But negotiations were halted by the surprise announcement Viva Trust had thrown in its lot with Games Africa, which already operates the well-established Ithuba Game.

The NLC represents more than 100 organisations spanning the country in urban and rural areas. It was formed in the late 80s to establish a communications network between literacy organisations.

Approximately 16 million adult South Africans are non-literate or semi-literate, according to the NLC.

"This startling statistic bears testimony to the fact that the active participation of these people in the economic, social and political spheres of our country is severely compromised," Mr Naidoo said.

"The extent of this is that the future reconstruction and development of South Africa is in jeopardy."

There was an urgent need to address the illiteracy problem in South Africa and the need to raise funds to do this could not be put off any longer, he said.

"It is our clear intent to register with the Lottery and Gambling Board when it is established and we are confident the NLC lottery will meet all requirements imposed by the board," he said.

Yesterday, nominations for the Lotteries and Gambling Board were called. Replies must be submitted within the next two weeks.

The NLC would be responsible for and control the standards of accountability and transparency in operating the lottery, Mr Naidoo said.

"Every quarter, we will publish our full financial statements in the national press," he said.

# Rosemeade school seeks remedial treatment: Money

ARG 22/1/94  
DI CAELERS, Weekend Argus Reporter

AGAINST a backdrop of rising concern among remedial education specialists over the government's lack of interest in the future of specialised education, one of Cape Town's only two remedial schools faces closure.

Rosemeade Private School in Rondebosch, opened in 1992 and has mainstreamed 17 of its pupils - excellent for the pupils and the school's record but disastrous for its kitty.

The school, says principal Margaret Logan, has been unsuccessful in its attempts to obtain a government subsidy and has subsequently been forced to raise fees, which many parents can't afford.

"It's a Catch 22 situation. Because our numbers are down we have to put up the fees. But the higher the fees, the fewer new pupils we can expect to attract," the principal said.

Rosemeade, housed in a Tudor manor and offering occupational and language therapy as well as an education suited to a child's specific needs, can provide for up to 80 children but has only 53.

Fees range from about R400 to R600 a month.

Ms Logan said about 25 percent of all children needed some form of specialised education and that the need was expected to double when all pupils came under one education department.

What is needed is either a general sponsor or for people to sponsor the fees of particular pupils.

If you can help, call 685-2456.

**NEWS FEATURE** *Stakeholders commit themselves to Successful 1994 School Year campaign*

# Groups bid to improve education

*Sowetan 24/1/94*

**FINANCIAL SUPPORT** *Costs mean poorer people cannot afford university:*

**By Bongani Mavuso**

**F**OLLOWING THE RELEASE of the disastrous 1993 Department of Education and Training matric results recently, various educational bodies committed themselves to the National Education and Training Forum's Successful 1994 School Year campaign.

This campaign aims to restore the culture of learning and teaching in black schools, affected by various disturbances over the past years.

The NETF was established last August on the basis of a "negotiated founding agreement".

The stakeholders include the Government, business, tertiary institutions, teacher and student organisations, parents and the National Education Conference, among others.

## Negotiating and facilitating

According to the NETF's 1994 progress report, the forum's role is one of negotiating and facilitating and not of implementing. The NETF, the report states, aims to develop an integrated approach to education and training by reaching agreement on the resolution of crises in education; the restructuring of education for a democratic South Africa and the formulation of policy frameworks for the long-term restructuring of the education and training system.

In the report, the forum notes the underlying difficulties it faces by operating in a framework of transition. "The NETF by its very nature is not a permanent body. Its future existence will be determined by the new education ministry," the report says.

Despite these constraints, the report continues, the NETF is moving towards making any changes in education and training more democratic, representative and accountable. The NETF points out that achieving synergy among the divergent stakeholders represented within it has been a "major challenge".

The Short-term Issues Working Group of the NETF will attempt to deal with issues identified in the forum's Successful 1994 School Year campaign. These in-

clude exam fees, overcrowding, rationalisation, textbooks, tertiary bursaries and the culture of learning in students and teachers.

The forum notes: "The potential crisis from additional students causing overcrowding needs to be assessed. A call for early registration would indicate the magnitude of the potential problem.

"The fast growth in the numbers of schoolgoers in certain areas compared to the decreases in other areas is leading to an unequal distribution of resources."

On the issue of rationalisation, the NETF says its technical sub-committees' brief is to solve "known sources" of discontent which may arise this year.

According to the forum, these sources include the closure of colleges and schools; the intake of additional students; rationalisation of teachers; poor matric results; under-use of resources; temporary teachers and teacher retrenchments; and participation by the TBVC states and self-governing territories. The forum identifies the funding of university and technikon students as an urgent issue. It notes that the escalating costs of study mean that poorer communities will be unable to pay for their education without significant financial support.

On the issue of the culture of learning in students and teachers, the NETF says: "Concomitant with the development of a more democratic and equitable situation is a greater commitment to teaching and learning by both teachers and students.

"The extent to which this is achieved will be determined by how teachers and students feel to be part of education and decision affecting them. The forum sees a role for itself in identifying ways and means to achieve this."

The NETF says it is difficult for a forum whose existence is based on a founding agreement to make policy. However, the forum adds, this is the prerogative of the existing and future education and manpower departments. "At best, the NETF can provide guidelines which the existing and new education and manpower departments can accept, reject or partly use."

The scenario after the April elections might call into question the form and function of the NETF.



**Copies of Sowetan were snapped up when the newspaper published matric results on January 12. Many pupils were disappointed when they learnt they would have to repeat the standard or rewrite some of the subjects. The pass rate was 38,3 percent.**

PIC: MBUZENI ZULU



# Weekend violence claims 19 lives

**AT LEAST 13** people were killed in Natal at the weekend and six in Katielohng, Thokoza and Daveyton on the East Rand, police said yesterday.

Police said they had found the bodies of the six people who died in East Rand violence on Friday night and Saturday.

Nine people had died in two attacks near Durban, they said.

Five people were shot dead on Sunday in Nkonyameni, south of Durban, only days after an attack left four dead.

Maj Bala Naidoo said about 25 men armed with AK-47 rifles, shotguns and pangas had attacked a settlement about 11pm.

Two people were wounded.

In the Ndwedwe district north of Durban, four people died early on Saturday when about 500 men attacked a residential area, setting fire to houses and torching the Mavundla store.

According to the Human Rights Commission 130 people died last year in Umhumbulu, the administrative area for Nkonyameni. In the same period 30 people were killed in Ndwedwe.

In other weekend violence a woman, aged 30, was fatally wounded by two gunmen in her home near Hibberdene on the South Coast on Saturday. Her husband escaped injury.

In Ladysmith's Ezakheni township, in the Midlands, a 26-year-old man was shot

dead when a gunman burst into his home and opened fire with an AK-47 rifle on Saturday. Another man was wounded.

Const Mbongeni Ernest Sithole was murdered in his sleep by gunmen who burst into his parents' home in the Ekuvukeni area of Dundee, northern Natal, on Friday night, police reported.

And one man was shot dead and another injured in an argument with a security guard in Maritzburg on Saturday.

Two policemen were captured by about 30 armed men in Vosloorus on Saturday night and their police vehicle, a red Volkswagen Fox, was stolen. One of their service pistols was also taken before the policemen were released.

And police also reported that earlier on Saturday the Vosloorus homes of two policemen were petrol-bombed. Damage to the houses had been estimated at R7 000 and R100 respectively.

Also on Saturday a man died and another was seriously injured when shots were fired from a red minibus in Tembisa.

Four men were arrested in Daveyton on Sunday for possession of petrol bombs.

And another seven people were arrested in Daveyton for the illegal possession of firearms.

In Katielohng's Motsomai section, a man was arrested in connection with the murder of a policeman. — Sapa.

## Call to discipline pupils

KATHRYN STRACHAN

THE Congress of SA Students (Cosas) has called on teachers to take stronger disciplinary measures against errant pupils in a bid to restore a culture of learning in schools.

The call, made at a weekend education summit in Soweto, was supported by more than 200 delegates from 12 organisations.

Cosas southern Transvaal chairman Mahlomola Kekana said in an interview respect for adults had been abandoned in schools.

"All this has been done on the pretext that it is in the name of the struggle."

Many teachers feared reprimands if they tried to discipline pupils, and very little punishment was meted out as a result.

The situation at schools has dropped to zero, and we need discipline to create new standards," he said.

A code of conduct drawn up at the summit prescribed punishment for offences. However, Cosas opposed corporal punishment on the basis that it was inhuman and that in many cases it allowed teachers to abuse their powers.

Failure to complete homework was singled out as one of the "punishable crimes", while expulsion should be applied only in cases of violent or destructive acts and rape, but never in the case of failure to pay fees, said Kekana.

At a number of schools discipline had broken down to such an extent that the schools closed daily after only two hours of study.

The summit also addressed the problem of failed matriculants being refused readmission, and reports of irregularities in the process of registration.

## Bid to resolve police dispute

ERICA JANKOWITZ

AN SAP proposal to relocate an internal stability division unit from Pretoria to a disused army base near Delmas was part of its strategy to deploy personnel in trouble spots in the run-up to elections, a spokesman said yesterday.

He confirmed an SA Police Union (Sapu) allegation that officials had not discussed the move with members of unit 19 before informing them of the proposal.

Sapu and police officials met again yesterday to try to resolve the issue.

Sapu national secretary Peter-Don Brandt said management had undertaken to solve the issue in cooperation with Sapu. But he warned of "confrontation" if personnel were relocated against their will.

# Future of Model C schools is to be reviewed by ANC

JOHN VILJOEN  
Education Reporter

THE Model C school system allows communities to exclude children on racial grounds and this will have to be stopped, says ANC education department deputy-head Lindelwe Mabandla. ARG 26/1/94

Mr Mabandla told several hundred teachers at an ANC People's Forum in Bellville yesterday such exclusions were already taking place in areas such as Sandton in Johannesburg.

He was speaking on the same day that the Pretoria Supreme Court ordered a Model C primary school in Barberton to allow seven black pupils to attend classes without fear of discrimination.

The school's governing body had earlier reversed a decision to allow other races into the school after opposition from parents. It later withdrew its opposition to the court application.

The Model C system provided an opportunity for people to

discriminate. "This is something we would like to see ended," Mr Mabandla said.

He told teachers the ANC aimed for an initial teacher-pupil ratio of 1:40 under a unified system to allow reasonably effective schooling.

This figure drew gasps and whistles from teachers. One remarked "You obviously haven't taught", while another suggested teachers were becoming mere crowd controllers.

The teachers were told the ANC was not able to increase education's budget share and that a ratio of between 1:35 and 1:40 was realistic.

The ANC aimed to continue rationalising South African education, Mr Mabandla said.

This did not mean laying-off teachers but re-allocating resources and ridding the system of waste and corruption.

It was hoped that the National Education and Training Forum would have finished a plan for the restructuring of education into one unified system with regional departments by the end of March, he said.

# R60m education project gets into gear

ARG 27/1/94

(50)

## □ Largest private reform effort aims to benefit 1 000 schools countrywide

**JOHN MILJOEN**  
Education Reporter

THE largest non-state education reform effort in South Africa will swing into action in a few months, initially reaching one in every 25 schools and costing R60 million in its first year.

The Independent Development Trust (IDT), which devised the plan together with 20 major non-government organisations (NGOs), has dubbed the reform the "Thousand Schools Project".

IDT education director Merlyn Mehl said the project would allow 1 000 schools — selected

across the 10 proposed regions — to benefit from the best expertise provided by organisations working in education.

Since it received its founding grant in August 1990, the IDT had enabled a number of organisations in the education field to significantly scale-up their activities.

Some of these efforts, which will be among the services provided to the 1 000 schools, are the Molteno project, which helps pre-primary pupils converse from mother tongue to English; the Science Education Project; the Teacher Opportunity Programmes; and the READ project.

Other areas of support will include training principals in management skills and integrating technology into the classroom.

Professor Mehl said the Thousand Schools effort funded from a variety of sources would begin on June 1 after months of talks with the organisations, the state, the African National Congress and sponsors.

Organisations were tackling the education crisis at all levels, from educare to adult and tertiary education, he said.

At the last count about 2 100 of these organisations were active in the education field. The

best should be contracted into a new role under a new dispensation.

"The quality of what is done by NGOs is very high and could never be emulated by state authority. No government in the world could or should provide everything for its subjects — this is especially true of education," he said.

If education was left to the state the country would miss out on a wealth of outside talent.

"We are talking about quality education — not just the provision of services. We believe the NGOs can provide a quality which is lacking pres-

ently." A key aspect in the programme's success would be accountability.

"Take the DET results. Sixty-two percent of the people failed this year. Who is actually accountable for that? In the end nobody is."

"So one of the most important aspects of the reform is making the school accountable to itself."

Schools would be controlled by a governing council selected from the community — including representatives of parents, pupils, teachers, employers and possibly the state.

The National Education Co-

ordinating Committee would most likely establish these.

Principals would answer to the governing councils.

The aim was to give schools back to the community and to involve parents, he said.

"I'm very excited by the project," said Professor Mehl.

"We first thought of just coordinating all the NGOs and what they could offer. But then, looking at the literature and experiences around the world and meeting people from the United States and so on, we've come to the conclusion that we have a unique opportunity to do something different about schooling."

Johannesburg, and moreland estates for largest black properties...  
**Repair aid for Thokoza**

THE national peace accord's socioeconomic reconstruction and development programme is willing to help pay for repairs to the homes of people who fled the violence in Thokoza.

According to Thokoza local peace committee chairman Phiroshaw Camay, his office was awaiting an estimate of the damage from the displaced community before deciding on the amount needed.

"We would start with at least R20 000," said Camay.

He added that the fund might be increased but said the amount would be determined by the information provided by those displaced.

"What the programme might start

BIDAY 28/1/94  
**JOHANNES NGCOBO**

implementing would be the repairs of window frames, window panes, broken doors and damaged roofs, and the national peace accord socioeconomic reconstruction and development programme has agreed with the principle of paying for the repairs," he said.

Camay added that at the weekend talks between members of the Inkatha Freedom Party and the Thokoza peace committee would be held with the aim of effecting the return of displaced residents.

Thokoza Town Council treasurer Koos Oosthuizen confirmed the talks were aimed at helping the refugees return to their homes. He said the

council would attend the talks to provide details of who lived where.

Oosthuizen added that the council would be unable to help the refugees with repairs because it did not have enough financial resources. Funds would have to be raised elsewhere to assist the process.

ANC PWV deputy secretary general Obed Bapela welcomed the commitment displayed by the national socioeconomic and development programme in trying to alleviate the plight of the refugees.

He called on all Thokoza's displaced families to make information available so that repairs could start.

The Transvaal Provincial Administration was not immediately available for comment.

**Education forum may soon die**

THE National Education and Training Forum, forged last year after months of protest and negotiation to ensure that all role players were represented in education, could come to an end after April 27.

ANC education head John Samuel told delegates at an adult education conference in Sandton on Wednesday the life of the forum was not guaranteed after April 27.

Stakeholders in the education forum include government, business, tertiary institutions, teacher and student organisations and the formal training centres. The conference was organised by Eskom to create a national association of adult education.

Samuel said the role of the new government could not be overlooked. The critical issues for integrated adult education was how it would relate to that government, he said.

BIDAY 28/1/94  
**KATHRYN STRACHAN**

The ANC was committed to launching a programme of adult education, he said, as it was a national priority issue in the task of reconstructing and developing SA.

As the future of the education forum beyond April 27 was entirely unresolved, plans for a national programme on adult education centred on the forum were short-sighted.

Such an association had to be wary of duplicating existing efforts, but could play a critical role in translating policy into action, he said.

Professional non-governmental organisations would be backed up by a government committed to education and training, Samuel said, and more resources would be made available.

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Star 4/2/94

# Drive to normalise schooling

■ BY JOHN SODERLUND

In a drive to maintain the momentum towards the normalisation of schooling, the National Education Conference (NEC) has launched an initiative to encourage students, teachers, parents and school authorities to draw up a code of conduct governing behaviour in schools.

The NEC aimed to "initiate debates within schools, homes and organisations on the value of a code of conduct as part of a campaign to democratise school practices and restore a culture of learning and teaching", ex-

plained ANC representative John Samuels.

The issues will be introduced next month to 200 Transvaal schools by means of a comic produced by the Storyteller Group in four official languages.

Organisations represented on the NEC include the ANC, Azanian People's Organisation, the National Education Co-ordinating Committee, the Congress of South African Students, Cosatu and various civic, teacher and labour groups. (50)

Commenting on the absence of the Government in the debate, NEC director Mike Seloane said

the drawing up of a code of conduct was the task of the community receiving education and that the Government was suitably represented on the National Education and Training Forum.

The strength of the initiative lay in the commitment of all the organisations to normalising schooling, Seloane said.

"The comic depicts a variety of problems in schools such as the breakdown in communications between parents and children, students and teachers; and parents and teachers; sexual harassment; and the temptation to drop out," he said.

# Education: Aid expected

BLOEMFONTEIN. — South Africa can expect substantial international financial support for the improvement of education.

Dr Albert Weideman of the Urban Foundation said this at the release of his 1993 regional education profile for the Free State.

The emphasis on primary education had paid handsome dividends,

especially in sub-Saharan Africa.

"One could therefore expect substantial support in this regard from the large international funds," he said, adding there were other lessons to learn from the international educational experience.

One of these was a strong political commitment towards education for all — Sapa

(50) CT4/2/94

## Bid to restore school culture

JOHANNESBURG. — The National Education Conference adopted a code of conduct yesterday to restore a culture of learning and teaching in black schools. (50)

Project director Mr Mike Selone said the project was aimed at involving the whole community, including political organisations and the government, in a process of restoring normality to black schools.

Sapa

CT412/94

# End of line for white schools

50  
W/14-10/94

Ferial Haffajee

**L**AST week's Supreme Court judgment instructing the Barberton Primary School to admit seven black pupils could be used to compel the 12 last racially exclusive schools in the Transvaal to open their doors.

According to the Transvaal Education Department, there are three high schools and nine primary schools in the Transvaal which still bar access by race — the so-called Model Q schools, where "Q" stands for status quo. Most are in small towns or rural areas. They are a minority in the Transvaal where there are 250 high schools and 610 primary schools.

The Barberton judgment last week ruled that the governing body of the school had acted illegally by refusing admission to the pupils after first giving the seven students permission to enrol.

After opposition to their admission from some parents, the governing body of the school held a referendum, where 59 percent of parents voted against the black students attending that school.

TED director Ken Paine this week said the judgment was "the right thing because the original decision (of the governing body) was upheld.

"But," he added, "it is not one that can be used as a threat (to other schools). These things will not happen overnight; you can't go along and force them."



# Poor NP showing 'bad for SA'

A POOR showing by the NP in the forthcoming elections would be "bad news" for SA, President F W de Klerk said yesterday.

He was speaking in an interview broadcast live on the London-based Sky News TV from the World Trade Centre, after the NP congress there.

The challenge facing the NP was to do well in the election so it could "lead the process of further democratisation" afterwards.

"We don't have a final constitution," said De Klerk, referring to the constitution-making body to be set up after the poll to draw up a new constitution based on the interim one hammered out at multiparty talks.

**DAVID GREYBE**

Another reason why the NP had to do well was so it could play its role in formulating joint policy and programmes in the government of national unity.

"If we don't do well it will be bad news for this country," he said.

It was important also that the new government created an "investor-friendly climate... in step with what the free world demands", he said.

De Klerk predicted a "surprise" NP result in the poll. "I am convinced we can achieve the biggest percentage of the vote," he said. The NP had already won over a key component

of South Africans.

A majority of coloureds, Indians and whites already supported the NP. The NP needed only a significant percentage of black voters — not the majority — to back it for the NP to gain the biggest share of the vote in April. *4/2/94*

He was convinced the NP would achieve this.

De Klerk said he would not be waging a "dirty" election campaign against the ANC, even though he still believed the ANC was a "dangerous" party because of its SACP ties.

While it would be "easy" to attack ANC president Nelson Mandela, De Klerk said he preferred to "play the ball, not the man".

# New radio licence rules

**ADRIAN HADLAND**

PRETORIA — New arrangements for temporary broadcasting licences will be announced today by Home Affairs Minister Danie Schutte. *B/Day*

He met industry representatives and would-be broadcasters at the World Trade Centre in Kempton Park yesterday to discuss criteria for awarding temporary licences. *4/2/94*

A Home Affairs spokesman said the new licensing system would continue until the Independent Broadcasting Authority had assumed regulatory control.

Radio Pretoria, which has twice been barred from broadcasting by the Supreme Court, ended its transmissions yesterday in anticipation of Schutte's announcement.

A shortlist for broadcasting authority commissioners is being drawn up by the TEC. The list is likely to be published this month and comments will be invited from the public for two weeks. *(250)*

The commissioners will be appointed by the TEC after public hearings.

# Groups launch code of conduct for pupils

A PROJECT to establish a code of conduct for pupils and teachers, aimed at restoring a culture of learning and teaching in about 200 Transvaal schools, was launched yesterday by a wide range of organisations.

Political, labour, civic and educational organisations were involved in the launch.

The National Education Conference (NEC) yesterday said the campaign was aimed at ensuring that pupils, parents and teachers participated effectively in the running of schools. A comic book would be

**JOHANNES NGCOBO**

produced to facilitate discussions that would ultimately lead to the drafting of a code of conduct by individual schools.

NEC project co-ordinator Bigboy Tsipane said a workshop would be held tomorrow to identify 200 schools and facilitators which would pilot the project.

He said facilitators would be trained by Idasa and be required to run workshops for parents, teachers and pupils. *(50)*



# JSE establishes education trust for the disadvantaged

B/Deu

9/2/94

JOHN DLUDLU

THE JSE has set up an educational and development trust (Seed) to increase black participation in the country's financial services industry.

The trust, comprising senior members of the exchange and representatives of the stockbroking community, will administer a bursary scheme for black students looking for a career in the financial services sector.

JSE executive president Roy Andersen said yesterday Seed was formed to generate interest in the financial services market among disadvantaged groups in SA.

The bursary scheme was announced through Press advertisements at the weekend.

In the past two days more than 40 applications were received by the exchange, Andersen said.

He said the trust was interested in assisting quality candidates to venture into the stockbroking industry.

A "huge amount of money" had already been raised from contribu-

tions from the stock broking community, and the number of scholarships would be determined by the number of applicants approved and the availability of funds.

The trust would offer financial assistance to matriculants from disadvantaged backgrounds, reading for a degree or diploma in commerce, science or economics. Bursaries would cover tuition and living expenses.

The bursary scheme is part of attempts aimed at promoting the activities of the exchange to all the communities in SA. Others include a schools programme, in which schools visit the JSE and investment procedures are explained to students.

These developments come in the wake of an announcement that the exchange had appointed a research committee to look at ways on how the JSE could be restructured to cater for needs of the new era in SA.



**Translator . . .  
Afrophone's  
Khethiwe  
Marais is  
extending  
democracy  
through her  
love of lan-  
guages.** Picture by:  
ANTON HAMMER

## Bridging language gap

*Star 11/12/94*  
**K**hethiwe Marais, of Yeoville, is a diligent activist for multi-lingualism in the New South Africa.

As a professional interpreter, she facilitates understanding among people from all racial and political backgrounds, extending democracy across another boundary — language.

Marais speaks, reads and writes Pedi, Sotho, Tsonga, Tswana, Venda, Xhosa and Zulu. She is co-founder of Afrophone, an independent translation and interpretation services company she runs with her husband Steve Marais.

The company, started in 1991, was partly born out of the frustrations of people who wanted to address their audience in their own language.

"Our company aim is to ensure that vital information is made accessible to all South Africans across our new 11-language communication spectrum. Language cannot be stifled, and we believe in making it accessible to people."

Marais says she's always had a flair for learning languages while growing up in different parts of the country, moving from one place to the next, and living among people who spoke all languages because "thanks to apartheid, my mother never had a house of her own to live in so we were always moving".

While studying social work at Turfloop University, Marais also co-ordinated a rural women's group. She found that at big national or regional meetings they could not participate in what was

being said because they did not understand the language.

Then she started doing translation work for the Environmental Development Agency on a freelance basis where she met her husband, a former MK member and graduate in fine art.

When she was employed by the Transport and General Workers Union as an administrator, Marais was roped in as interpreter and translator at most of their meetings. (50)

And after her husband, then a political prisoner, was released from prison in 1990 and started doing work for the ANC's department of information and publicity, they started doing translation work for the movement.

In no time word got around, and Marais says soon they were snowed under by requests from colleagues and friends who needed favours, translating a document or speech here, interpreting at a meeting or conference there.

Their client list now reflects, non-governmental organisations, political organisations, commercial institutions and even advertising agencies.

Marais says she spends all her free time with her two sons, aged 13 and 18.

The company has just expanded to include a non-profitmaking section which will offer training courses for interpreters and translators. It will be the first non-governmental group to do so, and will offer formal accreditation to graduates. — BEATHUR BAKER

# ANC plans to build a million houses

CT 14/2/94

By ANTHONY JOHNSON  
Political Correspondent

THE ANC planned to build one million houses over a period of five years, ANC leader Mr Nelson Mandela told an election rally in Cape Town yesterday.

"This plan includes building houses for the coloured community in the Western Cape," he told 6 000 cheering supporters in Retreat.

Emphasising his regional election campaign message that an ANC-led government would look after the needs of coloured

people, Mr Mandela said special attention would be given to the areas of jobs, housing, education, affirmative action, pensions, education standards, small business support and property rights.

Coloured people account for almost three fifths of Western Cape voters.

At the Retreat rally, which served as the highlight of the ANC's four-day election drive in the Peninsula, the ANC received the backing of a number of prominent personalities including boxer Derek Whiteboy, soccer star Duncan Crowie and beauty

queen Amy Kleynhans.

Mr Mandela stressed the ANC's affirmative action programme did not apply only to African people but to all those who had suffered discrimination in the past — including coloured people.

The ANC would ensure that job creation and the assistance of small business enterprises in this region would be a priority.

Turning to housing, Mr Mandela said many Capetonians had been paying rent to the city council and divisional council for more than 30 years and now deserved to own

them.

He urged counsellors to negotiate with community representatives to transfer them.

Rumours that people would lose the top floor of their homes when the ANC came to power were false, he said.

Departing from his text, Mr Mandela said there were some people who believed they must be "given" their own land. "That will not happen. We will not give away any part of South Africa to any ethnic group, whether black or white," he said to extended applause.

Moving to the education arena, Mr Mandela again struck a responsive chord when he said the ANC would not allow education standards to be lowered.

He promised to improve teacher salaries and teacher training schemes, double the number of text books, increase and modernise schools, provide a national bursary and loan scheme to students and extend pre-school education.

He said it was "madness" that teachers were being retrenched.

● Picture — Page 2



Star 15/12/94

# Schooling up R800-m in 1993

50

## ■ STAFF REPORTER

In 1993, parents with school-going children paid R800 million more for education than in 1992.

"According to statistics released by the Central Statistical Service, school fees shot up by 65,7 per cent between March 1992 and March 1993," said Glen Stuart, spokesman for the Transvaal English Medium Parents Association.

Families which experienced the biggest increases were those

whose children attended a model C or State-aided school.

University fees increased by 12,7 per cent over the same period.

Although parents are paying between R1 500 and R2 400 a year for their child's education, it covers only 20 per cent of the school's actual running costs, he explained.

The remainder is subsidised by Government — primarily to pay teachers' salaries.

Stuart expects fees to stabilise and mirror inflation in the coming year.

# 'ANC's schooling policy may entrench disparity'

Education Reporter

THE schooling system proposed in the draft ANC education policy could entrench class differences, according to a SA Democratic Teachers' Union official.

Sadtu Western Cape education officer Mandy Sanger was speaking at a forum on the ANC proposals at the University of the Western Cape yesterday.

The draft ANC policy calls for 10 years of free and compulsory schooling, with the option of three more years with reduced state support.

It could happen that the children of the rich would have access to education beyond the present Standard 7, while the poor "dropped out", she said.

Her union did not believe education should be at the "beck and call" of the economy.

Although there was a need to train skilled people, the ANC proposals relegated the role of sports, arts and culture and left them largely to non-governmental organisations and private institutions.

Ms Sanger said that big business should not have a controlling say if the education system was to produce holistic people and not just robots to keep the factories running.

It was essential that teachers' conditions of service improved. The ANC draft policy was based too heavily on general conditions.

More specific research was needed — how many teachers had classes of 50, 60 or 100, she said.

"You must remember, teachers teach under the same conditions as learners have to learn."

UWC education faculty dean Wally Morrow told the forum distance education (by correspondence) was not a solution, but was a model or a clue as to how radically teaching would have to change to fulfil the aims of the ANC draft.

The ANC released the draft policy last month and called for comment. The cut-off date for this is February 25 and the document will be finalised in April.

APR 17/2/94

# Shut schools over election, forum urges

8/5/84 22/12/1974  
KATHRYN STRACHAN

THE National Education and Training Forum is to ask government to close schools and tertiary institutions during the three-day election period in April.

This would result in schools closing on April 28 and 29 as well as April 27, which has already been declared a holiday.

The forum believed there could be tensions during the elections and the day after, when the results were released, it said. (250)

Although schools had faced a lot of disruptions already, the successful outcome of SA's first democratic election should not be compromised in any way, said forum chairman and Peninsula Technikon rector Franklin Sonn. This pre-emptive step was as much in the interests of the students as it was in the interests of the country.

The forum also expressed concern at recent calls by the Azanian Students' Movement for the removal of white teachers from black schools, as well as at reports of the harassment of these teachers.

"The forum is committed to, and engaged in, the creation of a nonracial and democratic education system where racial and gender considerations will become increasingly irrelevant," said Sonn.

Report by K. Strachan, TML, 1, Diagonal St, Jhb.

NEWS FEATURE Education Africa gets the privileged to help the disadvantaged

Sowetan 24/2/94

# Twinning schools for upliftment

schools to educationally deprived communities is wise.

"The centres of education excellence created will act as an educational standard in the communities, and as a result of the access to their facilities by all the population and the comprehensive outreach programmes to less privileged schools in the area, will directly contribute towards the upliftment of educational standards," Sisulu says.

The Democratic Party pledged its support and said it would assist the

foundation in identifying deserving communities that would be able to provide the necessary infrastructure to support an Education Africa school and maximise the impact it will have on those communities.

Said DP chairman Dr Zach De Beer: "The aims and objectives are relevant and timeless and the holistic approach to the education crisis is a concept well worth supporting."

Inkatha Freedom Party president Mangosuthu Buthelezi expressed the

same view. He said Education Africa was relevant in the rebuilding of the nation. The need for centres of educational excellence was also enormous.

The Pan Africanist Congress said it will support any education programme that will effectively redistribute the quality education that the marginalised communities in South Africa have been denied.

"The appalling state of education for the vast majority is well known to all. The central focus of any new education

dispensation in South Africa must be on creating quality educational opportunities for those who have tragically been denied it in the past," said PAC secretary-general Mr Benny Alexander.

Education Africa trustee Mrs Angie Makwela commented: "What we want mainly out of these schools is a transfer of management skills to the twinned schools. Each individual school aims to teach around 900 children, but in reality, we reach more through our outreach programmes."

Urdang says the foundation has completed an agreement with the Black Education Africa Foundation and the Centre for Business Economics of the University of South Africa to provide a "fast track" one-year distance learning programme to help advance individuals who have been educationally disadvantaged but demonstrate leadership qualities to junior management level in South African companies.

Deputy president of the African National Congress Mr Walter Sisulu says quality educational opportunities are desperately needed by the majority of South Africans who have historically been denied them.

"The ANC is well acquainted with the Education Africa concept, its aims and objectives. The concept of twinning education is huge," he says. "There are many quality institutions ready and able to offer themselves as twinning. The speed at which these opportunities grow and where they are developed is totally dependent on the support of local and international communities," Urdang says.

His foundation's objectives include providing technical and management expertise necessary to develop quality educational institutions throughout the country; raising the capital in South Africa and internationally for the development of centres of "educational excellence"; and ensuring that these centres remain relevant for the disadvantaged communities through innovative community outreach programmes.

**By Bongani Mavuso**

THE PRIMARY objective of the Education Africa Foundation is to "twinn" quality South African educational institutions with educationally deprived communities throughout the country. Education Africa is nonprofit and apolitical. It was established in 1992 to address accessibility to "quality" education and relevancy of education, says executive director Mr James Urdang.

The foundation's current projects include Penryn College in the Lowveld-KaNgwane community which has been twinned with St Suthians College in Johannesburg.

According to Urdang, his foundation has set in place the infrastructure to successfully grow quality education. "The demand for quality education is huge," he says. "There are many quality institutions ready and able to offer themselves as twinning. The speed at which these opportunities grow and where they are developed is totally dependent on the support of local and international communities," Urdang says.

His foundation's objectives include providing technical and management expertise necessary to develop quality educational institutions throughout the country; raising the capital in South Africa and internationally for the development of centres of "educational excellence"; and ensuring that these centres remain relevant for the disadvantaged communities through innovative community outreach programmes.

Recently, British Ambassador to South Africa Sir Anthony Reeve formally opened three completed classrooms at the multiracial Penryn College. The classrooms were made possible by a British Embassy donation of R105 000.

## Multiracial



## ON THE LINE



On the Line, an election service by The Argus, seeks to establish what issues voters feel strongly about. Questions can be phoned to 488 4157. After the electronic signal, please state your name and telephone number, then dictate your question and to which leader it is addressed. Please keep it brief. Names will not be published.

Mr Mandela was asked:  
**What is the ANC's policy on homosexuality?**

His answer:

The African National Congress is opposed to all forms of discrimination, including discrimination against citizens on the basis of sexual orientation. The Interim Constitution very clearly opposes discrimination. Legislation that is still on the statute book and which leads to the criminalisation of homosexual activity is contrary to the spirit of the constitution and will have to be removed by a democratic government.

□ □ □

President De Klerk was asked:  
**What are you doing about the corruption in the House of Representatives, schools and corruption in education in future?**

His answer:

The National Party is implacably opposed to corruption and the misappropriation of funds whenever and wherever it may occur. The NP government has put in place a variety of measures in recent years to counteract corruption:

- The Department for State Expenditure was established to assert more effective control over the expenditure of public money.

- Legislation providing the Auditor-General with wider powers and making him directly responsi-

ble to parliament has been passed.

- An Office for Serious Economic Offences has been created.

- A new Law on Corruption was passed; it is a powerful new tool to combat corruption in the public and private sectors.

- The internal audit and control components in state departments have been strengthened.

- Between 1989 and 1992 more than 7 000 officials were trained or retrained to improve financial control and control over supplies.

- Various measures were adopted to bring greater financial discipline in provincial governments.

- A number of commissions of inquiry, appointed by the government, investigated allegations of corruption or misappropriation of funds, and relentless action was taken against offenders.

What the NP will do against corruption in future:

- All manifestations and forms of misappropriation and corruption must be exposed and must be speedily, honestly, openly and actively acted against.

- Those involved must be prosecuted and the law must take its course.

# Discrimination against homosexuals contrary to constitution — Mandela

50 Arg. 25/2/94

IN answer to questions from readers of The Argus, African National Congress president Nelson Mandela has joined National Party leader President De Klerk, and Democratic Party leader Dr Zach De Beer, in backing gay rights in the new South Africa. Answers from Mr De Klerk and Dr De Beer to questions on gay rights were published earlier this week.

In the latest round of questions and answers in the On the Line service, where readers of The Argus put questions to political leaders, Mr De Klerk deals with subjects ranging from corruption to education.



Question to President De Klerk:  
**How will you improve the standard of education?**

His answer:

The NP government has already dramatically increased the funds for education. As a percentage of the national budget, the funds available for education are among the highest in the world.

The destructive legacy of the slogan of "liberation before education" has to be eliminated as soon as possible and be replaced with a sound culture of learning and teaching in a stable education environment. If teachers and students would make the most of the available means and opportunities, a vast improvement in the standard of education would be noticeable virtually immediately.

The NP stands for an education system which is fair and just to all, without discrimination of any sort, and:

- Compulsory schooling for all for at least nine years.

- Vocational training.

- Relevant learning material and curricula.

- Certification comparable to international standards.

- Mother tongue education for those who want it.

- Schools — funded by the State — with a distinctive character in respect of language, culture, religion, for those who prefer it.

- Financial control must be strictly applied and strengthened continuously to prevent or remedy any manifestation of maladministration or corruption.

- The State's capacity to assert financial control and sound administration must be effectively applied and, where necessary, strengthened.

It should be noted that perhaps the major occurrences of corruption over the past five years were in administrations that were controlled not by the NP but by political parties and leaders who now find themselves in the camp of the ANC-alliance.

□ □ □

President De Klerk was asked:  
**Do you believe that South Africa belongs to black people only?**

His answer:

The position of the NP is that South Africa belongs to all South Africans on an equal basis without any discrimination regarding gender, race, colour, ethnic origin, language or religious affiliation.

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SPEC

EDUCATION

# The future

THE FUTURE FOR MODEL C UNDER

THE ANC

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**The pressures on a future government to uplift black education will be enormous and if a largely white sector is willing to spend up to R600 million to subsidise education, it is difficult to see any future government declining this...**

**A**T a seminar in Cape Town, Dr Huw Davies, director-general of the Education Co-ordination Service (whose task it is to oversee the amalgamation of the 18 existing departments of education into non-racial, regional departments) surprised his audience with the statement that there are more state-aided schools in South Africa than any other model of school.

Although strictly accurate, the statement is a little misleading. Dr Davies scrupulously avoids the term "Model C", preferring the more descriptive and politically neutral "state-aided schools". Since a state-aided school is one for which the government takes responsibility for nothing other than teachers' salaries, the thousands of farm schools fall into this category. So do the increasing number of schools for blacks built by the private sector but staffed by the DET.

When quizzed about the future of Model C, Dr Davies replied that given the large number of state-aided schools, it seemed very likely that this model would continue under a new government. But his answer begs the question. Certainly the non-fee paying state-aided schools under the DET will continue, but what about the thousands



ROGER COPE, principal of Milnerton High School and former president of the South African Teachers Association, shares his views on what will happen to Model C schools under an ANC government. He says the single most important factor is that the Model C system allows the State to pass on some of the cost of education to the parent body.

of white or predominantly white schools which enjoy substantial management autonomy (most significantly over finances), now own the land and buildings, and which charge substantial school fees, payment of which is legally enforceable? (The most expensive schools are now charging well over R2 000 a year.) What is their future?

Various ANC spokesmen have criticised the Model C dispensation. John Samuel, the urbane head of the ANC Education Desk at Shell House in Johannesburg, has attacked the system but has been equivocal about its future.

The recently released ANC "Policy Framework for Education and Training" promises that these schools as well as state funding for private schools "will be reviewed".

The closer to grassroots, the more vehement has been the opposition to Model C. Mr Lindelwe Mbandla, an ANC spokesman on education, told a people's forum in Bellville last month that the ANC would end a system which allowed schools to exclude children on racial grounds.

Even a quasi-official body like the Natal-Kwazulu Education Working Group, whose members are all officials from the five state education departments operating in the province, has condemned the creation of Model C schools as "a calculated strategy against an open and integrated education system" and has strongly criticised the giving away of a state asset to an already privileged sector of the population.

There is clearly a great deal of opposition to Model C schools, mostly because it is perceived as being racially exclusive and elitist. There is a deep-rooted suspicion that it was conceived by the Nationalist government as a means of perpetuating the privileged position enjoyed by white education at the expense of black.

Control over admission is seen as nothing less than apartheid policies being devolved to the local level.

But the charges do not stick. The degree of autonomy over admissions enjoyed by Model C schools is in fact limited. The state has laid down conditions for the payment of a subsidy to Model C schools which curtail this freedom. The most important restriction is that a Model C school may not refuse admission to a child for whom the school is his/her neighbourhood school (and "child" here does not refer to whites only).

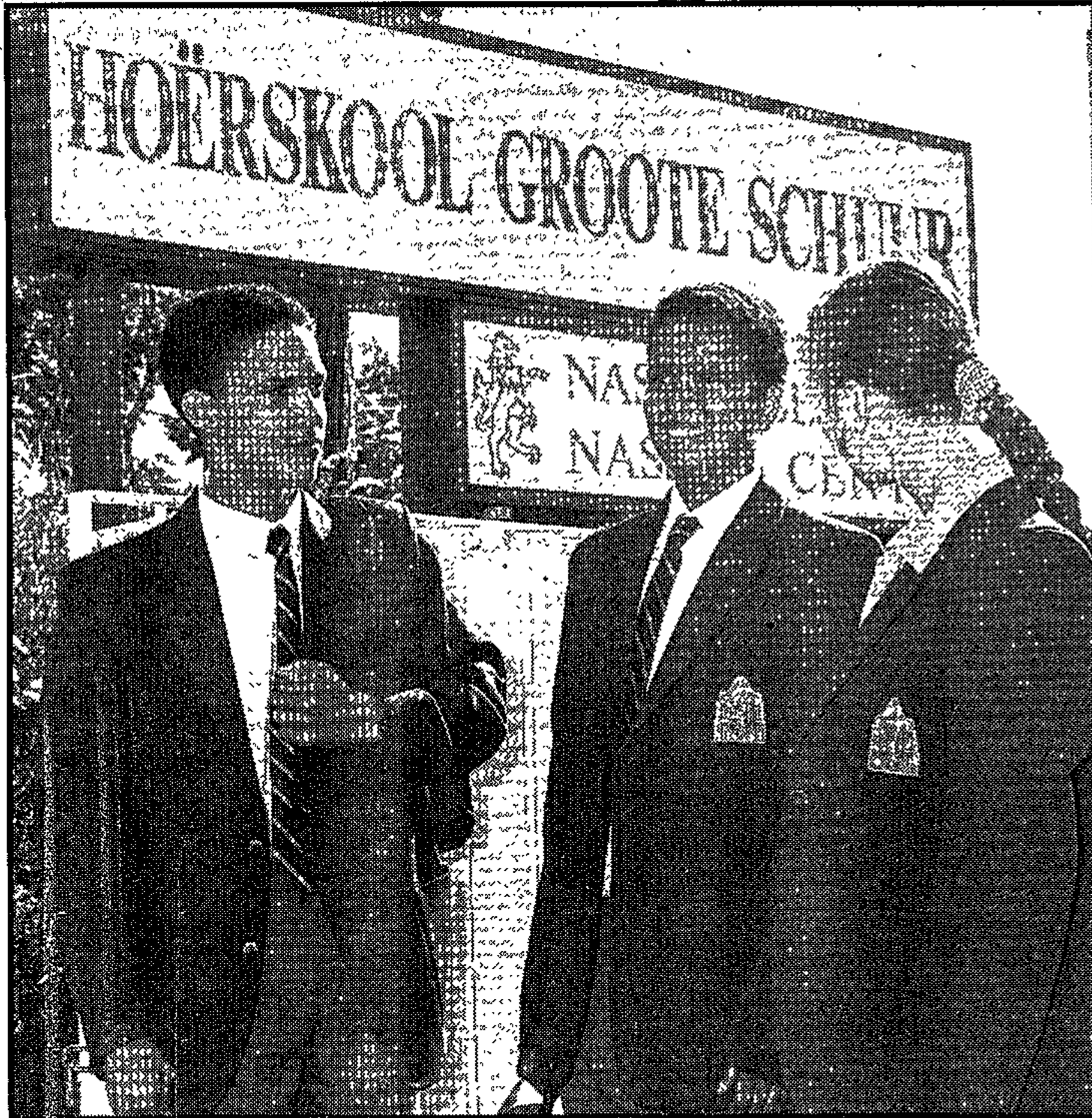
The crucial point is that a parent's lack of means may not be grounds for refusing admission to a child. (In any event, financial assistance is available from the State to parents who cannot afford the full school fees.)

Two cases highlighted by the media have emphasised this. Both were in platteland towns: the first in Jeffrey Bay and the second more recently in Barberton in the Transvaal.

In both cases parents of the school resisted requests from black parents to enrol their children and in both cases they were forced to back down. The Barberton case was most significant as it was as a result of a court order

# for Model C der the ANC

(50) ARG 25/2/94



**IN HARMONY:** Pupils mix happily at Model C schools. Race and racism are rapidly diminishing factors. Geographical position and the racial mix of our suburbs are more important.

that the school was forced to back down.

The conclusion from this is quite clear. In a new order, especially when a bill of rights is in place, there is no way that schools will be able to refuse to enrol children on the grounds of race. Mr Mbandla will not have to abolish Model C schools to achieve this.

Race and racism are thus rapidly diminishing factors. Geographical position and the racial mix of our suburbs are more important. For example, Plumstead High School, abutting coloured residential areas, understandably has attracted larger numbers of

other-than-white pupils than has Milnerton High which has only a small squatter camp in its area and the distant Atlantis and Mamre. Yet both schools have comparable fee structures.

I do not wish to imply that economic factors are irrelevant, for they are not, but it is a fallacy to assume that it is the expense of Model C schooling which keeps these schools "white". It is, however, predictable that after April 29 Model C schools which have remained white and which are not full will be compelled to accept black pupils to fill up their vacant places.

it is interesting to note that

the pressure from the non-white community to get into Model C schools is greater on English medium schools than on Afrikaans schools. Black colleagues suggest that the reasons for this are a perception that English is the language of the future, a certain amount of political antipathy towards Afrikaans, and a lack of background in that language amongst many Xhosa speakers.

In spite of the protestation from the Principals' Forum (House of Representatives) that Model C schools were creaming off the best coloured pupils, I believe a persuasive argument can be made out that the opening up of our schools to competition as it were, is a healthy thing.

In any case, with the imminent creation of a single, regional department of education, an open system was inevitable. The existence of Model C schools within such a system can serve as a spur. Certainly Model C schools themselves, where pupil num-

bers are directly related to economic viability, have had to ensure that they are offering the quality parents are looking for.

Schools which fail to deliver will simply lose support. (This does not just apply to Model C schools. Already increasing numbers of black parents are enrolling their children at House of Reps schools because these are perceived as offering a better education than DET schools.)

In the final analysis, however, when an ANC government comes to decide on the future of Model C, none of the above points is likely to be decisive. The single most important factor is that the Model C system allows the State to pass on some of the cost of education to the parent body.

Accurate figures of the amount paid annually by parents at 1 860 Model C schools are not available, but it is estimated at somewhere between R400 and R600 million a year. The pressures on a future government to uplift black education will be enormous and if a largely white sector (predictably not ANC supporters) is willing to spend up to R600 million to subsidise education, it is difficult to see any future government declining this, notwithstanding ANC promises of free and compulsory education to the end of Standard 7.

It is not unlikely that there will be some face-saving exercise by an ANC government.

One scenario: Model C will be "abolished" inasmuch as ownership of land and buildings will revert to the state, and schools will have to submit to state-dictated admissions policies.

Schools will, however, be allowed to retain a lot of autonomy, especially over their finances — meaning that they may continue legally to enforce the payment of school fees. This deal will in fact mean very little difference from the status quo for Model C schools, but will sit well with a government answerable to a different constituency.

Model C parents should thus expect to continue paying compulsory school fees, and more than likely even higher fees than paid at present. (It is interesting to note that increasing payment by parents is not a South African phenomenon but is internationally becoming more common.)



## News Review

South (Suppl to Chalkline)

# ANC education policy

25/2/94

**T**HE ANC's goal is to make sure that everybody has the right to study and learn. Education is a basic human right. This right does not end with school — it is a life-long right that belongs to children and adults, the rich and the poor, women and men.

Education is necessary if we want to build a democratic country, where all our people can take part in the economic and political life of South Africa. It is the responsibility of the state to see that all people are given a fair and equal chance to study. But employers and other organisations must also play a part.

The right to education should be written into the Bill of Rights. The Bill of Rights must also make sure that if the state has money, then it will increase the number of years of free and compulsory schooling.

There will be one national education and training system. It will be democratic and will allow a

voice to everyone involved in education - teachers, students, parents and workers. (50)

The central state will be responsible for national education policies and for controlling funds for education, amongst other things.

Regional and local authorities will be responsible for the day-to-day running of the education and training system.

All children will go to school for at least ten years. This schooling will be free and compulsory. The state should help students who want to study for more than ten years (to matric, or at technikons or universities), but do not have the money to do so. Bursaries and student loans will be available.

The state will aim to give a better quality education. This means better equipment and textbooks, better teaching training, smaller classes, and so on.

The state should try to make sure that the conditions are created for providing opportunities for education to the following groups -

pre-school children; young people who dropped out of school and adults who want to learn to read or write or train for jobs.

It is important for all students to have a good general education. A general education teaches students basic skills which allow people to function in a critical and flexible way in a changing society and economy.

Everyone will learn the same knowledge and skills, whether they go to a private school or a government school. They will all write the same exams.

The core curriculum will promote non-racialism and non-sexism. Schools must help to build a democratic society, and they must respect people's culture and regional differences. Attention will be given to the languages that are in use in education. 9



# DP's plan

25/2/94

**T**HE DEMOCRATIC Party is committed to the highest level of excellent education to all the people of South Africa as is possible within the financial possibilities of South Africa. (50)

We have always advocated a small, central department in South Africa which would have the overall responsibility for broad policy matters, for the distribution of funds and for the continuous assessment of the core curricula etc.

On the other hand, provincial governments will have responsibility for the 30 000 schools, 400 000 teachers and 11 000 000 children. Plus, the 2 500 000 who are NOT in schools have to be accommodated.

Schooling needs to be provided on a compulsory basis for at least 10 years. There should be at least one year of pre-



school education available to all. The building of new schools - assisted by foreign capital and loans - and the urgent training of additional teachers will be the overwhelming demand on education for some time. Class sizes must be reduced.

In addition there will be a need to ensure that there is a major shift away from a highly academic schooling, especially at senior years, towards a more all-round and vocationally directed system.

Tremendous backlogs exist in education in South Africa. Specific affirmative action funding to eliminate these backlogs must be created with domestic and foreign funds.

The provinces need to provide grants, loans and scholarships to talented and skilled pupils in order to allow them to benefit from the best educational facilities in the province.

We also need to consider education for the handicapped.

The provinces must also provide extensive programmes of adult education, especially in basic literacy and numeracy. There also needs to be a programme for young people who have not completed schooling.

Individual schools should have, through their parent and community committees, a major say in what concerns that school. This includes staffing, course selection for the school as well as language use. 9

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South (Suppl to Chalkline) 25/2/94

# NP education policy

**T**HE NATIONAL PARTY (NP) education policy provides for equal opportunity for all pupils to enter the school of their choice and receive good education.

There will be no discrimination on the grounds of race or creed.

In the cases where pupils prefer to receive tuition in their mother tongue, they will be accommodated. Opportunity will be created for communities or parents to establish their own school with a specific cultural or religious character.

The NP policy makes provision for nine years of free and compulsory education, where the state takes responsibility for state and state-supported schools.

There will be three certificate levels at which point students can leave formal schooling after the compulsory education has ended.

A system is envisaged where

pupils can leave school at the end of primary schooling or the seventh year, at the end of standard seven or at the end of matric. During each of these exit-points pupils can take up an apprenticeship in the job of their choice. (50)

The policy provides for a change from formal to informal education.

Classes will be much more flexible and if a pupil is successful in the workplace, the experience will be accredited toward his certificate.

Although the proposed system will mean that pupils will have to decide on their careers as early as standard five, we believe it will not present too much of a problem.

Yes, pupils are not always very matured and able to decide on their careers at this stage of their lives, but there will be the opportunity for them to change their minds.

For example, a child leaves school after grade seven (standard five) and takes an apprenticeship as an electrician. Later he decides that the field does not suit him and he

wants to do medicine.

If that pupil has been getting the intermediatory schooling, that is, schooling after grade seven, he can now continue his schooling in the right subjects which will ensure that he is equipped for medical school.

The proposed system will employ subjects which will develop pupils intellectually, morally, artistically and on a physical level.

Matric will have three directions pupils can study: academic, another commercial or a practical/technological stream.

Once a pupil has moved in a specific direction after grade nine, he/she will receive specialised training in that field. Education will be more directive, subjects will be more restrictive and classes smaller.

Attention will also be given to adult education to improve literacy and employment training. 9



# New project to aid rural education

By PEARL RANTSEKENG  
C/P 27/2/94

FOR people in the rural areas, the Education Africa project is like a dream come true.

The project was established in 1992 to address two of the most critical educational issues facing the country: accessibility to quality education and the relevance of education.

The objectives of Education Africa, a non-profit and apolitical organisation, is to "twin" quality South African educational institutions with educationally deprived communities in South Africa. It also provides the technical and management expertise necessary to develop quality educational institutions throughout South Africa.

"Twinning" is a process whereby rural schools are set up and linked to private institutions in the city. Education Africa founder and executive director James Urdang said the "twinning" schools rotated teachers and students to try to equalise standards.

He said the ED-funded rural schools were fully equipped, including laboratories where rural pupils could actually witness experiments rather than just read about them.

Opening Penryn College - which is part of the EA project - ANC deputy president Walter Sisulu said Africa needed education more than any part of the world.

He said he hoped the project would redress some of the injustices of the past.

Urdang said there was a great difference between private schools and government schools in the country. However, with the new "twinning" method they could expect education equal to the top private schools.

He said Penryn College was an innovative "twinning" educational venture between Si Sithians College in Johannesburg and the Nelspruit community. Penryn College is not only a full-time school, by day but also acts as a centre for educational excellence, providing integrated outreach programmes to the local community.

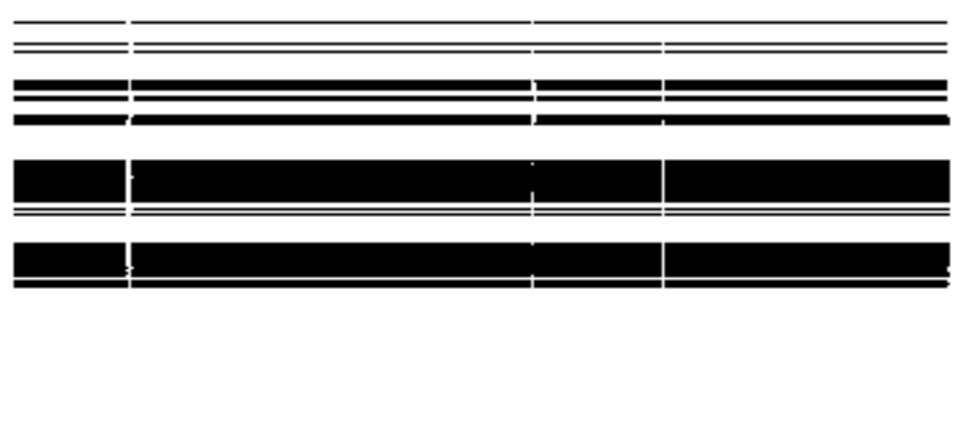
"Penryn is open seven days a week, 14 hours a day so that people from the community are able to utilise the facilities available to the maximum. We are also trying to make it easy for children from government schools to access these facilities after school hours," Urdang said.

There are currently two other project areas under way, one in Sun City and the other in Pietermaritzburg.

Urdang said their intention was also to twin schools with international schools. He said that at the moment they were busy trying to link Penryn College with a British school.



**TWIN SPEAK**  
British Ambassador Sir Anthony Reeve cuddles Nkosinathi Zulane while Walter Sisulu hugs Hillary Allison at Penryn College. **Picture: TLADI KHUELE**



# Parents pay R1bn school fees

PARENTS of children in formerly white schools paid about R800 million more for education last year than they did in 1992 — and this year are paying fees totalling more than R1 billion.

This was said yesterday by Transvaal English Medium Parents' Association spokesman Mr Glen Stuart, who added that according to the Central Statistical Service, fees increased by

65,7% in Model C schools between March 1992 and the same period last year.

Parents are now paying between R1 500 and R2 400 annually for their child's education, he said, but this makes up only about 20% of a school's running costs.

The shortfall is made up with state aid, he said.

But, Mr Stuart said, this was

"not a bad news situation — in fact, those schools are doing exceptionally well". Parents have had to become more directly involved in their children's education.

50 CT2/3/94

He said the massive increase in fees was not expected to become a trend. "We expect the recently increased fees to stabilise this year."

# Learn black languages

JACQUIE GOLDING

CROSS-cultural communication could prevent strikes, says language and cross-cultural communication trainer Sello Legwale. Legwale, a trainer at language and literacy training specialists Interman, said white South Africans should strive towards effective communication in black languages, as language and cultural barriers continued to make communication and compromise difficult.

“(50) Strike negotiations would be easier and less emotional if managements could speak and understand the language of their workers,” said Legwale.

Zulu language trainer Nomsa Mpanza said learning to speak the language of one's employees could improve relationships with workers because it would allow them to air their views and grievances in their mother tongues. Mpanza attributed some strikes to simple misunderstandings sparked by workers' inability to articulate their grievances clearly in English.

8/3/94

# Wits report highlights vast education backlog

MORE than 20% of people in the PWV have no education while up to half are illiterate. 10/13/94

According to a discussion document on the PWV's education backlog, to be discussed by the Central Witwatersrand Metropolitan Chamber last night, only 31% have primary school education while almost 40% have high school education. Less than 10% have tertiary education.

The report was drawn up by the education policy unit of Wits University to help the chamber draw up recommendations for a future regional education policy.

The report notes that wide disparities exist throughout the region, particularly in the availability of classrooms. (30) Soweto will need at least

GAVIN DU VENAGE

another 30 high schools by the turn of the century, at a cost of R104m, the report says. In the same period Randburg will need another seven high schools at an estimated cost of R21m. The region will need 213 primary and secondary schools by the year 2000, at a cost of almost R614m.

The report notes that not only is a significant portion of the population out of school, but that serious overcrowding is a threat to existing schools.

Finally, the report notes an almost total lack of pre-school education. The region would need at least 1500 such facilities within the next six years to make adequate provision for pre-primary children, at a cost of about R293m.



# New twist in school

## SO NEW APARTHEID

*Kids together but unequal:*

By John de Jager, Director of Sagewood Education Centre, Midrand

**T**HERE IS a danger of a new form of apartheid, "together but unequal", emerging in our education system.

Unless we revise the current methodology and curriculum and put new teaching strategies into place, standards will fall and racial inequalities in education will continue.

Teachers need to understand that racism and culture interact to cause educational problems for minority students and training institutions should be training teachers to function in a multi-cultural educational environment.

According to Eddie Whitby, who runs workshops designed to address racial inequality in education: "The failure or success of education equality ultimately depends on the characteristics and skills of the teacher in the classroom.

Teachers, like other humans, bring their cultural perspectives, values, hopes and dreams to the classroom. They also bring their prejudices, stereotypes and misperceptions."

Teachers often unconsciously favour males or a particular cultural group in a classroom. This has enormous repercussions because studies have shown that teacher-expectation affects intellectual development.

In a well-documented study in America, students' IQ scores were switched. Teachers were told that low IQ students had high IQ's and high IQ pupils had improved their scores substantially and the high-IQ pupil's scores had dropped.

It is vital that teachers do not compromise on standards because, if they do, standards will fall. They should not lower their expectations or excuse students because they come from disadvantaged backgrounds. Teachers need to do away with "this is good enough for..." or "Themba has to travel long distance to school and has no electricity at home.

### Teaching strategies

Teaching strategies should be flexible and able to adapt to different needs. At Sagewood Education Centre, for example, pupils read and do comprehension according to levels and not classes. This ensures that a student whose mother tongue is English is not slowed down by Zulu or Afrikaans-speaking children.

Learners can progress at their own pace and can approach a topic from different viewpoints which allows for healthy multicultural diversity.

South Africans must learn to respect each other and the obvious place to begin is at school. It is here that different cultures must be discussed and thoroughly understood. Pupils should be taught to be appreciative of different cultural activities; to value and to tolerate others beliefs.

Confidence-building, which is neglected in education, is a vital component of success and is particularly relevant in South Africa which has a large disadvantaged and demoralised cultural group. Pupils should feel that their input is equally important and each child should be made to feel special.

## All education departments will become 'general affairs'

THE education departments of the own affairs administrations would be declared general affairs with effect from April 1, National Education Minister Piet Marais said yesterday. (50)

He told an NP communication conference in Pretoria it was envisaged that the three own affairs departments of education would be maintained as complete entities until the relevant government bodies on central and provincial level had taken office under the new constitution.

No change was envisaged regarding the National Education and Education and Training departments at present, he said.

The Minister of National Education and of Education Co-ordination would continue to function in a co-ordinating capacity until new government bodies were in position, Marais said.

These steps were aimed at providing education with the minimum of disruption and avoiding any possible accusation of unilateral restructuring.

Marais criticised the ANC's recently released education policy for being obsessed with centralisation — which was in direct

KATHRYN STRACHAN

conflict with the prescriptions of the new constitution. It was also clear educational planning had been done in isolation without taking account of other national priorities, he said.

Taking the realities into account, government's successes over the past year were "nothing less than remarkable".

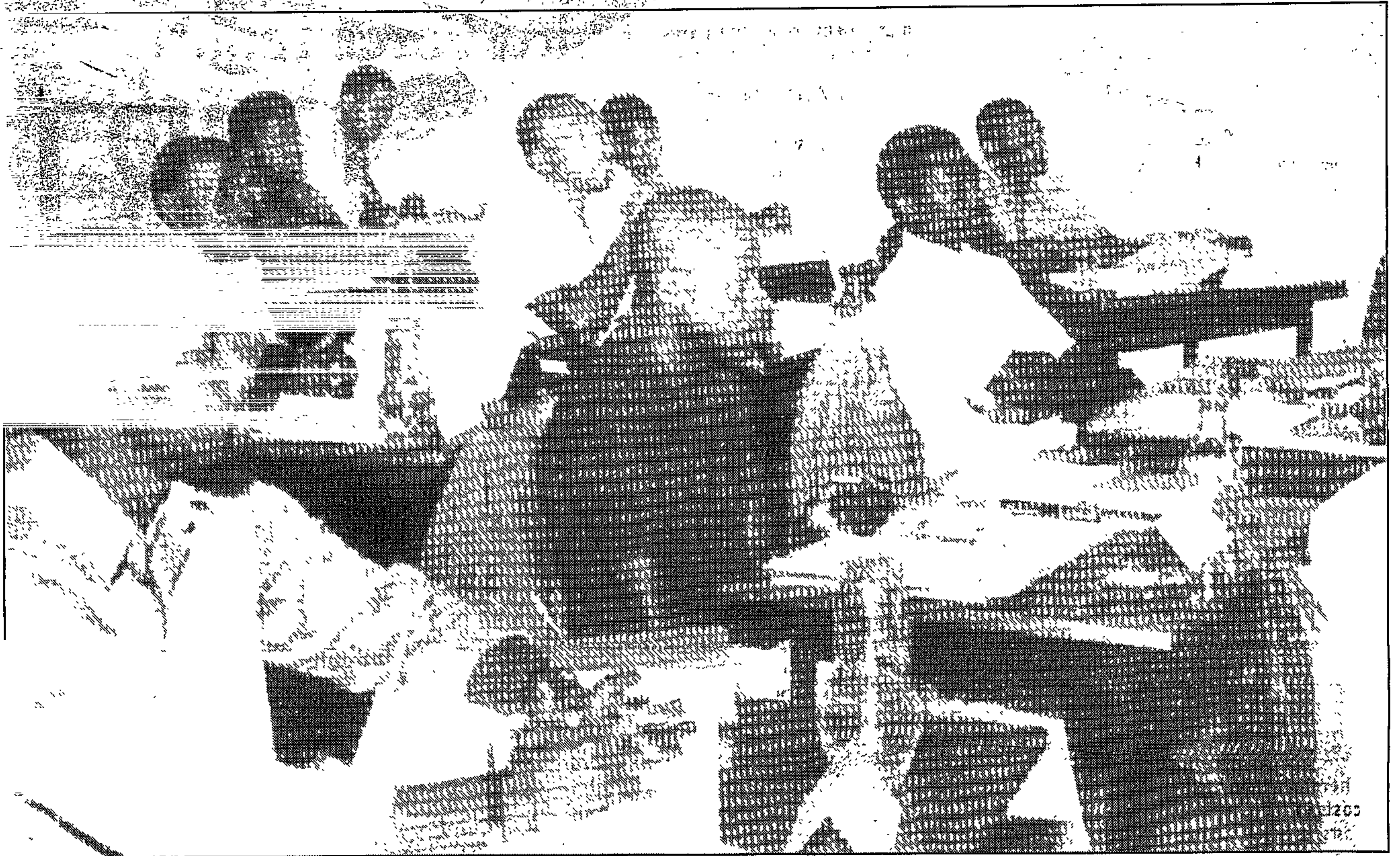
Over the past decade the gap between per capita spending on black and white education had been narrowed from 1:10 to 1:2.5, he said.

"The fact that this could be done without negatively affecting the existing standards is an exceptional achievement and will not easily be equalled by any other government anywhere in the world."

He said the NP would continue to promote a system of autonomous state-aided schools for communities who wanted them. The NP believed in a decentralised education system in which all education, except at universities and technikons, would be vested in the provinces.

Report by K Strachan, TML, 11 Diagonal St, Jhb.

**IDT** A tool that helps communities improve their lives and provides self-enrichment



upils in class . . . preparing to face the challenge of the future.

# Programmes for a literate society making great strides

By Joe Mdhlela

**■ LACKING SKILLS** 15 million are currently unable to read or write:

**T**HE popular slogan, "teach one, teach all", should become the motto of all South Africans if illiteracy is to be eradicated and replaced by a literate society.

If that were to happen, the task of the State as a provider of education and information would be minimised to the extent that the 15 million illiterates currently struggling to make head or tail out of what is going on in the world, will be greatly reduced.

And that would mean that non-governmental organisations, business and other interested parties would form partnerships to curb the ever-escalating illiteracy rate.

In its small way, Akanani Rural Development Association at Elim, Northern Transvaal, is making important strides, turning illiterate peasants of this Gazankulu homeland into a literate community capable of communicating with the outside world.

Mrs Mirriam Nkwinkwa, herself a former untutored Gazankulu mother, is now a proud woman able "to read and write". Only a few years ago, any written word was like Greek to her and she was unable to decipher her own name

when she saw it.

New vistas have opened up and things are beginning to look bright for the former "illiterates".

She is now teaching others in her community to read and write, and appreciates many things that would have otherwise remained obscure had education not dawned in their lives.

That is a poignant story of both victory and chastisement, triggering anguish and revulsion at the country's uncaring socio-economic and political systems.

Despite all this, ordinary people have proved — and with distinction at that — that nothing, not even the most oppressive pieces of legislation, can dampen their spirits.

Nkwinkwa believes that literacy should not only be viewed for its own sake, but should be seen as a tool that helps communities to improve their lives and as a measure towards attaining self-reliance.

Mr Themba Mavimbela, a colleague of Nkwinkwa at Akanani Literacy Programme, suggests that education should

be seen as an apparatus for liberation, liberation from abject poverty and ignorance.

He believes that when people have education, their self-esteem is raised, a factor that will affirm their humanity.

Eskom and mines owned by Anglo American on the West Rand are also playing a role in fighting illiteracy.

The electricity corporation began its literacy programmes in 1989 but these soon encountered resistance from workers because they were seen by the unions as irrelevant.

Why irrelevant, one may ask? The answer:

They were simply seen as conceived by management without consulting with workers they were supposed to benefit.

Within the South African context, this has been the trend. Management has become accustomed to the idea that consulting with workers is a waste of time.

But Eskom learned the hard way that the involvement of unions and blacks in whatever scheme they may conceive was necessary.

The scheme is in place, thanks to the

conversion and the realisation by management that workers matter, after all.

The corporation is now in the process of providing business skills and literacy programmes that are yielding success for workers and management.

The corporation is now in the process of providing business skills and literacy programmes that are yielding success for workers and management.

Mr Moses Morota of Eskom says his company is helping to curb illiteracy "because without education people won't be able to face the challenge of the future".

Also, employees who are also members of the community are exposed to social interaction skills, a factor that exposes them to new perspectives in life.

These newly acquired life skills enable workers to develop confidence to exchange viewpoints which society may or many not disagree with. But what is important is that they are now able to communicate, thanks to the confidence that is the offshoot of education.

"They are encouraged to build on their ideas and to enrich their life experiences allowing the student to count in the abstract as well as concrete objects."

The Anglo American mines of West Driefontein Levels are in the process of bringing down the ratio of illiteracy

*Without education people won't be able to face the challenge of the future*

from a staggering 67 percent to "zero percentage". And this they ascribe to their Adult Basic Literacy Development programme.

Also of concern at the mines is the fact that at least 81 percent of employees are not able to read simple signs, some of which are calculated to make them steer clear of dangerous zones.

An official at the mine made this observation: "Even though they have eyes to see, they are in many ways blind, and will continue to walk the blind alleys if we don't address this problem aggressively."

A DET adviser, Ms Audrey Mamabola, has this to say: "Literacy bestows on people personal independence and a lot of self-enrichment."

Mamabola says she is hopeful the partnership of the state, DET, NGOs and other interested partners will in time ameliorate the question of illiteracy among black people in this country.

If that happens, black people will take pride in the knowledge that they will be saved from the embarrassment of having to stealthily summon the help of strangers to fill in forms, or ask friends to write them confidential letters.

Watch NNTV at 9pm tonight for another literacy programme.

# 11 languages for force

~~SEP~~ Own Correspondent (50)

DURBAN. — SADF chief General Georg Meiring has announced the force's new language policy — multilingualism instead of bilingualism — which will come into effect when the new national defence force is established after next month's election.

In terms of the new policy, the 11 official languages — Afrikaans, English, Ndebele, Pedi, Sotho, Swati,

Tsonga, Tswana, Venda, Xhosa and Zulu — would be recognised, Natal command spokesman Captain Kim van Niekerk said.

However, the various languages would only be used where they were applicable for command, control, management and training purposes.

English and Afrikaans would still be used for all communication between national and regional headquarters.

CT 21/3/94

## PEOPLE'S LIVES *Project will cover gap left by the 'undermining tools' of Bantu Education*



**Cashback:** Jubilant Ikemeleng Remedial Centre pupils after the school was presented with a R2 000 cheque recently. PIC: LUCKY NXUMALO

# Reasons for illiteracy

Sowetan 28/3/94

## ■ EXTENSIVE RESEARCH

*Addressing the needs of children:*

**By Bongani Mavuso**

**T**HE phenomenon of learning differences contributes to the high rate of illiteracy.

This is not catered for by State schools and there is no other community project in

South Africa to facilitate tuition for children with learning differences.

This is one of three hypotheses developed by Soweto's non-profit and independent Ikemeleng Remedial Education Centre which has undertaken extensive research on learning differences. (50)

The IREC was founded in 1987 with the aim of addressing the phenomenon of learning differences among other problems.

It is run by director Mr Veli Mahlangu, chief executive officer Mr Sanku Molaoli, programme co-ordinator Mr Oscar Gugushe and public relations officer Ms Lolly Nkosi. The research project by the Community Awareness Programme team of the IREC studied the level of understanding in the community of Soweto of learning differences.

This research was done as part of the outreach initiative of Ikemeleng towards addressing the needs of children with learning differences, Nkosi says. Assisted by several professionals which included researchers, psychologists and social workers, the CAP team managed in its research to interview a "fair number" of respondents ranging from the youth, parents, principals and creche teachers.

Against the background of a growing waiting list for placement at Ikemeleng and findings of the research, the centre noted

that:

- There are thousands of children with learning differences in South Africa who are not engaged in any education; and

- That the "undermining tools" of Bantu Education as well as the psychological oppression of Africans have contributed to the ignorance in black communities of children with learning differences.

Ikemeleng Centre's initiative aims at creating greater awareness in the community about learning differences. The CAP — the facilitator of this initiative — envisages a concerted effort with other individuals and organisations in addressing the needs of children with learning differences.

Nkosi believes a new outlook on children with learning differences and a more professional touch in objective setting, methods and task performances are prerequisites for better results.

"Based on the findings of the study, the CAP has proposed an operational structure to address the identified needs. This structure will address training needs and ongoing research on issues related to learning differences among others," she says.

According to the IREC, the black community is not exposed to the phenomena related to the special educational needs of children.

The centre attributes this to "negligence" by the education authorities to provide special education for the African community.

However, the IREC notes, this does not suggest that learning differences do not exist but that "it has never been regarded as a 'problem'." Nkosi says the centre will embark on actions that will "conscientise" the community about the existence of learning differences as well as the manner in which these differences can be overcome.

# Spotlight falls on education disparity

THERE were 109,000 vacancies in white, coloured and Indian schools in the Western Cape but an over-enrolment of 20% in black primary and secondary schools in the region, the ANC said over the weekend.

(50) OCT 28/3/94  
The region also had the highest number of higher education institutions in the country, it said in its draft Reconstruction and Development Programme (RDP) for the Western Cape.

The region had three universities, two technikons, 14 technical colleges, eight teacher training colleges, five nursing colleges, two agricultural colleges and two police colleges.

"There are gross disparities based on race, gender, class and locality in access to and success in education and training institutions," the document said.

## Illiteracy

A recent survey by the Education Foundation pointed to an excess of 71,324 places at primary schools and 37,700 at secondary schools.

This pointed to poor planning and the inefficient way in which the National Party government has administered the resources of this country.

Although functional illiteracy was as high as 60% in the metropolitan area and 80% in the rural areas, the Department of Education and Training only had 28 adult education centres in the province.

Only 17,8% of children in the Western Cape below the age of five had some form of education.

The document said early childhood education and adult education should be institutionalised in a provincial Ministry of Education.

Teacher qualifications also needed to be upgraded.

# 'ANC will employ more teachers'

South 114 - 514194

By Shannon Neill

AN ANC government will provide a year of pre-primary education and nine years of compulsory primary and secondary school education free.

(50)  
At a forum of teachers at Manenberg's People's Centre last week, education activist Mr Yusuf Gabru emphasised that education was a basic human right which was the responsibility of the state.

After the compulsory state education parents would have to ensure their children went to school and would be responsible for the costs of senior secondary schooling.

Gabru said the pre-primary year was important not only because it prepared children for school, but also because it freed mothers to do things other than look after children.

He said the ANC did not envisage spending more than the 23 per-

cent of the budget currently spent on education, but would utilise the money better by cutting out waste and corruption.

The way teachers were trained would also change because current methods were often a waste of time, he said.

"At the moment it is very easy to leave the education system, but hard to get back into. We want to change that and make it difficult to leave, but easy to get back into."

He promised the education bureaucracy would change. Most top positions in the education bureaucracy were currently filled by white, Afrikaner men, he said.

"In future there will be more women in these positions," he said to enthusiastic shouts.

Gabru said more, not less, teachers were needed and money would be made available for this through rationalising in other areas of education, like the bureaucracy.

# Sisulu in literacy drive

By Bongani Mavuso

ANC deputy president Mr Walter Sisulu has become a patron of the National Literacy Co-operative. *Sowetan*

Speaking about the problems facing millions of illiterate and semiliterate South Africans, Sisulu said: "It is never too late to learn."

"I would encourage the people of this country, at whatever age they are, to start now to learn to read and write and to become literate as quickly as possible in order to be able to take a meaningful

part in the changes which are coming in South Africa." (50)

Sisulu left school when he was 13, with only a Standard 4 education, but he has never allowed this to hinder his progress.

NLC director Mr Kumi Naidoo expressed his delight that Sisulu has endorsed and fully supported the efforts of his organisation.

"Given his educational background, he will be an ideal role model and an inspiration for adults seeking to advance their education," Naidoo said.



# Forum will work out a new deal for education

SITimes [Cimetro] 10/4/94

By **AYESHA ISMAIL**

AN education and training forum which will work out proposals for new education policies and priorities for the Western Cape province will be launched tomorrow.

A spokesperson for the Western Cape Education and Training Forum launch committee said the provincial body was urgently needed to represent the Western Cape's views within the National Education and Training Forum.

The Western Cape Forum would also be needed to work with the incoming provincial government to "democratically" address educational and training issues.

## Departments

After the elections South Africa will have one national education department and nine provincial education departments and education will be "non-racial and equal".

At present there are 18 separate departments of education with the Department of National Education being the umbrella body.

Meanwhile, the Education Co-ordination Services (ECS), established a year ago, said this week they were "progressing well" in drawing up documentation for the amalgamation of the 18 education departments.

Spokesman for the ECS, Ted Townsend, said the documentation was in the process of being finalised.

In fulfilling its mission as a planning unit, the

ECS has — in co-operation with other state departments and interest groups — planned provincial education departments on an organisational basis for a non-racial education system.

The ECS has also planned the administrative amalgamation of separate existing executive education departments and the co-ordination

of educational provision during the transitional stage. It has also formulated draft legislation on the provision of education for consideration by provincial legislative authorities.

The ECS is a transitional structure which will be phased out once its work has been completed.

Mr Townsend said that while the unification process in all of the provinces could begin after the election, "true reconstruction" could only take place once the interim constitution was in force.

● The Department of Education and Training is to recover money paid as salaries to South African Democratic Teachers Union members during the August 1993 teachers' strike.

## Big differences in regions' educational requirements

THERE are vast differences in the educational needs of the nine provinces, as determined by the new constitution, says a National Education Department report.

According to the report, Educational Realities in SA, four of the provinces, namely the Eastern Cape, Natal, Northern Transvaal and the PWV, will accommodate nearly 72% of all the pupils in SA...

KATHRYN STRACHAN

Other statistics are that the percentage of SA's total population between 25 and 64 years with no formal education decreased from 30% in 1980 to 18% in 1991.

The percentage for coloureds dropped from 27,8% to 11,8%, and the percentage for blacks from 41,1% to 25,1%. (50)

Nearly 12-million pupils and tertiary level students received formal education last year. While 63% were in primary school, only 29% were at the secondary level. About 2% were in pre-primary and 6% in the post-secondary phases.

The average annual growth in pupil enrolments from 1986 to 1993 was nearly 4,2% compared with a population growth of 2,2% per annum.

Approximately three times more students studied at universities than technikons. The number of technikon students increased about 18% a year from 1986 to 1993, compared with 5% growth at universities.

Political comment in this issue by J Jones; newswire by D Armour; headlines and sub-editing by C Pickard-Cambridge, all of 11 Diagonal Street, Johannesburg.

# Residents, Council in library row

BY SABATA NGCAI

**Manenberg residents are angry at the City Council for refusing to train local residents to run their library which was closed last month.**

City Council spokesperson, Mr Ted Doman, said: "We will be re-introducing apartheid by doing so."

Mr Doman said there might be people from other areas who wanted to work in Manenberg.

He said the library was closed

because the safety of the staff was threatened by gang-related violence.

However, residents said they were "sick and tired" of paying for a library they did not use.

Spokesperson for the Manenberg Civic Association, Mrs Faldiela de Vries, said there were local people who were capable of being librarians and needed training.

"We want the City Council to hand over the library keys so that we can run it," Mrs De Vries said.

"This is capacity building and not apartheid in disguise."

"The council has re-introduced apartheid by employing only coloured staff in all coloured areas."

Mrs De Vries said the council was claiming that gangsters threatened library staff to achieve its objective of relocating the library to the lower end of Manenberg.

However, Mr Doman said it was a "long-term" objective to relocate the library.

"We will not accept that, and none of the staff members were personally threatened by the gangs," Mrs De Vries said.

# New probe into viability of libraries in Peninsula

Municipal Reporter

(50)

CAPE Town public libraries could be under threat again, depending on the outcome of an official probe into their viability.

Arthur Wienburg yesterday pressed for strategic information to be compiled to enable the amenities and health committee to decide whether certain libraries should be closed.

He cited Kewtown as a library where far fewer books were borrowed than from mobile libraries.

Meanwhile, a decision on moving the library in gang-infested Manenberg has been put off for at least a year.

The city council is to spend R25 000 on alterations to security at the building, and to employ a guard.

Committee members challenged a statement by amenities chairman Chris Joubert that the council had decided some years ago that the library should be moved.

The library was closed temporarily at the height of gang warfare. Staff went back to work on April 22.

Moving the library would cost R1.2-million, the committee was told.

AR 43/5/94

# Education will break new ground

BIDay 31/5/94

KATHRYN STRACHAN

ANC plans for education are a decisive break with the past, hinged on redressing historical inequalities and shifting the emphasis from academic schooling to practical and technical training.

The ANC's draft document on education promises a fundamental restructuring by integrating education and training. People will have freer movement between the education and training fields.

The document identifies the lack of co-ordination between education and training as a fundamental problem for reconstruction and development, and makes a commitment to integrating the two through a common system of governance and a common

certification structure.

A national qualifications authority will be established to develop all aspects of an integrated national qualifications network. (50)

Within the next five years, the ANC aims to restructure the system to provide 10 years of free and compulsory education, starting with a pre-primary year and finishing in Std 7. Three years of further education will be available in high schools and other learning centres. It aims also to form one national education department and to integrate teacher training.

The ANC's draft policy on education plans to draw in the scores of

people who have fallen out of the system along the way and to give them access to learning at any point in their lives.

"Life-long learning" is proposed to encourage people to constantly upgrade their skills, and an "open" system which accommodates working people by allowing them to attend classes at irregular times.

Early childhood and adult education programmes for rural people will be an urgent task, as will be development initiatives for those of the country's youth who have been deprived of proper schooling.

The document refers to the "fundamental obligation" of employers for the education and training of workers — a significant policy shift.

# Apartheid education bodies 'to be unified within months'

Political Staff

APARTHEID education structures will be replaced "within months" by unified national and provincial bodies with a common mission, says minister of education Sibusiso Bengu.

And a national adult basic education and training programme to "transform learning and earning opportunities for millions of people who have been educationally disenfranchised" will be introduced soon.

Professor Bengu said in parliament yesterday that the ministry supported the creation of an early childhood de-

velopment process as a "bedrock" for the 10-year phase of general education.

The department also looked forward to the implementation of the national feeding scheme

He said the education and training was a "seedbed" of national renewal, and should redress inequities, social regeneration and empower all the people.

"We can say with confidence that the evil spirits of apartheid education will be banished. We will build our human resource capacity in the clear air of our democracy."

Arg. May 1994

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MAJOR drive is under way to get people reading again, the main thrust being to keep book prices low, more easily available and to promote literacy.

The National Book Development Council (NBDC) is set to launch in Cape Town this month.

Organiser Ms Erika van Greunen said the new NBDC would be the sixth in Africa.

"It is an organisation of the entire book chain from and including authors, publishers, teachers and literacy organisations," she said.

"The aim of the organisation is to promote the ability to read by finding ways for publishers, paper manufacturers, teachers, students and authors to co-operate in boosting a national literacy campaign."

Van Greunen said the NBDC would also work towards creating national book development policies involving all stakeholders.

"We want to promote awareness and the desire to read by running fun competitions and TV advertise-

# Effort to get SA reading

*Southside Staff Reporter Sally*

6/5 - 10/5/94

ments," she said. "By supporting the expansion of book shops and libraries into rural areas the NBDC will promote access to books."

She said the need for the NBDC is spurred by low literacy levels, rising prices of books, lack of incentives to produce socially important books and the lack of a reading culture even among the literate.

"An NBDC can help to address these problems by co-ordinating the efforts of all groups and individuals involved in and concerned with book development and reading," Van Greunen said.

By subsidising small booksellers the NBDC hopes to keep prices of books down.

She said the organisation would be involved in addressing the needs of book producers such as writers and publishers, book distributors, book shops, resource centres, and adult education initiatives.

The NBDC launch is being organised by a joint committee of Sached Trust, the National Education Co-ordinating Committee (NECC), the Publishers Association of South Africa (Pasa) and the Independent Publishers Association (IPASA). **EDWINA BOOYSEN**



READING: The NBDC plans to make reading a pleasure.

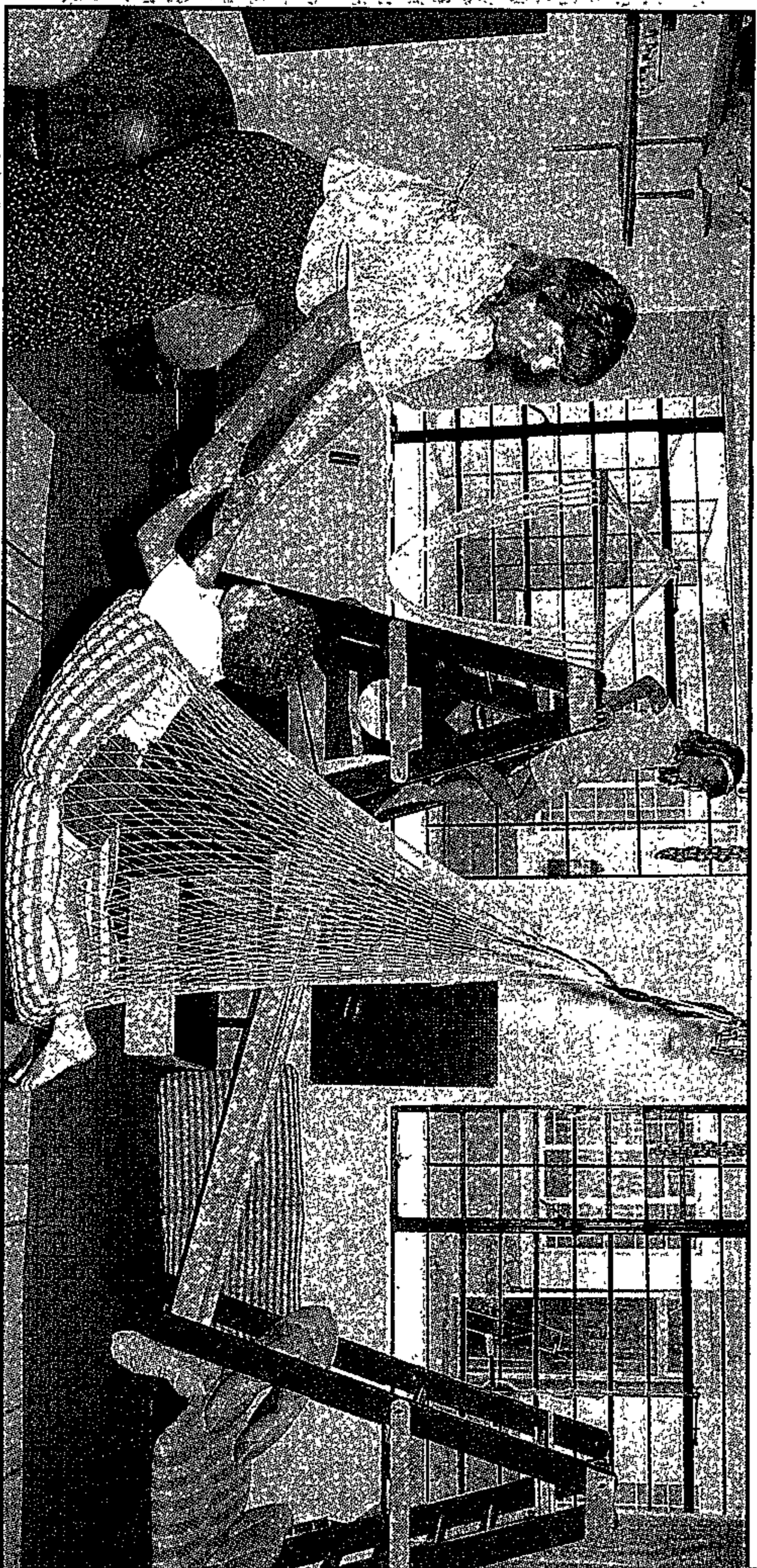
# TRAVELERS

The Star

WEDNESDAY MAY 11 1994

Edited by Marika Sboros

Getting to grips . . .  
sensory integration  
training is an  
essential part of the  
work of occupational  
therapist Helena  
Heyns.





It's the word

than 40 percent of British women who become pregnant days are single, a government report reveals. The or has risen from 29 percent in 1981 to 40 percent in And while pregnant, fewer than one in 10 will consider vng the father of her child. — The Star Bureau.

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DIRECT APPROACH

Remedial teaching will play a vital and instructive role in addressing educational imbalances in South Africa, says a local educationist. **TRIKA DROS** reports.

The unravelling education crisis is just one legacy of apartheid facing a new government. One of the many loose threads will expose increasing numbers of children with learning problems, says a Johannesburg remedial teaching specialist.

The causes of learning problems are still controversial, says Sue Hill, principal of Crossroads remedial school in Victory Park. Some specialists emphasise nature and others nurture, with the balance favouring a combination of the two.

Research points to genetic (at birth) components as well as environment, including illness, emotional trauma and disadvantaged education, says Hill.

There is a higher incidence of learning problems in boys than girls, the reason being mainly genetic. Hill speculates that one contributory reason could be that the male foetus *in vitro* is more susceptible to "anything that can go wrong" than females.

Parents usually panic when a spe-

cialist says their child has a learning disability, but it's not a life sentence, she says. The earlier a learning disability is identified, the faster and more effectively it can be remedied.

A learning problem can rarely be "cured", but the child can acquire coping skills to perform well in a mainstream school environment and to foster the optimum development of potential.

Numbers point to an increase in the incidence of learning problems in South African children, but Hill says that it's more likely that improved understanding and research both locally and abroad are increasing recognition and understanding of the problems caused by disadvantaged education.

Vital

These will include second language and cultural difficulties in non-racial schools.

Remedial teaching will have a vital role to play in redressing educational imbalances in the new South Africa, Hill says.

Teachers who are not trained in re-

disadvantaged education can miss obvious signs of learning impairment. The problems are aggravated by the gradations of disabilities. Learning disabilities can be verbal or non-verbal. They can be aggravated by syndromes such as attention deficit disorder, in which the child has trouble concentrating.

Subtle concentration and focus of attention problems are more difficult for mainstream teachers to pick up, without proper training, says Hill.

Learning disabled (LD) children are often labelled and dismissed as naughty, difficult, or just plain stupid, when they are often very bright.

Crossroads is premised on creating an optimum environment in which LD children can overcome their disability, and learn at the same time. Remedial teachers teach small classes (a maximum of 12 pupils), and are supported by a team of experts that include psychologists, occupational and speech and language therapists.

The school's teachers are trained and in new approaches to the process of learning. One aspect is a teaching method that empowers children to make plans for themselves.

One reason why LD children can't learn in the conventional schooling situation is that they struggle to make a plan that will enable them to read a specified text, do a sum, or to write a story, she says.

It's no good being autocratic and imposing plans on children. They need an environment in which they can learn to order their own existence.

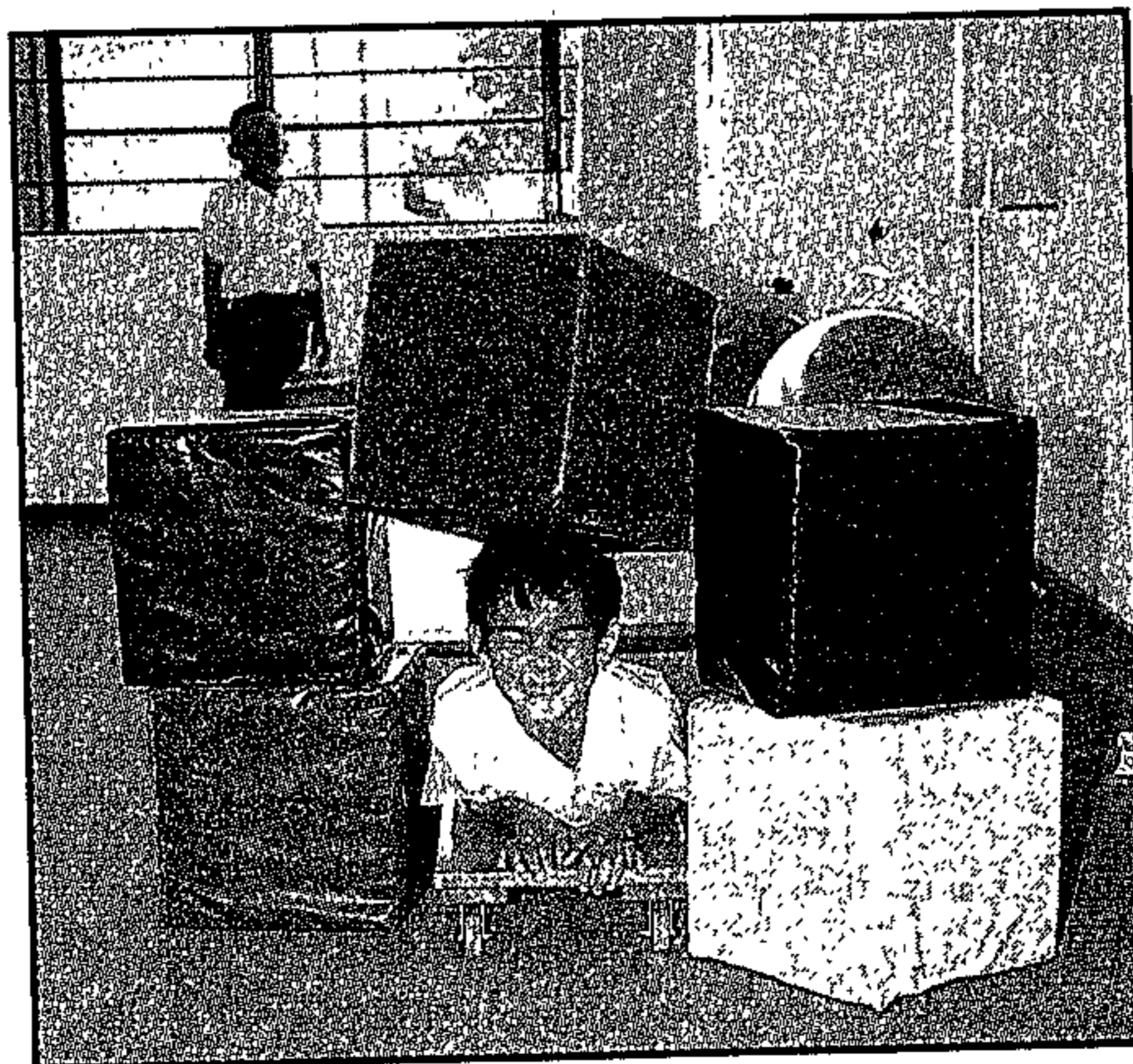
If they don't, LD children underachieve in conventional schools. The orthodox approach is usually to promote them automatically in the primary school years, but this approach often has disastrous results, says Hill.

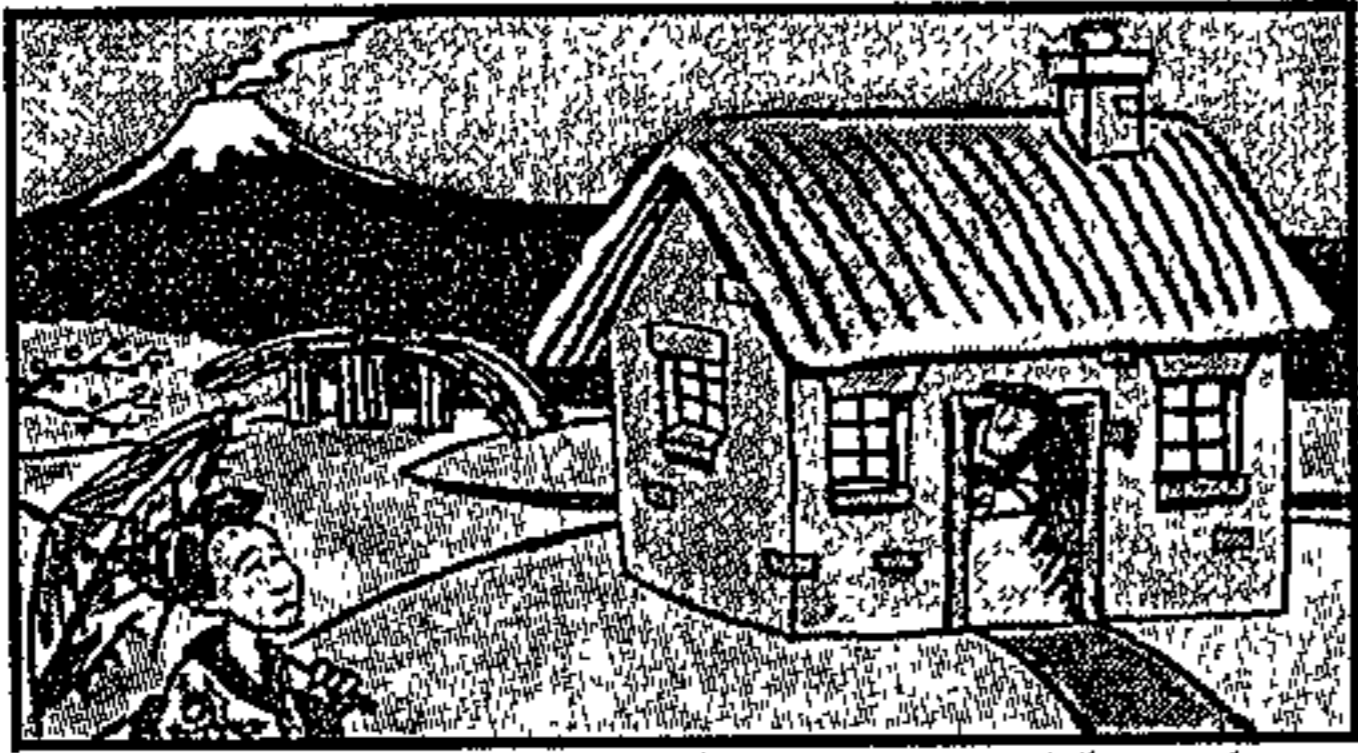
LD children are not fools, says Hill. They are aware that they aren't making the grade, even though they are promoted. They tend to develop low self-esteem which can translate into behavioural problems.

At Crossroads, the aim is to get the children back into mainstream schooling, with appropriate support, as soon as possible.

Having fun ... the emphasis is on enjoyment in exercises that focus on gross motor activity and sensory integration.

PICTURES: JACOOB RYKLIFF

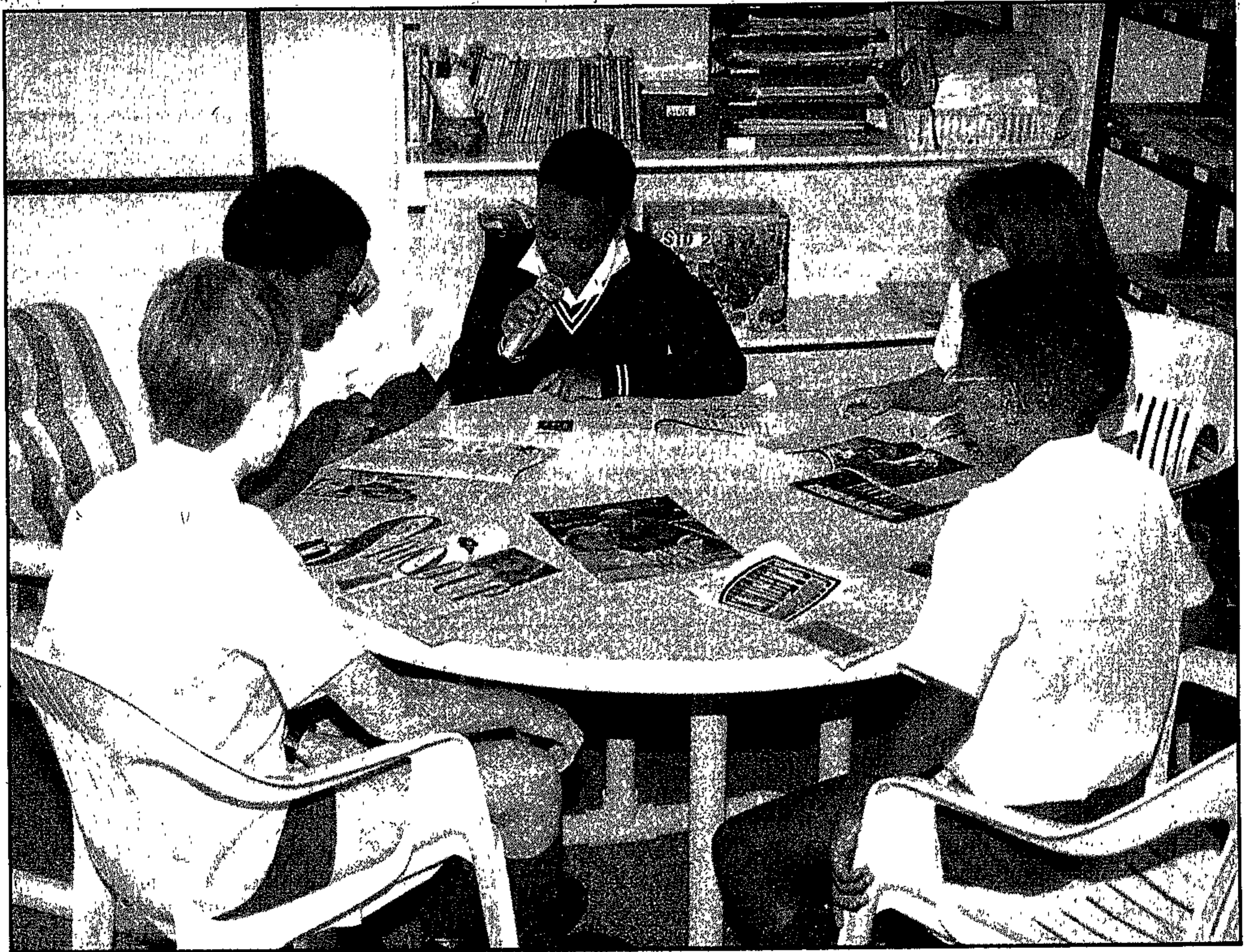




## Moving house

It's amazing the lengths some people will go for authenticity. Japanese businessmen paid between R1 600 000 and R2 000 000 each for five stone cottages in the Cotswolds in Britain. The cottages are to be dismantled and rebuilt in Japan. — The Economist.

# n learning problems



Reading at leisure . . . pupils at Crossroads School are encouraged to read as much as possible.

### What to do if you suspect that your child has a learning disability:

- DO NOT panic.
- DO go through your provincial government education department or approach any of the private remedial schools for a full assessment.

### Warning signs of a possible learning disability

- Is late learning to speak; doesn't listen to stories; appears to have difficulty processing simple instructions.

- Is clumsy; scared of heights; doesn't climb playground equipment easily; has difficulty learning to ride a bicycle.
- Can't hold a pencil properly; tends to "splodge" paint and draw in an immature fashion.

# Cape education minister promises open door policy

ARGUS 12/5/94

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JOHN VILJOEN  
Education Reporter

**W**ESTERN Cape National Party Education and Training Minister Martha Olckers has pledged an open-door policy when dealing with crises and disputes.

But, while Mrs Olckers says she will always be accessible to teachers and hear their grievances, she will come down hard on strikers.

The former Grahamstown mayor and President's Council and Cape Provincial Executive Committee member says she feels humbled and challenged by her appointment to the key education hotseat.

Mrs Olckers, whose Western Cape cabinet portfolio includes Cultural Affairs, will control the sixth largest education department in the country with more than 800 000 pupils and almost 2 000 schools.

The region's universities and technikons are under central government control.

In an interview Mrs Olckers, 52, said the National Party had no regional political agenda when it came to education.

Her party and the African National Congress had few differences in this area.

"We've got no problem with their 10 years free education plan — if the money is there. After all, we are building a nation."

The Western Cape is fortunate to have a head start over other regions, she argues.

It has a relatively high average individual income and adult literacy rate — about 90 percent — and can draw on NP governing experience, she says.

Another advantage could prove the "open door" style she intends using when dealing with the region's 35 000 teachers.

The bitter battles between education authorities and the South African Democratic



Picture: Doug Pithey, The Argus

Martha Olckers, the Western Cape's new Education and Training Minister says she will be tough on strikers.

Teachers' Union (Sadtu) have been a feature of the past two years.

"I wouldn't like to single them (Sadtu) out because in my view that gives them a status they don't deserve," Mrs Olckers said.

But she aims to be accessible to the profession as a whole.

"My policy has always been that open-door communication is the only way."

Taking part in the World Trade Centre negotiations also proved to her what could be achieved through informal discussion and exchange of views.

Bolting the doors and denying access to teachers with grievances is the wrong approach, she says.

"That's looking for frustration, that's looking for trouble."

"Obviously one is busy, so one will have to fit into

schedules and programmes and appointments, but I mean a crisis is a crisis, and you handle that. You may have to wait a while but you'll see me."

There's little to talk about when it comes to teachers striking, however.

"I think it's immoral, just as it's immoral of nurses to strike. Salaries and conditions are important but they are not important enough to punish a child. I will not look kindly on it."

With the first Western Cape cabinet meeting scheduled for tomorrow, some education priorities are emerging.

These include a greater emphasis on primary school education, ensuring that each Western Cape pupil achieves a matric which enables the individual to earn a living, and removing any remaining discrimination against women educators.

# Higher education is set to change in 1996

By KAREN MACGREGOR

A COMMISSION charged with restructuring higher education is to be set up by the government within weeks.

The National Commission on Higher Education will be established by mid-June and will complete its recommendations within a year to make the implementation of new policies possible in 1996.

Dr Teboho Moja, an analyst for the ANC's Centre for Education Policy Development, led a task group drawing up terms of reference for the commission.

She said its report was submitted to the government this week.

Higher education will be transformed in line with proposals and principles contained in the ANC's policy framework for education and training and its reconstruction and development programme, said Dr Moja.

"The commission will plan the integration of higher education into a national system, which implies restructuring the whole system."

Higher education will be brought into a unified system. Universities, technikons and colleges will fall under a single ministry of education and training.

All of the commission's policy recommendations will have to be in line with the ANC's four higher education principles. These are the central control by the government, redressing of historical imbalances, linking of higher education to national development, and underpinning of the system through "democratic values".

Other ANC policy proposals are the expansion of higher education, redressing inequalities in access and shortages in high-level manpower.

# No new school syllabi — yet

Staff Reporter

THE new South Africa is here, but the old school textbooks and syllabi will not change — at least not this year.

While rumours are doing the rounds that history could be dropped as an examination subject until a new syllabus is drawn up — which has happened in the former Soviet Union and East Germany — officials say this will not happen here.

Dr Eddie Botha, director of pre-tertiary education policy at the Department of National Education, said yesterday there

were no new syllabi yet to replace the old.

Examination papers for the end of this year had already been set, he said.

"In the short-term, by this I mean next year, the existing syllabi may be purged of objectionable content, but there is no time to write new syllabi for next year.

"I would guess new syllabi may be implemented by 1997 or 1998," Dr Botha said.

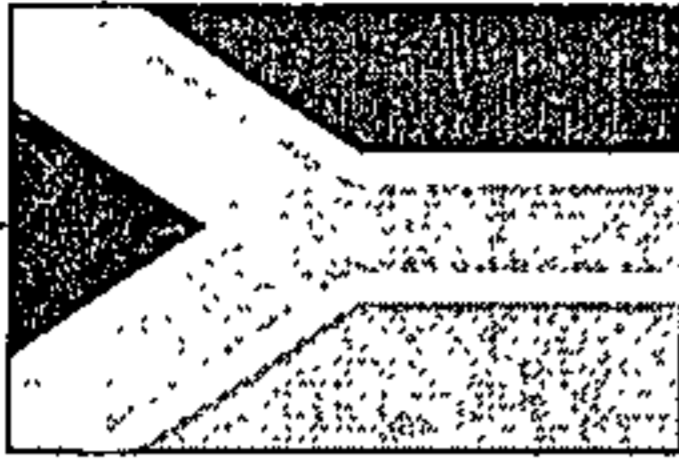
He said the National Education and Training Forum (NETF), which was a meeting place for the old system and the

new, had had several discussions about new syllabi.

"But the NETF has not yet taken any decision on dropping history as a subject or on removing history textbooks from the market," Dr Botha said.

Meanwhile publishers are waiting anxiously for the new history syllabus.

Mr Andre Proctor of Jutas said yesterday: "As publishers for the old system we were forced to produce what the system wanted. We hope we get time to produce far better material this time and that it will not have to be a rushed job."



Here are all the words . . .



50

Arg 18/5/94

## Die Stem

### Nkosi sikelel' iAfrika

#### XHOSA

Nkosi sikelel' iAfrika  
 Maluphakamiso phondo lwayo  
 Yiva nemithandazo yethu  
 Nkosi sikelela, thina lusapholwayo (x2)  
 Yiza moya sikelela nkosi sikelela nkosi  
 sikelela  
 Yiza moya sikelela nkosis sikelela  
 Yiza moya oyingcwele  
 Nkosi sikelela; thina lusapholwayo  
 Morena boluka sechaba saHesu  
 Ofedise dintwa lemantswenyeho (x2)  
 Osiboluke Osiboluke  
 Osiboluke morena siboluke  
 Sechaba saHesu  
 Sechaba saAfrika (x2)

#### ENGLISH

Lord bless Africa  
 May her horn be raised  
 So also hear our prayers  
 Lord bless us  
 We, the families of Africa  
 Come spirit, bless us Lord, bless us (x2)  
 Come Holy Spirit  
 And bless our families  
 Lord take care of the nation  
 Stop the struggle and frustrations  
 Save it, save it (x2)  
 Save our nation, save it  
 Our nation Our Africa.

#### HISTORY

WRITTEN in 1897 by Enoch Sontongo, a teacher at a mission school in the Transvaal.

According to the Standard Encyclopaedia of Southern Africa, the hymn was first sung in 1899 at the ordination of the first black minister of the Methodist Church in Nancefield, Transvaal

It is not known who composed the tune

The words appeared in print for the first time in 1927 in the Johannesburg

weekly newspaper Umteteleli wa Bantu.

Samuel E K Mqhayi wrote seven additional verses, all like the first in the form of a prayer.

*Nkosi Sikelel' iAfrika* became the national anthem of the Transkei in 1963 when the territory was given "self-governing status".

It is also the national anthem of Zambia and Zimbabwe, though there are moves for Zimbabwe to change to another anthem.

#### AFRIKAANS

Uit die blou van onse hemel, uit die diepte van ons see  
 Oor ons ewige gebergtes, waar die kranse antwoord gee  
 Deur ons ver verlate vlaktes, met die kreun van ossewa  
 Ruis die stem van ons gellefde, van ons land Suid-Afrika

Ons sal antwoord op jou roepstem, ons sal offer wat jy vra  
 Ons sal lewe, ons sal sterwe  
 Ons vir jou Suid-Afrika

In die merg van ons gebeente, in ons hart en siel en gees  
 In ons roem op ons verlede, in ons hoop op wat sal wees  
 In ons wil en werk en wandel, van ons wieg tot aan ons graf  
 Deel geen ander land ons liefde, trek geen ander trou ons af

Vaderland! Ons sal die adel van jou naam met ere dra  
 Waar en trou as Afrikaners, kinders van Suid-Afrika

In die songloed van ons somer, in ons winternag se kou  
 In die lente van ons liefde, in die lanfer van ons rou  
 By die klink van huw'liks-klokkies, by die kluiklap op die kis  
 Streel jou stem ons nooit verniet nie, weet jy waar jou kinders is  
 Op jou roep sê ons nooit nee nie, sê ons altyd, altyd ja  
 Om te lewe, om te sterwe — ja, ons kom, Suid-Afrika

Op U Almag vas vertrouend het ons vadere gebou:

Skenk ook ons die krag, O Here! om te handhaaf en te hou

Dat die erwe van ons vaad're vir ons kinders erwe bly:

Knegte van die Allerhoogste, teen die hele wêreld vry.

Soos ons vadere vertrou het, leer ook ons vertrou, o Heer —

Met ons land en met ons nasie sal dit wel wees, God regeer.

THE words of *Die Stem* were written by author and Cape parliamentarian C J Langenhoven.

The music was written by M L de Villiers.

#### ENGLISH

Ringling out from our blue heavens, from our deep seas breaking round  
 Over everlasting mountains where the echoing crags resound  
 From our plains where creaking wagons cut their trails in the earth  
 Calls the spirit of our country, of the land that gave us birth

At thy call we shall not falter, firm and steadfast we shall stand  
 At thy will to live or perish, O South Africa, dear land

In our body and our spirit, in our inmost heart held fast  
 In the promise of our future and the glory of our past

In our will, our work, our striving, from the cradle to the grave  
 There's no land that shares our loving, and no bond that can enslave

Thou hast borne us and we know thee

May our deeds to all proclaim  
 Our enduring love and our service to thy honour and thy name.

In the golden warmth of summer, in the chill of winter's air

In the surging life of springtime, in the autumn of despair

When the wedding bells are chiming or when those we love depart

Thou dost know us for thy children and dost take us to thy heart

Loudly peals the answering chorus: We are thine, and we shall stand

Be it life or death, to answer to thy call, beloved land.

In thy power, Almighty, trusting, did our fathers build of old

Strengthen then, O Lord, their children to defend, to love, to hold

That the heritage they gave us for their children yet may be

Bondsmen only to the Highest and before the whole world free

As our fathers trusted humbly, teach us, Lord to trust thee still

Guard our land and guide our people in Thy way to do Thy will.

#### HISTORY

The official English translation, first made in 1952, was amended in 1959.

*Die Stem* was adopted as a national anthem in 1936, alongside *God Save The Queen*.

# Xhosa célebre

AKG 18/5/94

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## Third official language for Western Cape

"Wherever practicable, a person shall have the right to use and to be addressed in his or her dealings with any public administration at the national level of government in any official South African language of his or her choice. Regional differentiation in relation to language policy and practice shall be permissible." — Language policy in the Constitution. Former president F W de Klerk signed the Afrikaans text.

CLIVE SAWYER  
Staff Reporter

**T**HE Western Cape is gearing up — in some cases slowly — to run its affairs in three official languages.

Premier Hernus Kriel, reaffirming an election promise, has announced the province's official languages will be Afrikaans, English and Xhosa.

But Mr Kriel's announcement does not mean immediate implementation of the new policy.

Language policy must be approved by a two-thirds majority in a provincial parliament, and the Western Cape legislature is due to meet only in August.

Officially, implementation cannot begin before then.

A provincial administration spokesman said investigations had begun into implementation of the policy, particularly at counters and in offices, and in the provincial legislature itself.

But while official implementation may be months away, police seem ahead of the game compared to other government departments.

Three linguists fluent in Xhosa have been appointed to police regional headquarters.

Spokesman Raymond Dowd said Western Cape police had begun preparing for a third official language even before the constitution changed.

This did not mean every constable on the beat was a linguist.

"We may have teething problems at first, and wheth-

er for instance a Xhosa-speaker can be helped immediately may depend on which station he visits.

"If we cannot help him immediately, we will contact a neighbouring station until we find someone who can.

"Don't forget we are used to dealing with people who speak other languages — even tourists who speak German or Italian."

Would his public relations department be able to reply to inquiries in Xhosa?

"I have a smattering of Xhosa," Colonel Dowd said.

A spokesman for the Cape Education Department said various models on how to implement the new national language policy were being discussed. But the department did not expect any major changes in schools under its jurisdiction.

"Provision is already made at school level for pupils to acquire at least a communicative competency in two languages other than the medium of instruction."

About 40 percent of Cape Education Department primary schools in the Western Cape provided tuition in Xhosa from Standards 3 to 5, and at least 20 high schools offered Xhosa as a subject, the spokesman said.

The Cape Town Receiver of Revenue's office is part of the Department of Finance and, as a national government department, should be able to cope with 11 languages.

The Receiver was not available for comment but it is reliably understood interpreters are employed to deal with correspondence in lan-

guages other than English or Afrikaans.

Cape Town City Council, as a local government body, would seem to be exempt from being able to cope with 11 official languages. The provincial policy of three languages would probably apply.

Spokesman Ted Doman said capacity of council branches to communicate in three languages varied. The traffic department was most likely to be expected to deal with Xhosa-speakers.

"I am not aware of any complaints," Mr Doman said.

There were Xhosa-speaking employees in the city health department and in the motor licensing section.

The city council chamber has translation facilities, installed years ago, likely to be brought into use when Xhosa-speaking councillors are elected.

Asked whether motorists would soon see road signs in three languages, a provincial administration spokesman said words on official signs were being phased out.

"Nationally the policy on road signs is to use pictures rather than words," the spokesman said.

It was hoped people would learn to plan journeys and know which route numbers to follow.

The process of changing road signs started last year, before the announcement on changed language policy. Research had shown it took too long to read words when numbers and pictures were suitable substitutes.

By 2 000, all road signage now in use would be phased out.

# Books requested at Alex centre launch

Star 19/5/94

■ BY ANNA COX

In spite of serious inhibitions, education has remained a high priority in most communities like Alexandra, said READ chairman Irene Menell at the official re-opening of the Alexsan Kopano Community Centre yesterday.

The library was opened by Sandton mayor Bruce Burns in honour of Library Week, which was celebrated throughout the city. READ has in the past provided the centre with expertise and administrative assistance.

Many communities had a strong desire for self improvement and the motivation and discipline of learning were an enormous asset which had to be nu-

tured, said Menell.

Director of Provincial Library and Museum Services Brigitte Hansen said she hoped Alexsan Kopano would become a resource centre offering computer services, study courses and other cultural activities. She said her department had 7 million books available which were distributed to libraries on a rotational basis. (50)

Burns appealed to members of the public to donate any books, including school and university text books, they no longer needed to the Alexsan Kopano library. The books can be left at the Sandton Library at the town's civic centre where they will be collected.



*Single education department 'a priority'*

## Bid to restore learning culture

Star 19/5/94

BY JUSTICE MALALA

Moves to restore a culture of learning and teaching in black schools are under way and President Mandela will unveil a programme to achieve this within the next few weeks, the new Minister of Education, Professor Sibusiso Bhengu, said yesterday.

Speaking at his first press conference since taking the oath of office last week, Bhengu said the new ministry hoped for real contact between schools and their communities soon.

Bhengu said the first priority for his ministry was to establish a single department of education. The second was to ensure equitable allocation of the resources in a nonracial system and the third was to improve the quality of education.

He said the ministry's biggest

**MINISTER says educational resources must be equitably distributed in nonracial system and quality improved**

50

challenge was improving education for the African community. If the ministry did not intervene decisively, Africans would remain on the periphery as an underclass of the country's economy.

Bhengu announced that a new Department of Education and Training would be established by proclamation next week.

He said a strategic management team had been appointed to oversee the transition from

the old ministry to the new. It is headed by ANC education chief Dr John Samuel, who is special adviser to the ministry. Other members of the team are Siphosiso Pityana, Sheila Sisulu and Centre for Education Policy Development director Trevor Coombe.

The team, in consultation with directors-general of the old departments, would be responsible for continuity, rationalisation and policy development.

Bhengu stressed that all directors-general of the old departments were still in charge of their departments until the new system was in place. He also announced that there would be a single director-general in the new education department. Previously each of the 19 education departments had a director-general.

Star 19/5/94

## R11,3-m for Zevenfontein housing

METRO STAFF

The Central Witwatersrand Regional Services Council (RSC) this week voted a total of R11,3 million for the Diepsloot West development, to house the Zevenfontein community.

An amount of R7,4 million will go to the provincial administration, to reimburse it for spending

on sewerage and bulk water supply systems for Diepsloot.

The Randburg Town Council is to receive R3,9 million to improve water supply to its north-western sector.

The RSC also decided to fund the research to prepare a development strategy for the area known as Vlakfontein, north-west of Soweto and south of Kagiso. It is envisaged that this

area of some 840 ha will be used to relieve the housing shortage in the townships of Kagiso, Bekkersdal and Mohlakeng.

The estimated shortage of homes in this area stands at 16 600, according to RSC figures. Vlakfontein could accommodate 12 000 units. The study will be done in consultation with the Central Witwatersrand Metropolitan Chamber.

# Mandela to launch back-to-school plan

PRETORIA. — President Nelson Mandela will soon launch a back-to-school campaign to instill a culture of learning among black children, Education Minister Mr Sibusiso Bengu said yesterday.

“Education is priority number one for any country that wishes to survive and be competitive. Our biggest challenge is the African community, the most deprived and the Cinderella of the education system,” Mr Bengu said.

“Unless this department intervenes decisively, Africans will remain on the periphery as an underclass of the South African economy on account of inadequate educational qualifications,” he added.

Last week, four education pressure groups urged the country's black students and pupils to stop celebrating apartheid's demise and get back to work.

“Our call is simple: Go back to school,” they said.

The National Education Crisis Committee, South African Democratic Teachers Union, Congress of South African Students, and the South African Students' Congress

said students needed to make up for time lost while marking the start of black majority rule.

Pupils and teachers said schooling had been erratic this year because of the election campaign and celebrations that followed Mr Mandela's inauguration.

Mr Bengu said the South African education system would need to be overhauled urgently. This will include the establishment of a single education ministry, equitable allocation of resources and boosting the quality of education.

He said he had appointed a strategic management team to oversee the transition to non-racial education. — Sapa-Reuters

SD 27/15/34

# Restore order in schools

**SIPHO PITVANA says that unless the ANC intervenes decisively to improve the education of Africans, it will lose the next election**

*Sitima 22/5/94*

THE appointment of Professor Sibusiso Bhengu as education minister is welcome.

A skilled and persuasive man, who can be firm when pushed, Professor Bhengu is keenly aware that there are incredible expectations with regard to education.

He also recognises that there are obvious things to be done: establishing a single education department and rationalising the civil service; achieving an equitable allocation of resources; and attending to the quality of our education, including a curriculum review.

However, his biggest challenge is the African community. Unless his department intervenes decisively, Africans will remain on the periphery as an underclass of the South African economy. Such a spectre would definitely cost the ANC the next election.

The popular clichés of the past condemning apartheid for the education crisis cannot be sustained for long. The new challenge is to redress and restore an orderly and effective system. Behind such a programme, there has to be a redirection of the social movements involved in education away from protest to development and reconstruction.

While there has been democratisation of the state since 1990 and, one hopes, the realisation of that dream with the April election, there has been no parallel change in strategy among the democratic forces organised against apartheid education — pupils, teachers and the community.

Students have played a heroic role and made great sacrifices to challenge a system of education intended to churn them out for menial roles. However, a culture of intolerance, violence and disregard for authority was nurtured during their confrontations with the state.

Their struggles empowered pupils while eroding the authority of teachers, the DET and the community.

We are now beset with student organisations that naively believe they can unilaterally dismiss teachers, dictate passes, the curriculum and teaching methods. Effective teaching has been thoroughly compromised.

While the teaching profession has been treated with contempt and disdain by the DET, teachers themselves have played a role in demeaning the status of their profession. For example,

there have been reports of teachers leaving schools during working hours to frequent neighbouring shebeens and teachers who have been accused of sexual harassment.

A remarkable achievement on the part of teachers has been their organisation into a strong union, Sadtu, which has succeeded in bringing public attention to its membership's unfavourable working conditions.

But the methods used by the teachers to confront the education authorities were sometimes doubtful. The "pens down" strategy negatively affected the very community the apartheid government was not concerned about.

Recent developments in education have rendered the role of the community marginal. During the teachers' strikes, parents found themselves without a voice.

Organised formations, such as the labour movement, were hesitant to oppose the teachers and pupils in case their statements were misconstrued as support for the DET. In the process, however, they lost the opportunity to devise alternative strategies to support the teachers' demands without jeopardising the pupils' chances in the examinations.

In recognition of the need to change public attitudes and in response to the horrific 1993 DET results, Professor Bhengu earlier this year wrote to various education entities calling for a summit to tackle the crisis. That summit is as necessary now as it was then.

With the dawn of a new democratic government, we all assume that the attitude and policy of the state is likely to change dramatically.

But given the prevailing conditions in African education, it is doubtful that this community has the capacity to take advantage of the changes that are foreseen.

The need to create a requisite capacity for the African community to absorb these resources is urgent. At the heart of these measures must be a strategy to stabilise the school system, restore order and discipline while encouraging a democratic discourse and a culture of tolerance.

□ Siphso Pitvana is a member of the task force appointed this week to oversee the rationalisation of the education system. He is the academic registrar at Fort Hare University.

# Pledge on normal schooling

23/5/94  
■ BY JUSTICE MALALA

The southern Transvaal region of the Congress of South African Students has pledged to work closely with Mary Metcalfe, PWV MEC in charge of education, to bring normality to problem-ridden black schools.

Cosas made the pledge after a conference in Crown Mines at the weekend. More than 250 delegates, including members of the Pan Africanist Students Movement, attended the conference.

(SO)  
Soweto schools, however, continued to experience mixed attendances yesterday. Most students did not return to school after the lunch break, as has become the trend in Soweto.

Cosas southern Transvaal chairman Mahlomo la Kekana said more than 30 schooling days had been lost this year.

The conference said it would work with the new regional education department to ensure that schooling was normalised. It also made an undertaking that Cosas branches and students' representative councils would take a "pro-active" approach in solving disputes between teachers and students.

Kekana said the conference had decided that parent-teacher-student associations should be revived and strengthened.

# Schools imbalance found in SA regions

THERE was a vast discrepancy in the number of pupils and the provision of educational facilities across the country's nine new regions, with school enrolment varying from under 200 000 pupils in the Northern Cape to more than 2-million in KwaZulu/Natal.

The Education Foundation said in its latest report provinces with the highest enrolment, notably KwaZulu/Natal and Northern Transvaal, were the worst off in a number of respects. They had the biggest shortage of places both at primary and secondary level, an unfavourable pupil/teacher ratio, and relatively few support and administrative staff.

Provinces such as the PWV and Western Cape were relatively well off in respect of these indicators.

It was essential, the report said, that national policies took these discrepancies into account when allocating new schools.

It would be the responsibility of central government to ensure that when allocating financial resources, it enabled the prov-

KATHRYN STRACHAN

inces to put education on a more equal footing.

Black schools in all provinces were over-enrolled, especially at secondary level. In KwaZulu/Natal primary schools were over-enrolled by 39% and in the Northern Transvaal there was a need for over 284 000 primary and over 172 000 secondary places.

There were also unanswered questions as to why regions such as the Eastern and Northern Cape and KwaZulu/Natal had far more primary than secondary pupils. The report asked whether this was due to pupils dropping out or because there were few secondary schools available.

The 1993 matric results showed as much diversity in results, with relatively disadvantaged areas such as KwaZulu/Natal and the homelands of the Northern, North Western and North Eastern Transvaal achieving the best results for black schools, while Johannesburg was near the bottom of the list.

## Education streamlined <sup>25/5/94</sup> 'in months'

PWV education MEC Mary Metcalfe said yesterday a PWV education department could be operational by the end of the year.

She told the provincial legislature at Nasrec, near Soweto, that four education departments would have to be merged. 25/5/94

Metcalfe said she supported the creation of a regional education and training forum which would examine several issues. She highlighted the need, for feeding schemes and shelter for poor pupils.

On adult education, Metcalfe said 40% of the adult population was illiterate.

Also speaking at the legislature meeting, PWV premier Tokyo Sexwale said the seat of the PWV would be debated in the provincial legislature after a select committee completes its report by June 16.

Sexwale proposed the committee would hear evidence from experts and interested parties on the issue. (50)

The committee would consist of 10 representatives from the ANC, four from the NP and one each from the Freedom Front, DP, PAC and African Christian Democratic Party. Sexwale's proposal was accepted unanimously.

He also promised there would be a public protector to protect the public from the provincial legislature.

This would help ensure a clean administration.

Sexwale also promised to change the economy from a mining base to a manufacturing base, saying the PWV could not enter the 21st century without facilitating industry.

The province should compete with the Group of Seven and Pacific Rim countries.

The premier said organised labour would have to help provide the competitive edge.

Workers in China, Japan and Singapore would have to be eclipsed by local labourers.

He reiterated the need for a partnership between government, labour and business.

Tourism should be promoted to outdo gold as the PWV's main financial source. — Sapa.

Star 25/5/94

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# Bus ride opened

## tip a new future

### SAMARITANS

The outreach programme run by staff, students and parents at a Johannesburg private school is set to eclipse events on the social calendar

**ANITA ALLEN** reports.

The community of St John's College in Johannesburg, that is teachers, pupils, parents and former students, have implemented an outreach programme to disadvantaged communities that is a model for the new South Africa.

Thousands of pupils from schools in Alexandra have already benefited and the success has spurred St John's to look for additional funding from the wider community so that it can extend its services.

Ground work for the programme began in 1990, when headmaster Walter Macfarlane approached previous headmaster Deane Yates. The college was building a R5 million science block and Macfarlane was looking for ways to extend the use of the facilities to disadvantaged communities.

Yates, who lives two blocks from Alexandra township, was asked to help find suitable schools. To ensure that the outreach would be a growing concern, the first step was to find township schools that were well-organised and fully functioning. Two schools were selected, Gordon Primary and Pholosho Senior Primary.

St John's adopted the two schools and 1991 was taken up with meetings and an enormous Indaba to finalise arrangements. It was decided that a start would be made with Std 5 pupils.

**TOMORROW**

Podiatry is putting its best foot forward in South Africa, according to a leading British expert.

In 1992, 400 pupils from the two schools were bused through to St John's every Saturday during term time and volunteer teachers, senior pupils, parents and old boys helped teach

classes from 8.30 to 11 am.

In the first year, the budget was R42 000, with the major expense being for buses at R2 000 a week. Tuition started with English and maths, with an emphasis on getting pupils to think for themselves and to express themselves with confidence. Other subjects were basic computer literacy and drama.

"By 1993, we had found that pupils in Std 5 had benefited so much, that we would take on their enrichment in Std 6," says Michael Carter, who is in charge of planning St John's centenary celebrations in 1998.

So, in 1993, the new Std 5 classes were bused in, as well as 100 Std 6 pupils from the previous year. The budget rose to R70 000. A support programme was introduced, which filled in aspects of the syllabus that the children felt they needed.

### Teacher training

The programme was then refined, so that this year, with a budget of R75 000, Std 5s still come on Saturdays, but Std 6s come on Wednesday afternoons and Std 7s on Thursdays. Biology and science have now been introduced and teacher training sessions are held on request.

As part of the outreach programme St John's has also run sports clinics, which have included basketball, soccer, tennis, cricket and athletics.

"The great thing is that we have learnt so much. It has been a privilege to break down barriers and get to know these people," Carter says.

Headmaster of Pholosho, Solly Mashiloane, says the outreach programme is a light at the end

of the tunnel and a special "bursary" for each child that attends. His biggest headache is disciplining parents, he says.

"I meet parents and tell them not to give the children work on a Saturday. I explain that for six days a week — Monday to Saturday — the children are mine."

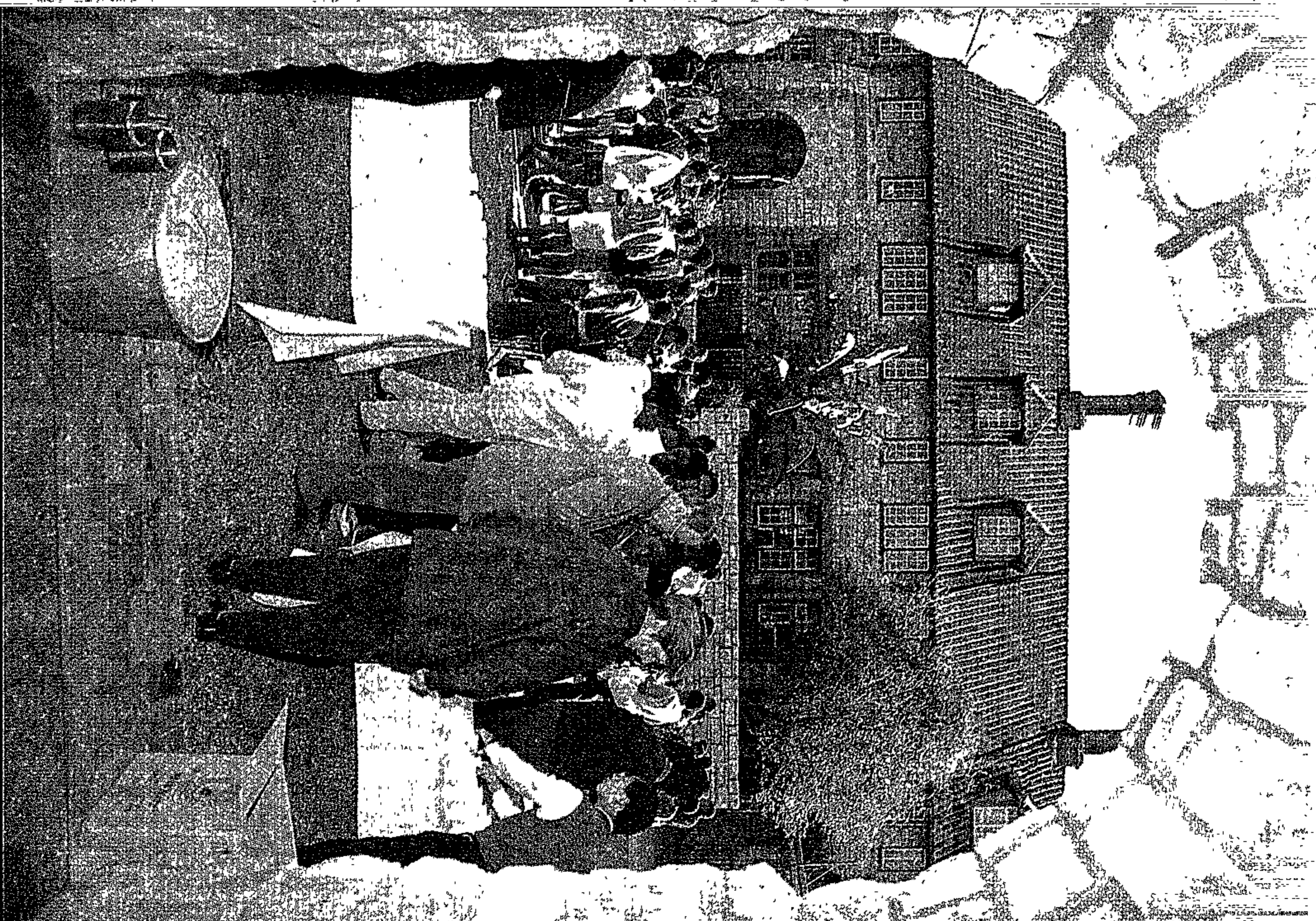
Looking forward to 1995, when upwards of 700 pupils from Alexandra will be attending classes, St John's wants to increase the budget to R100 000. There are plans for a bursary and scholarship fund of R4 million to enable promising pupils to attend first-rate schools, not necessarily just St John's.

Outside school hours, the state-of-the-art science block is under-utilised. Its facilities include nine laboratories, various work rooms, classrooms, a computer centre and a 180-seater auditorium, fitted with a projector linked to computer controls and roll-in roll-out work bench.

The auditorium is available to the community at a small fee. With more money, the block could be used in the afternoons and evenings and activities could be extended to literacy classes.

The vision for the future is that the programme must grow and offer support to Std 10 pupils. For this it needs increased staff and materials. At the moment, many pupils have tried to gatecrash the classes, which shows that the programme needs to expand.

The outreach programme has now been linked to the centenary celebrations, and in the run-up to 1998, various activities are being planned which will eclipse anything else on the social calendar in Johannesburg, say the organisers.



Learning curve . . . Std 5 pupils of Gordon and Pholosho Primary Schools in Alexandra are bused in to St John's College every Saturday.

PICTURE JOHANNY ONVERWACHT

# Restore culture of learning

By Joe Mkhlela

Sowetan

25/5/94

JUST as the political struggle has ended, so too has the struggle to disrupt education.

This message permeated the auditorium at the Daveyton College of Education graduation ceremony at the weekend as the deputy head of the ANC education desk, Mr Lindelwe Mabandla, spelt out his vision of the restoration of a culture of education in the country.

Coupled with this, Mabandla epitomised the spirit of "renaissance" that was sweeping the country, even to a point of readily agreeing to the singing of *Die Stem*, hitherto regarded as the anthem of the oppressors.

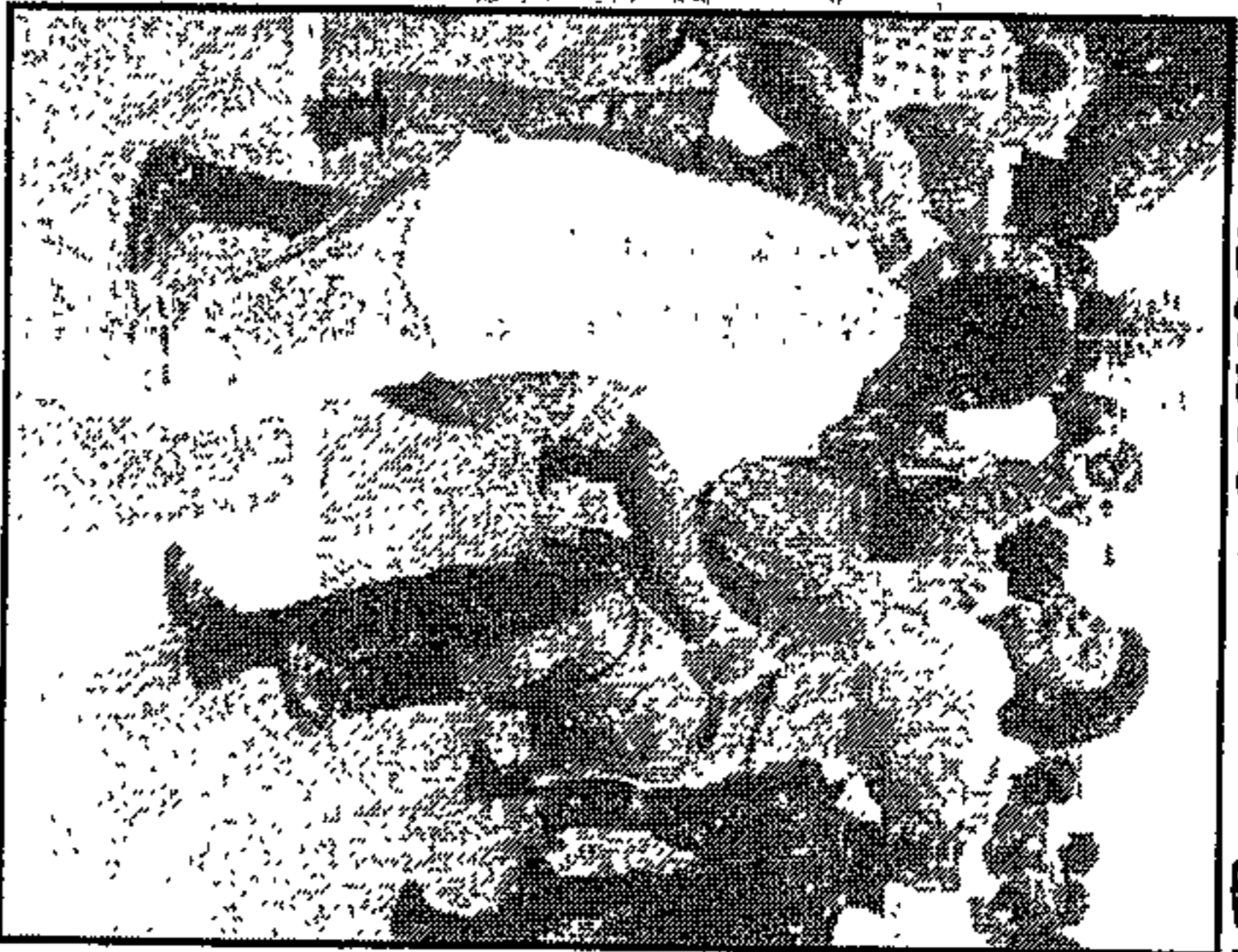
And in line with the tone at the teachers' graduation ceremony for the award of diplomas and certificates, everybody, including graduates, the community and the students, heartily chanted the anthem, albeit haltingly, alongside *Nkosi Sikelel' iAfrika*.

The political changes, and the installation of President Nelson Mandela are seen as helping to inculcate the spirit and engender a new realisation that education must now take place in a climate free of conflict. Indeed, Mabandla made it clear that the Government is committed to the nurturing of the culture of education.

## An erosion

He admitted that "over the years there has been an erosion of the learning culture".

"Excellence in the classroom did not seem to be an objective to work towards. In fact it could be said that the conditions in those classrooms were a disincentive to the pursuit of excellence both because the teachers lacked full commitment to a system that was considered hostile and unresponsive, and the physical conditions, including the provision of equipment for learning in the classrooms were not exactly conducive to



## The toy-toying has to stop.

proper learning," said Mabandla.

Mabandla said it was his belief that it was politically correct for the students to have taken up the cudgels during the 1976 Soweto school uprisings because injustice prevailed in black education.

"It could be argued that the business of fighting for democratic change is the proper function of adults, yet we are all grateful for what students managed to achieve in the 1976 uprisings," he said.

The challenge that faced the new educators was to strike a balance between the democratic culture and the restoration of the culture of learning.

"There are some people who believe that these two issues are in tension, and that it may be

necessary to supplant the democratic culture in the classroom before you can restore the culture of learning."

He said he did not agree with this view, believing that "democratic governance" was a critical component of proper school organisation.

"It is difficult to imagine that in order to inculcate excellence you necessarily need to exclude students from participation in the determination of their own lives," he said.

It was the wish of the Government that the culture of learning be restored so that young men and women acquire life skills that will turn the wheels of the economy.

## One education system

It is easy to put "legal instruments" to create one education system, but what is difficult is to "implant an attitudinal change and get people to act differently from the way they have always done".

"So, if the expectations are that DET administrative personnel will suddenly be imbued with the new democratic culture and begin to relate to teachers, this might be more difficult to achieve than we suppose," Mabandla said.

For the new spirit to prevail, it will become necessary that the educationists, students and parents, meet at regular periods to work out strategies that will avert communication problems, and undermine discipline. Certainly education forums to monitor progress in classrooms, and not to disrupt it, need to be created, if only to pre-empt the sly intentions of those bent on wrecking the good work the Government has promised to deliver. There can be little doubt, he asserted, that there were too many elements keen to bedevil relations for their own selfish ends. These are the elements that the community will have to deal with an iron fist if all the efforts are not to go wasted.



## Advice on workplace education for adults

ERICA JANKOWITZ

COMPANIES wanting to implement some sort of adult basic education programme and faced with a vast array of literacy training material can turn to the Continuing Education Programme for advice, support and staff training.

Co-ordinator Carol Saunders describes the programme as "a cost-effective way of providing workplace education, as existing training facilities and resources are used".

It is a non-profit institution controlled by a trust and established in 1978. Founder members include the Urban Foundation, the Institute of Personnel Managers and the SA Institute of Supervisors.

The Continuing Education Programme concentrates on promoting adult education in commerce and industry by assisting companies to devise an educational strategy, establish appropriate in-company structures and implement programmes at levels from literacy to Standard 10.

One of its main functions is to evaluate all adult educational resources available in SA and advise companies on the most appropriate package or packages for their needs.

Once a company has approached the Continuing Education Programme, the following steps will be followed by trained facilitators:

- Development of a framework for a programme based on joint participation and commitment from management, unions and employees;
- Election and training of a training co-ordinator to run education programmes;
- Running of an education needs assessment;
- Selection and training of tutors, preferably at the programme's training centre;
- Assistance with planning and problem solving;
- Continuity and enrichment training for tutors;
- Monitoring and support of programmes;
- Researching of new programmes as they appear on the market; and
- Access to a fully equipped resource centre providing additional resources.

Saunders said the programme was expanding enormously with companies increasingly complying with union demands to tackle the problem of workplace illiteracy. Naturally, adult education is also closely aligned to affirmative action policies.

She estimates the initial cost of implementing an adult basic education programme in a medium-sized company to be between R5 000 and R10 000.

## Guide to 11 languages

KATHRYN STRACHAN

A GUIDE to the practical implications of SA's 11 official languages appeals to the private sector to be creative in its approach to the policy.

The booklet, compiled by the National Education Department, says the challenge for the private sector is to be positive in its recognition of multilingualism and to use funds creatively for multilingual marketing. Companies were directed to the services of professional translators.

It said the constitution's prohibition of unfair discrimination on the basis of language obviously imposed a moral obligation on the private sector to be multilingual.

The linguistically exclusive and undemocratic assumption that marketing needed to be done in only one language would certainly be called into question, it said.

Meaningful implementation of the new policy was crucial. The guide urged all South Africans to balance feasibility against the need for democracy, linguistic emancipation and the demands of multilingualism. (50)

# Education heads query powers

JOHN VILJOEN  
Education Reporter

(50) AR 26/5/94  
SOUTH AFRICA'S nine regional educational heads and national minister Sibusiso Bengu are to meet regularly as a ministers' council.

This was decided yesterday at the first meeting between Professor Bengu and his nine regional subordinates. They will assemble again in a fortnight.

There is still uncertainty about the division of powers between the central government and the regional education departments.

Western Cape education minister Martha Olckers said Professor Bengu was waiting for President Mandela to

sign a proclamation finalising these powers.

In terms of the constitution, all aspects of education, apart from technicals and universities, will be controlled at a regional level.

The ministers had preliminary talks on how education finance would be distributed at central and regional level.

They also discussed another major challenge, the integration of the various old departments at regional level.

In this respect the Western Cape region was relatively fortunate, said Mrs Olckers.

It did not have the logistical prob-

lems of those regions which had the additional hurdle of integrating homeland departments with the former white, black, coloured and Indian ones.

Related to this was the fate of civil servants employed in the four ethnic departments which operated in the Western Cape — especially those in senior posts.

Mrs Olckers will eventually work with one regional director-general.

In terms of bare statistics, the Western Cape is the sixth largest education region in the country.

It has an estimated 803 000 pupils, 35 000 teachers and almost 2 000 schools.

# SABC Language proposal by August

Staff Reporter

56 ET 31 5199

THE SABC board should be able to consider a proposal for a language broadcast policy by August, the board's language committee said yesterday.

The committee, set up to accommodate all language groups, by striving for the equitable allocation of resources and services, said it would not make "unilateral" changes without consulting a wide a range of interested groups and persons.

It said over 4500 contributions have been received and these are being considered.

Committee members have also submitted language policy proposals and the SABC's TV and radio sections were also preparing "various scenarios".

Outside consultants had also been contacted over formulating a policy. The committee said it acknowl-

edged the rights of the 11 language groups to receive services from "at least basic information" to educational and entertainment material.

The SABC would "strive towards satisfying the needs of the different language and cultural groups on an equal footing in the long term". According to a report yesterday, a plan allegedly written by former language committee member and board member Professor Christo Viljoen that at

least 40 hours a week of peak TV viewing time be dedicated to English, Afrikaans and the Sotho and Nguni groups each, had been submitted to the committee.

The plan, the report stated, was aimed at preventing Afrikaans being relegated to off-peak times.

However, SABC spokesman Mr Willie Visagie would only say yesterday the language committee had received "various suggestions and plans".

# Talk likely to end in confusion of tongues

There is likely to be much tongue-work over who speaks what and where in the new South Africa.

It has now been decreed by the country's language mandarins that the English language — rapidly becoming the international medium of communication — could never be the lingua franca of South Africa for the simple reason that only 9 percent of people speak it at home, while less than half the total population understand it at all.

And it has also been made clear that the 11 official languages, as decreed in the Interim Constitution, need not be used in provinces where they are not spoken.

The 11 are English, Afrikaans, Southern Sotho, Northern Sotho, Zulu, Xhosa,

Tswana, Tsonga, Swati, Venda and Ndebele.

In a bid to clear up the confusion of the multilingual state of South Africa, the Department of Education now says that 48 percent of people do not speak any English or Afrikaans, while 32 percent are able to do so.

“Contrary to the general assumption, not all South Africans can actually speak English,” says Dr Bernhard Louw, the department's director-general.

This means that “the characteristic of the (country's) language policy is that South Africa will in future have 11 official languages.”

Louw adds that although English is “an essential means of communication for many South Africans” it

**OFFICIAL language policy has all the ingredients necessary to turn the country into a Tower of Babel where each province can establish its own set of 'official languages', writes Norman Chandler**

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would be “undemocratic to make English the sole official language since the great majority of South Africans will be disadvantaged by such a step.”

The most widely spoken language in South Africa is Zulu (21.96 percent of the population) followed by Xhosa (17.03) and Afrikaans (15.03).

Adding to the confusion, a provincial government can, by a two-thirds majority, declare not only a province-wide official language but also an offi-

cial language for a certain area of that province. For instance, in the Free State, Southern Sotho, Afrikaans and English can be declared the only provincial official languages while in the former Bophuthatswana enclave of Thabanechu, Tswana could be declared the official tongue.

Anyone can communicate in writing or orally with a government department in any official national language or with provincial departments in the official provincial lan-

guage — and should be able to receive an answer in his or her home tongue.

It is recommended that business “be creative in its adjustment to multilingualism.”

The central government's State Language Services is building up a pool of interpreters for conferences while the National Terminology Service is collecting and standardising terminology in all the languages. Help can also be obtained from the South African Translators' Institute and the Translators' and Interpreters' Association of South Africa.

“Any attempt by the Government to act in a linguistic manner or to exercise discrimination on the basis of language or allow any lan-

guage to dominate others would be unconstitutional,” says the Department of Education.

On the surface, Parliament promises to be an interpreter's nightmare — but it now appears that the National Assembly as well as provincial legislatures will be able to legislate in terms of Section 3(8) of the Interim Constitution for the practical use of official languages in the functioning of government based on usage, practicality and expense.

But that doesn't mean that the central government will be able to do away with publishing notes of importance in 11 languages, have official forms available in all the languages, and have a letterhead available in each of the languages.

These particular incidents of violence port best suited to their needs.

# New exam structure set to standardise education in SA

SA IS set to get a new qualification structure that will streamline the various fields of education and training and ensure the same standards are upheld in all provinces. Independent Examinations Board director David Adler said yesterday.

The requirement that all education and training bodies be accredited by the SA Qualifications Association would be one of the first pieces of legislation to be passed by the new government, he said.

Any group would be able to present a curriculum to the association, which would be entrusted with the function of checking that the organisation had the ability to teach the curriculum.

In the light of the new regional structures, the association's aim was to ensure education levels were maintained at the same standard throughout the country.

Adler said the General Education Certificate (GEC), which would be run by the Independent Examinations Board from October, signalled a major break with past examining practices.

The board had decided to introduce the GEC exam this year from the Sid 7

KATHRYN STRACHAN

level, even though further changes to the education system were envisaged.

The qualifications could be achieved through part-time or distance learning which would allow the credit-based framework to bridge the traditional divides in the education and training sectors, he said.

The new exam was based on the current course syllabuses in state schools, but there were significant differences.

The exam papers tested content only where it was relevant in the testing of process, skills and understanding, rather than focusing on factual knowledge and rote learning.

The board also criticised existing core syllabuses on the grounds that they were far too long and much of the content was contentious or irrelevant to real needs.

Furthermore, teachers had given little input into the construction of syllabuses in the past.

As a priority, the board would take steps to offer languages other than English where there was a demand.



William Seeger prepares to free a peregrine falcon after attaching a transmitter to its back at South Padre Island, Texas. The transmitter will allow scientists to track the bird from space by satellite and identify crucial habitat areas from Alaska to Argentina. Picture: AP

## Union staff strike over 'changes'

CAPE TOWN - Staff at the Food and Allied Workers' Union headquarters in Gugulethu have been on strike since Wednesday after being told to pack their bags if they did not like changes to their jobs.

Staff members said their action was triggered by changes to their conditions of employment, unlawful salary deductions and "lack of employment relationship".

They said in a statement, issued on a Fawu letterhead, that the dispute was rooted in service conditions which had been amended without negotiation after the union's 1993 policy conference.

"We then raised our objections to the changes relating to our hours of

work with the national office bearers. Our objections were not taken into consideration and we were informed that if we did not like the changes, we could pack our bags and go.

"When officials raised certain grievances with the people/comrades concerned they were told either to accept what they are being told or to march out of the gate."

The strikers said they would return to work only once they had met the union's national office bearers and had been promised a refund of the deductions.

Inquiries were referred to Fawu president Ernest Theron, who was unavailable for comment. - Sapa.

Free Press, Johannesburg, 11th November 1994

# Apartheid names under the sword

Southern 316-716194

By Shannon Neill

**A**S SOUTH Africans settle in under the new order, there are rumblings about the future of street names, memorials and monuments.

Many believe names which venerate apartheid, like DF Malan Airport, the HF Verwoerd Dam, and Riebeeck Street must be changed.

Standing in Riebeeck Street, Mr Daniel Adams, said: "For years my family and I suffered under apartheid. We lost our home in District Six and for years we saw the government take away our rights as human beings.

"All that started with Van Riebeeck and I know for sure I don't want to see him being acknowledged on any street sign. Let's see names that show the country's changed."

University of the Western Cape



**WALKING TALL? Or is Oubaas Jan ready to fall?**



**VICTORIAN RELIC: Do we want to save the queen?**

50

lecturer Mr Ciraj Rassool says it is not enough to change names and ignore the past.

"The changing of a name is a symbolic act. It leads people to believe change has happened and symbolises a change from the old to the new. This is a positive thing.

"It gives people self-respect and a feeling that they are reclaiming the past," he argues. "The racist history of a particular society must be visible. One doesn't want future generations not to know about this particular system of oppression with its monuments, heroes and such."

City Council spokesperson Mr Ted Doman says the council is open to requests to change street names or replace statues.

He said the council hadn't received requests to remove statues yet, but believed it would be receiving such requests. He thought controversial statues would probably end up in museums.

Standing under Van Riebeeck's

statue in Adderley Street, Mr Felix Duba, said: "I think this is historical. This is where all these things (apartheid) began. It must either go to a museum so no one forgets about the past or if it stays here then they must build statues of the people's heroes here as well."

Ms Ethel Nkonfe thought the old statues should go but was worried about the cost of erecting new ones.

Doman said any names that were unofficially changed in the past — like Stalplein to Luthuli Square — could be officially changed if the council received a written request.

Two high-profile places earmarked for immediate name changes are HF Verwoerd Airport in Port Elizabeth, which was unofficially changed to Matthew Goniwe Airport last year, and Rhodes University, which was unofficially changed to Ruth First University.

Doman said there were practical considerations when street names were changed. Name changes affect the telephone directory, addresses, maps and property diagrams.

When street names are changed everyone living in the street has to agree to the change.

Submissions can be sent to: The Town Clerk, P O Box 298, Cape Town, 8000

# When you read you begin with A-B-E

South 316-716194

THE WESTERN Cape has a serious illiteracy problem, caused by the unequal distribution of education funds and resources in the apartheid era.

One way to resolve the crisis, suggested by an adult literacy project, is for the new government to recognise adult education workers as full-time professionals.

Ms Heather Garner, director of Use, Speak, Write English (Uswe), said literacy organisations are waiting to see what the government's proposal of further involvement in literacy work means for them.

"We have the government's commitment in principle, but there is no clarity on what it means financially yet," she said.

"In the past the government spent one percent of the education budget on adult basic education in the form of the DET

night schools. But these were not designed on adult basic principles and it is not enough."

Uswe has about 29 adult education classes, of which most are in informal settlements in Noordhoek, Crossroads, Khayelitsha and Milnerton, or at night schools in Langa and Khayelitsha. (50)

"We train teachers from the community where classes are held," Garner said.

"To qualify as tutors the students should ideally have passed standard eight and have good language skills" she said.

Uswe currently offers three types of training: an introduction to teaching adult basic education (ABE) certification course, an in-service certificate course for teachers in adult literacy and language teaching and training people on how to become trainers.

An advanced three-year ABE

teacher's diploma course is currently being developed by Uswe and Peninsula Technikon.

Uswe reached about 1000 learners last year and certified about 800.

"But this is still a low number," Garner said. "The government also has a big role to play in ensuring that there are more posts available for teachers.

"Currently in teacher training at colleges or technikons, students cannot be registered unless they are assured of a job. The government must make a commitment that there will be paid posts available."

A spokesperson for the education ministry, Dr Corrie Rade-meyer, said a statement on the government's role in literacy education could only be expected after the national education budget has been finalised.



# Education dept on hold

*3 Day*  
THE PWV education department would not assume its powers in terms of the interim constitution until a unified education body was in place, PWV education minister Mary Metcalfe said yesterday. *7/16/94*

The integration of existing departments could take as long as 18 months, although Metcalfe said she would be "very unhappy" if the department was not in place by 1995. *(50) (200)*

The legal authority to control funding or appointments was subject to the creation of a unified department for the province. Presently, money from the government's transitional fund was available only by direct application to the national Minister.

Promotions within existing departments should be treated "with sensitivity", Metcalfe said. In the absence of legal authority, her department supported a moratorium on departmental promotions, pending full discussion and the introduction of new procedures.

"Departments are very well aware of situations, where such promotions are problematic."

MARK ASHURST

A two-day workshop organised by the department last week led to the creation of a PWV education and training forum to involve all major stakeholders in setting up a unified department.

The forum would co-ordinate a matric 1994 catch-up programme during the winter vacation to enable students whose education had been disrupted last year to achieve better results.

Non-governmental organisations, broadcast and print media would be asked to participate in the programme, which would be staffed by volunteers and funded by the private sector.

The ministry would encourage widespread public debate on the constitutional role of the education department. The balance of power between national and provincial government, and the separation of responsibility within regions, were unclear, Metcalfe said.

Everything would be done to ensure schools began the 1995 academic year with adequate text books and facilities.

'Single education department by end of year'

# Bid to refurbish PWV schools

BY JUSTICE MALALA

PWV Education Minister Mary Metcalfe yesterday pledged to carry out an immediate programme to refurbish vandalised township schools, and also plans to have a single regional education department in place by the end of the year.

Metcalfe said the programme will include community-driven initiatives to restore the culture of learning and teaching. These initiatives include drawing up a code of conduct, the integration of sports and cultural activities, and the participation of eminent members of the community.

A co-ordinating committee formed at the weekend is to establish the PWV Education and Training Forum to assist in setting up the new ministry. The forum will be made up of student, teacher and relevant non-governmental organisations.

"There will be a two-day workshop at the end of this week to get the four different departments' officials in the region to see how the new department will work.

"The ministry will also facilitate interdepartmental co-oper-

*Star 7/6/99*  
**INITIATIVES to restore the culture of learning and teaching to be community-driven, says PWV Education Minister**

ation through setting up relevant structures to begin the integration process. This will require the ministry to work together with existing departments to develop a common understanding of problems in the province, and a common vision of how these problems would be resolved," Metcalfe said.

Before the department is established, the ministry would liaise with communities about their needs, problems and available resources. It would also work with Education Minister Sibusiso Bhengu on appropriate systems for strategic-change management and policy formulation, Metcalfe said.

She said the ministry was committed to ensuring that schools start next year with facilities effectively utilised and accessible to all children.

Metcalfe also appealed to students and teachers to put in extra effort to achieve better year-end results. She said that after consultation with students, teachers and non-governmental organisation, the ministry expected matric students to attend catch-up programmes over the holidays.

She said the ministry would provide the media this week with a list of all centres and schools that would be offering the programmes. The ministry would also be negotiating with the electronic media for the airing of additional educational programmes. *(S) (SO)*

Metcalfe said her foremost area of concern was the lack of schooling in certain areas in the region. She said her aim was to get these schools running efficiently as soon as possible.

She predicted that one of the thorniest problems that would face the ministry in bringing about change was the issue of school governance, which at the moment was in the hands of the Government, school boards or trusts at different schools.

# Plan to unify education

By **Lulama Luti**

A NEW single education department for the Pretoria-Witwatersrand-Vereeniging province could be in place by January 1995.

However, PWV provincial education minister Ms Mary Metcalfe yesterday warned that this might not be easy to achieve and that it could take longer.

She said moves aimed at the total dismantling of the four existing education systems in the province were already in place. Metcalfe had held numerous consultative workshops and meetings with concerned education bodies and organisations.

And to prove that she means business, yesterday the minister called on all matric students and teachers to attend "catch-up" programmes during the winter holidays.

And to help facilitate these programmes, the ministry has pledged to:

- Provide a list of all centres-schools that will be offering these programmes (to be published in the media soon);
- Negotiate with the print and electronic media for additional (supplementary) programmes; and
- Avail whatever resources are at its disposal for these programmes.

"The lack of the culture of learning is a major problem and parents need to be

encouraged to take up their position as the key element (in the process of restoring it), she said.

Metcalfe said her ministry would do everything in its power to ensure that the process of integration was acceptable to all. This, she said, will involve proper consultation with all concerned.

Other issues that the ministry would be looking into as a matter of urgency include proper provision of textbooks, addressing lack of facilities and the repair of and (building) of more schools.

● Enquiries about the winter holidays "catch-up" programmes can be directed to Robinson Ramaite at 836 5060.



BY ESTHER WAUGH  
POLITICAL CORRESPONDENT

# Welfare plan for children takes shape

The Government's welfare plan for children — including a year's free pre-schooling — is beginning to take shape.

Education Minister Professor Sibusiso Bhengu said the Government was committed to providing 10 years' free education. This would include a year of free pre-school education.

This policy should be accompanied by the maintenance of sufficiently high standards of education, he said. The Minister added: "Free education without acceptable standards of provision makes little economic sense."

The free-education policy was being considered by several teams of researchers, planners and administrators. Thereafter, consultation with a wide range of interested organisations would take place.

Unfortunately, the range and scope of the processes are such that it is impossible to speculate about when announcements will be made, Bhengu said.

President Mandela announced last month that children under six and pregnant mothers would receive free medical care at State hospitals, and nutrition schemes would be reintroduced in primary schools.

The Department of Health said yesterday it was considering extending the free medical care scheme to pensioners. It was impossible to say how many pregnant mothers and children under six have sought free medical care since the inception of the scheme on June 1.

A process of consultation to determine the policy and standards for the nutrition scheme has begun, the department said.

The number of schools to benefit from the nutrition scheme would depend on the incidence and extent of malnutrition. "Specific schools will be targeted and the feeding programme made available to all pupils attending those schools," the department said.

It is further understood that guidelines for children in prisons have been finalised and are to be submitted to the Cabinet for approval.

While Mandela said prisons should be emptied of children, Correctional Services Minister Sipho Mzimela told Parliament two weeks ago that a distinction should be made between those children awaiting trial and those already sentenced.

He said children awaiting trial should not be kept in prisons until they had completed the court process.

Star 8/16/194

# 'More blacks in private schools'

By BARRY STREEK  
Political Staff

50 CT 9/6/94  
THERE were more black children in private schools last year than white children, the South African Institute of Race Relations stated yesterday.

But, it pointed out in a study by Ms Julia Frielinghaus, many of these black children were accommodated in small rural schools in poor areas and would benefit from greater access to funds.

The Department of National Education had stated that 69 332 black children were receiving private school education in South Africa outside the former "independent" homelands in 1993, as opposed to 56 524 white children, 6 266 Indian children and 4 496 coloured children.

However, whites in private schools had significantly more teachers: 5 076 as opposed to 816 for black children in 1993.

A total of 477 private schools were re-

corded, 278 of which fell under the former (white) House of Assembly and 106 of which fell under the (black) Department of Education and Training.

Ms Frielinghaus also said South Africa had a large and vibrant civil society.

"Civil society is vital for the survival of democracy because if it has sufficient power and independence it is able to challenge attempts by the state to abuse its authority."

# Laughter in hallowed chambers

WM 10-16/6/94 (50)

Meet Liffy, the multimedia 'kaapse koekie' who makes you laugh while you learn. Hazel Friedman reports

LIFFY wears colour co-ordinated curlers, wakes up smoking a cigarette and her husband calls her "my Venus fly trap". But Liffy is no ordinary "Kaapse koekie" — she's the creation of artist Gillian Solomon.

Extensively involved in art and education since 1984, Solomon has recently embarked on a venture that

embraces both fields. With the help of an Amiga computer, the versatile voice of Heppie Hawker (Soli Philander) and the sounds of Kaapse Klopse, she has produced an animated multimedia movie on the colourful life and times of Liffy.

Solomon will soon be running a two-week course on educational multimedia presentation, computer animation, graphic and fine arts animation, in collaboration with the newly independent Television Centre at Wits University.

Established 14 years ago, Wits Television has made an astounding

contribution to education. In the past 10 years, it has produced successful television series on functional literacy, computers for beginners and medical programmes.

Its upbeat rap series, *Turn on to English*, was voted the most effective educational programme out of 13 such programmes broadcast on the SABC and Bop TV's Edutel channel. In addition, its director, Kate Turkington, has been nominated for Best Contribution to Educational Programmes for her role as presenter in SABC's *Crossover* series.

But the crossover between art and education is not always as successful.

Fine art is avowedly non-populist in principle and prides itself on a visual language that is accessible only to the initiated. Conversely, the success of educational projects depends on their popular appeal and ability to communicate as clearly as possible.

What's more, the hallowed chambers of high culture do not easily lend themselves to laughter.

In contrast, Solomon's educational venture is intentionally irreverent, designed to invest hard times with humour and make audiences laugh as they learn.

"Being involved in the discipline of fine art can be isolating and humourless," explains Solomon. "It's time that artists shifted into a more public and accessible sphere."

Multimedia looks set to become the educational tool of the future. It involves all the senses, elicits an active response from its audience and ensures that South Africa keeps abreast of hi-tech developments happening in the fields of art, education and the media.

"It certainly doesn't address all of this country's educational needs," says Solomon, "but it certainly goes some of the way."

"Today's media is boring and



lifeless because it is dominated by a singular vision and is not representative of the many voices waiting to be heard."

Some of these voices include independent producer Mark Kaplan, who is responsible for the quirky KTV titles on television; the Storyteller group, whose imaginative comics and graphic novels confront important community issues; and Lisa Key, organiser of the Weekly Mail Film Festival, whose pioneering efforts include introducing Charlie Chaplin to township kids. Together with various authors, filmmakers, technical experts and artists involved in animation, they will be contributing their skills to Solomon's multimedia course.

The programme is designed for students with an art or illustration background, but is also open to beginners.

Each student is teamed up with an end user — for example, a health or cultural organisation — and taught to develop a multimedia film for a specific purpose. Students are given total autonomy in creating their own characters and storyboard.

A programme run during Decem-

ber at the Cape Town National Gallery, where Solomon was artist in residence, produced some astounding results. One student had literally a "whale" of a time designing variations to the mother city's emblem for the 2004 Olympics. Another came up with a local version of the Simpson family.

Solomon has also collaborated with education groups overseas, such as the Leeds Animation Workshop, a womens' collective, producing multimedia films geared primarily towards disadvantaged communities.

Titles include *Home and Dry* (housing), *Risky Business* (health and safety at the workplace), *All Stressed Up* (mental health), *Crops and Robbers* (world hunger), and *Allice in Wasteland* (the environment).

"My objective is to be as broadly based as possible, to link art and technology in the service of education in order to reflect and serve a new South African culture," says Solomon.

"It's time that we used education to bring a little laughter into lives burdened by poverty and oppression."

# Just the woman for the job

(50) W M # 10-16/1994

It will be a long time before the PWV's new MEC for education can return to her first love — teaching, reports **Philippa Garson**

**W**ITH her long red hair and wholesome appearance, Mary Metcalfe would not look out of place in a country kitchen, the children and kittens playing around her skirts. Instead, the MEC for education in the PWV is ensconced somewhere near the top of a high-rise building in the centre of Johannesburg — the regional government's temporary headquarters — with several phones ringing in her ear.

As regional education "minister" in the richest, most populated region which is also home to the national government, her position is a powerful one. What happens in education in the PWV is likely to determine to a large extent what happens in the rest of the country. And Metcalfe, a strong believer in grassroots-up governance, is not about to wait around for national directives. Already, the policy most likely to determine the shape of the new education and training department emanates from the ANC's PWV-based Centre for Education Policy Development, from where Metcalfe (39) comes.

Born in Zimbabwe, she graduated from a teacher college in Bulawayo and worked as a remedial teacher. She came to South Africa in 1978 and continued to study and teach remedial education. She lectured at the Johannesburg College of Education, obtained her Masters degree at Wits University in 1985 and taught in the education department there until she joined the CEPD last year. In the 1980s she ran a detainees education support group which became the Detainees Parent's Support Group. She became active in the ANC in 1990 and has been responsible for the education portfolio in the region since 1992.

Familiar with hard work, Metcalfe, mother of two small children, is used to getting up at 4am every morning and is already comfortably immersed in plans, schedules, meetings and interviews. But as a humble, down-to-



Mary Metcalfe ... Learning to delegate

PHOTOGRAPH: RUTH MOTAU

earth person she seems slightly at odds with her new high-profile position. "I just have to learn to delegate," she says, greeting her new secretary warmly, while her personal assistant, former Sasco national president Robinson Ramaite, tries to sort out the chaos of the recent move, nearby.

Metcalfe's first priority is to supervise the daunting task of creating a new department out of four existing ones in the province: the Transvaal Education Department, Department of Education and Training, House of Representatives and House of Delegates. Metcalfe's team has to work closely with existing departments, particularly for crisis management purposes, and at the same time lay the foundations of transparency, effi-

ciency and accountability for a new department. "We need a much more responsive bureaucracy," she says.

A strategic management team of education experts has been appointed on a short-term contract basis to help restructure a new department "hopefully by the end of the year". The fact that bureaucrats from existing departments are only just getting to know each other in this process is testimony to the ludicrous fragmentation of the past, she says.

Top of the list is stimulating community participation in schools. "We want to start immediately getting teachers teaching and students learning. We want to see in every area reconstruction and development conferences in education taking place to

plan for the immediate rehabilitation of schools and setting up of parent-teacher-student associations. In this way, people will come together."

There are plans afoot for clean-up operations, tree-planting, renaming and "handing over" ceremonies at schools. "We want people to say these are our schools, like when the airforce flew overhead at the inauguration and suddenly we could say 'this is our airforce'." One of the biggest challenges, says Metcalfe, is to bring parents, who have stayed outside for so long, back into the fold.

"Catch-up" programmes for students are in the pipeline, including those for members of the soon-to-be-disbanded self-defence units in the East Rand and Vaal townships.

Metcalfe wants to get all school stakeholders to commit to early registration, "so we know what to expect for next year".

A regional education and training forum for the PWV is in the process of being put together. Similar structures have evolved in the Western and Eastern Cape and Free State. Metcalfe believes these regional forums will play a vital role in ensuring that education policy is shaped by stakeholders at all levels and is not the exclusive domain of the National Education and Training Forum.

The drawing up of new educational policy is likely to be a fairly smooth process, predicts Metcalfe, noting that a fair amount of consensus already exists. While federalists support a common qualifications system and minimum wage for teachers, the ANC supports the devolution of power in education. Stakeholders, she says, "will be finding a new path together".

She stresses the need for an integrated approach to the Reconstruction and Development Programme (RDP). "You can do what you want in education but when a child's living conditions are appalling then it's not going to help." The regions, she says, "must get going with the RDP".

She talks of returning to her first love one day — teaching. But it will be a long time before anyone allows her to vacate her post. There's work to be done and Metcalfe is — without doubt — the person to do it.

Star 11/6/94

# Indian children prompt exodus

**RODNEY VICTOR**

A KROONSTAD creche virtually died after it admitted two Indian children — but now it could come back to life.

Most of the white children attending Kroonstad's Rondomtalië Creche were suddenly withdrawn by their parents after the creche admitted the Indians.

They just didn't turn up one day, according to creche owner Anaat Maeder.

She had no advance warning of what was going to happen.

## Always played together

"I felt very disappointed and heartsore. It was almost as if I couldn't believe it, I was so disappointed," she says.

Maeder says she had always dreamt of starting a multiracial creche in conservative Kroonstad. She finally got her chance after South Africa's first multiracial election in April.

There was never any trouble between the white children and the Indian children, she says. They had always played together happily.

But, when most of the white children in her care suddenly disappeared, she was forced to close the creche in an old house she had specially bought for the purpose.

## Positive response

She dismissed the staff she had employed, and took the few remaining children, including the two Indian children, to her own home. (SO) (12/4)

However, the Kroonstad community has now rallied around Maeder.

Dozens of people have phoned her since her story appeared in a local Afrikaans newspaper, pledging their support and saying they want to send their children to her.

"I've had such a positive response that I'm going to open up again at the end of the month," a delighted Maeder says.

"I'm really happy about the way that things have worked out."



**ALONE IN AN EMPTY CRECHE:** Five-year-old Abdur-Rahman Jagoo (left) and two-year-old Raesa Dasoo play happily at Kroonstad's Rondomtalië Creche, unaware of the furore caused by their admission to the formerly whites-only creche in the conservative Free State town.

PHOTOGRAPH: NATASHA PINCUS



# School models may change

PRETORIA — Government could change the system of models in schooling in its bid to eliminate discrimination in education, Education Minister Sibusiso Bengu said yesterday. *BIDay 14/6/94*

Changes would target underprivileged students and moves were already being made to distribute resources fairly.

However, Bengu was "hesitant" to detail the likely changes in the model system before all parties had been consulted.

He hoped to implement government's new school nutrition and feeding scheme by the end of next month. *(50)*

The 10-year system of free education for all would be phased in, depending on the availability of funds. More schools would be built and some existing facilities upgraded.

STEPHANE BOTHMA

Government was also committed to making higher levels of education more accessible through bursaries and the establishment of "students' banks" to supply loans and other assistance.

Provision had been made for the creation of a national Education (and Training) Department and provincial administrations in the nine provinces, each of which would have an education department.

However, for an interim period, all political accountability for the existing 16 education departments had been assigned to the Education Minister.

Bengu said he would begin delegating

To Page 2

## Schools

*BIDay 14/6/94*  
powers to the provinces within a week. Urgent attention was being given to the allocation of powers to provincial members of executive councils (MECs) who would be accountable for education in the provinces. *(50)*

"Management teams are being appointed in each of the nine provinces to begin the various processes that are required to amalgamate the education departments."

Bengu said it had been agreed that:

Steps be taken to enable him to delegate,

From Page 1  
during the interim period, certain competencies to MECs;

He would, in co-operation with MECs, form interim strategic planning teams to initiate the process of provincialisation of education in a manageable manner;

A council of education ministers would be set up; and

He would be advised on the desirability of enlarging the committee of education departments' heads until provincial heads were appointed.

# Less being spent on education

50 et 14/6/94  
PRETORIA. — Real private spending on education has fallen in the past 18 years, according to the University of South Africa's bureau of market research.

The bureau recently studied household expenditure on about 500 items over the past 18 years.

A report on the study released here says there was a real fall in spending on eight major items,

especially education.

Total household spending had risen by about 16% a year from 1975 to 1993 — a rise of about 1,8% a year, allowing for inflation.

Spending by whites had risen by one percent a year — equal to the growth rate of the population group.

"In other words, real expenditure per person had not in-

creased among whites."

Real spending by blacks had risen by 0,5% annually.

Whites had accounted for about 85% of spending on holidays, 80% on income tax and 87% on servants.

Black households had spent about 33% of their income on food, coloureds 30%, Asians 26% and whites 15%. — Sapa

# Pupils urged to restore learning

CT 14/6/94 (50)  
JOHANNESBURG. — The ANC, the NECC and Sadtu called on pupils, parents and teachers here yesterday to chart a new course to rebuild the culture of learning in schools.

They said the community should treat June 16 — on which the Soweto uprising in 1976 is commemorated — as a normal school day during which consultations should occur about new ways to restore learning and teaching.

“We need to go beyond the call to commemorate the day (June 16) and get our learning culture back,” said NECC acting general secretary Mr Siphho Cele.

However, later yesterday, Sadtu official Ms Kate Skinner said the alliance was not calling for pupils and parents to treat June 16 as a normal school day.

She said the earlier call was made in error. “We want June 16 to be a public holiday. We want pupils and the community to attend a function at Orlando Stadium in Soweto where President Nelson Mandela will speak.” — Sapa

# 'Changes to school model system'

(58)

ET 14/6/94

Own Correspondent

PRETORIA. — Changes to school models will be considered to ensure no more discrimination in South Africa's education system, Education Minister Mr Sibusiso Bengu said yesterday.

Especially the underprivileged pupils would feel and see the changes, he said, adding moves were already being made for a fair distribution of resources.

However, Mr Bengu said he was "hesitant" to talk about the exact changes to be made to the school model system before all the parties involved had been consulted.

But the first change would be the school nutrition and feeding scheme announced by the government earlier, which his department hoped to start by the end of next month.

Mr Bengu said the 10-year free education system for everyone would be phased in, depending on the money made available by the government.

Regarding higher levels of education, he said the government was committed to make it more accessible to all through bursaries and the establishment of "students' banks" to supply loans and other help.

More schools would also be built and some existing facilities would be upgraded.

# Single education system on track

Star 14/6/94

■ BY JUSTICE MALALA

Minister of Education Sibusiso Bengu yesterday expressed satisfaction that progress towards achieving a single education system was being made and also announced moves to allocate more powers to provincial education ministries.

"Last Friday, at a meeting with provincial Ministers, consensus was reached on four proposals to ensure both the maintenance of the education system and satisfactory moves towards provincialisation, while they spell out a potential role for the Ministers, existing heads of department and other officials, experts and advisers," he said.

Bengu said that, flowing from this meeting, the necessary legal steps would be taken to enable him to delegate, during the interim period, certain competencies for the provincial Ministers.

The second proposal was that interim provincial strategic planning teams for education should be formed to initiate the provincialisation of the education function in a manageable manner. Bengu said a council of all provincial education Ministers would be established.

"In order to avoid any disruption of education, it is vital that

the entire transition should be smooth and orderly," Bengu said.

(50)  
He said progress made in the move towards a single education department was that legislation had been passed making provision for the creation of a single ministry of education and training and for provincial ministries.

Political accountability for education has also been assigned to the Minister in terms of a proclamation issued by President Mandela.

Urgent attention was being given to allocate power to each of the nine provincial Ministers of education, he said.

Finally, management teams to begin the processes that were required to amalgamate the education departments which had operated separately in the provinces were being appointed, Bengu said.

He said the changes taking place in the ministry would certainly be felt by schoolchildren because various programmes, including a feeding scheme and one to furnish schools, would be under way as soon as possible.

He said the status and governance of Model C schools would be looked at but "it would be unwise to take any action that would be counter-productive".

## 'Use June 16 to focus on learning'

■ BY JUSTICE MALALA

Four education bodies and the ANC added their voice yesterday to the call by Education Minister Sibusiso Bengu to use this year's June 16 commemorations to begin the restoration of the culture of learning and teaching in black schools.

The Education Alliance said the day should be used by communities, students, teachers, schools and other institutions of learning to take "joint responsibility for seriously rebuilding the crucial culture of learning and teaching".

The alliance is made up of the ANC, National Education Coordinating Committee, Congress of South African Students, South African Democratic Teachers' Union and the tertiary institutions-based South African Students' Congress.

Spokesman Sipho Cele said institutions of learning should also organise mass meetings aimed at strengthening democratic structures of governance.

The meetings should develop codes of conduct, find ways of rebuilding the culture of learning and teaching, and identify communities' reconstruction and development needs.

**NEWS** Changes target underprivileged children ● Suspect on train shootings

# Dramatic change in education soon

By Josias Charle

## AMALGAMATION PROCESS

**P**LANs by the Department of Education to allocate political powers to the nine regions are at an advanced stage. This was said by Minister of Education Professor Sibusiso Bengu at a Press briefing in Pretoria on Monday.

Teams being appointed to oversee transition to single education body

He said management teams were being appointed in the regions to begin the various processes required to amalgamate education departments which have been operating separately in the four former provinces.

They agreed:

**Orderly**  
"In order to avoid disruption of education, it is vital that the entire transition should be smooth and orderly."

- The necessary legal steps be taken to enable the Minister of Education to delegate certain powers to MECs of education during the interim period.
- To form interim provincial strategic planning teams for education for provinces where these do not exist.
- To form a council of education ministers and

A meeting was held last Friday between Bengu, his deputy Mr. Renier Schoeman and members of the executive councils (MECs) of the nine provinces.

● That the Minister of Education be advised on the desirability of enlarging the existing committee of heads of education departments during the interim period until provincial heads are appointed. Referring to the envisaged

changes in education, Bengu said the changes must be felt and be seen. They should be targeted mainly at underprivileged children and where necessary institutions must be rebuilt and refurbished.

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**In order to avoid disruption of education, it is vital that the entire transition be smooth and orderly**



# More money for education needed

CT 16/6/49 Political Staff  
THE allocation of more money to eradicate the tremendous disparities in the South African education system needed serious attention, Deputy Education Minister Mr Renier Schoeman said last night.

Speaking at the opening of the 13th International Seminar on Staff and Educational Development in the city, he said increased productivity through the more efficient use of resources and the improvement of organisational and administrative procedures also needed serious attention.

"The restoration of a culture of learning and teaching is a fundamental prerequisite for the success of our education system and to this the ministry of education is totally committed," he said.

Mr Schoeman also called for the improvement in the quality of educators and administrators.

# More cash needed to boost SA education

JOHN VILJOEN  
Education Reporter

MORE money must be allocated to remove education inequalities, says national deputy minister Renier Schoeman.

Mr Schoeman yesterday opened an international conference on staff and educational development in Cape Town — the first international conference on higher education in South Africa since the election. "Serious and special attention" in the short term had to be given to providing more money to education to eradicate disparities, he said. Money invested in education each year also had to be used more efficiently.

The outlook for education was not entirely positive and he had noticed positive signs, Mr Schoeman said.

Teachers, pupils and communities had shown a will to contribute to the rebuilding of the education system and there had been positive support for this from the political and private business sector.

The positive attitude of teachers tied in with the Cabinet's dedication of Soweto Day today to the promotion of the culture of teaching and learning, he said.

There had been a visible improvement in the quality of teaching as a result of intensive training courses. South Africa was also benefiting from the interest of foreign governments in contributing to improving the education system.

The nine new provinces would play an important role in the new education system.

The council of education ministers announced this week by national minister Sibusiso Bengu would ensure the greatest degree of interchange between the central and regional departments.

There would still be intensive debate around national education policy, but a number of issues would have to be addressed as priorities at provincial level, he said.

Without going into detail, he said provincial departments would have to take whatever action necessary to bring about an education system of quality.

● During his address, Mr Schoeman raised his voice for parliament staying in Cape Town.

"I am glad to be able to share this optimism with you today here in the Mother City of the Cape of Good Hope, seat of the South African parliament for more than 90 years past and, I hope still for at least as many years to come," he said.



# 10 years of education for all, says Mandela

(50) ARG 16/6/94

**CLIVE SAWYER, Political Correspondent**

**YOUNG** people must be fully involved in the transformation of the country, President Mandela told a Soweto rally today.

Speaking at Orlando Stadium on the 18th anniversary of the Soweto youth revolt, Mr Mandela announced:

- Legislation to eliminate racial discrimination in education and provide 10 years' free education for all children.

- A campaign to empty the jails of children, starting with the creation of a presidential trust fund to provide alternative safe accommodation.

Mr Mandela said he would personally contribute R150 000 a year to the fund, irrespective of parliament's decision on public representatives' pay. Other organisations have been invited to contribute.

The president called on young people, especially those involved in township violence, to join in efforts to build peace and reconciliation, and urged co-operation between government and organisations of teachers, students, parents, workers and business to resolve the education crisis.

## LATEST

Problems caused by apartheid education had been aggravated by gangs, weapons and drugs in schools.

"This cannot be allowed to continue," he said.

The president said every child deserved a decent home and to be brought up in the loving care of a family.

"The terrible legacy of street children has to be attended to with urgency. A collective effort has to be launched by the government, civil society and the private sector to ensure that every child is looked after and has sufficient nutrition and health care," he said.

One of the worst problems facing young people and society was Aids.

"We can no longer afford to hide behind tradition and embarrassment."

- Mr Mandela said the government was reviewing public holidays to ensure the calendar reflected "the total experience of all the people".

By Quentin Wilson

# Olckers favoured shady scheme in East Cape

LOCAL minister of Education, Training and Cultural Affairs, Mrs Martha Olckers, was part of a shady retrenchment and re-hiring scheme that would have cost taxpayers in Grahamstown close to R14 million if it had gone through.

Minutes of a Grahamstown city council meeting in September 1992 outlines a plan to retrench five top officials and award them pensions while re-employing them the following day with their old salaries.

Olckers, indicated by the minutes as being present at the meeting and having voted for the implementation of the programme, was at the time a councillor for the Grahamstown City Council.

Olckers' short tenure as local education minister has already been rocked with controversy following remarks concerning class boycotts and teacher strikes.

She now faces renewed calls for her resignation in the light of her Grahamstown activities.

The plan in Grahamstown was uncovered by a council worker and after a public outcry in January last year, the double payout scheme was

aborted. But not before R2,7 million of public funds was pocketed.

Olckers resigned when the scandal broke early last year.

After a year of serving on the Cape Provincial Executive, she was elected a cabinet member of the Western Cape provincial legislature in May this year.

"How she became a minister of education is completely beyond me," said Professor Mike Whisson,

executive member of the Grahamstown Ratepayers' Association.

"There is clear evidence that deeply implicates her in all of this. For a small town like Grahamstown, R14 million is a lot of money to be just thrown away," he said.

When the secret scheme was discovered, a committee of inquiry was set up and became known as the Hugo Commission.

The Hugo report finalised in the

same month as Olckers' election to the provincial legislature, slammed the retrenchment and re-hiring scheme as "an ill-conceived plan" and a "financial embarrassment".

While Olckers admitted to SOUTH that she was initially in favour of the plan "in principle", she said the council had rescinded the proposal when more "detailed information of its cost" came to light.

"I don't really regret being part of it. Its all in the past so I do not see why it is important now. In principle we accepted the plan, but we also wanted more information about its cost.

"By the time this information was tabled, I had already left the Grahamstown city council," she said.



MARTHA OLCKERS

## Minister admits 'mistake'

By Edwina Booysen

MRS MARTHA Olckers was wrong when she told teachers the education budget would be cut by R200 million in the Department of Education and Training.

As it turns out, all education departments will have to make cut-backs to make up R200 million losses incurred by the Independent Electoral Commission.

"I made a mistake when I told the CTPA conference that the DET budget would have to be cut by R200 million. What I should have said was that the entire education cut will amount to R200 million."

"We have been told by the education people that the IEC overspent their budget and therefore departments have to cut their budgets by about four percent," she said.

"I don't know whether there will be departments which will not be affected."

Olckers told a group of teachers at a Cape Teachers' Professional Association (CTPA) conference last week that R41 million had to be cut from the budget of the Department of Education and Culture (DEC) and R200 million from the Department of Education and Training (DET).

"The figure for the DEC is correct but I am not exactly sure how much other departments will have to cut," Olckers said.

Olckers said attempts would be made to keep DET cuts low because of the backlog in education.

"So that teachers don't lose their jobs we are planning to cut on maintenance and capital projects," she said.

"We won't be building new schools. Schools and classrooms which were burned down will not be replaced and although there are schools in dire need of renovation, we won't be able to do that either."

Olckers said she realised the education backlog was being increased by the cut, but that she didn't know how it would be addressed.

"I suppose we will have to get more money," she said.

"We need extra money from the government and what I call 'new' money from foreign funders. Money is the name of the game."

The Democratic Party Youth this week strongly condemned the cuts in the National and Provincial education budgets.

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# Education fund cut slammed

Star 20/6/94

## ■ STAFF REPORTER

The National Education and Training Forum (NETF) has criticised the State's decision to cut funding for tertiary education — which is expected to be announced in the Budget reading on Wednesday.

It also expressed its disappointment at what it called the "unilateral decision" taken in this regard.

The NETF is a facilitating body which repre-

sents a wide variety of stakeholders in education and training.

## Priority

In a statement issued in Johannesburg yesterday, NETF chairman Franklin Sonn said given the critical state of the education and training sector, the organisation called on the Government for a more equitable allocation and effective utilisation of resources.

"We believe that edu-

cation should be afforded the priority it deserves as a cornerstone of the Government's reconstruction and development programme," he said.

"We also believe that this should be reflected in the Budget to be tabled this week. (50)

"An increase in the education and training budget is imperative for the future development of the nation and such a crucial decision should not be taken without consulting those affected."

# Saturday, Spring schools get Argus Teach Fund boost

☐ Hundreds of matric pupils will benefit from this year's series

(50) APR 23/6/94

## Education Reporter

HUNDREDS of matric pupils will benefit from this year's series of Cape Teachers' Professional Association Saturday and Spring schools, which has been given a R10 000 boost by The Argus Teach Fund.

Saturday schools for matrics would begin at 10 Western Cape venues next month and run until the beginning of September, CTPA vice-president Emily Solomon said. Spring schools, in five venues as far afield as Port Elizabeth and Upington, would be held at the beginning of October.

The schools tried to help pupils in subjects in which they had difficulty and readied them for their final matric exams, Mrs Solomon said.

Matrics will be given extra grounding in maths, science, biology, geography, economics, business, economics, accountancy, English and Afrikaans.

Last year 1 012 matrics attended Saturday schools and 1 222 the Spring schools.

And the courses seem to work — 91,7 percent of the matrics who attended the Saturday schools passed their finals. For the Spring schools the eventual pass rate was 81,1 percent.

Mrs Solomon expected more matrics to take advantage of this year's courses with the increase in the number of venues.

For more information on the schools, contact the CTPA at ☎ 951 2107.

# Fledgling school being swamped



**WIDE OPEN:** Pupils dash across the muddy premises which Enkululekweni school badly wants fenced-off and secured.

## Downpours and steady flow of new children cause problems for Kraaifontein principal

**JOHN VILJOEN**  
Education Reporter

**KRAAIFONTEIN** principal Bram Mhlom has two types of flooding to deal with this winter.

While winter downpours cause disruption and hardship for the fledgling Enkululekweni school and its 1 431 pupils, an even bigger problem is the steady flow of new children needing tuition.

The school was founded in Wal-

lacedene squatter camp last year because there was a desperate need for a school in the area.

The nearest Department of Education and Training schools are in Stellenbosch, Paarl and Khayelitsha. Enkululekweni serves a large population, including the Wallacedene and Bloekombos squatter camp and surrounding farms.

The result was severe overcrowding, with an average ratio of about 70 pupils to each of the

school's 22 teachers, Mr Mhlom said. "We serve too many areas."

The school operates on the platoon system — the sub As to standard 3s must be in class by 7am for their lessons, which last till noon.

Classes for the rest of the pupils up to standard 8 are held in the afternoon.

The DET had provided two prefabricated rooms for the school, but would be able to build new premises only in 1996-97, he said.

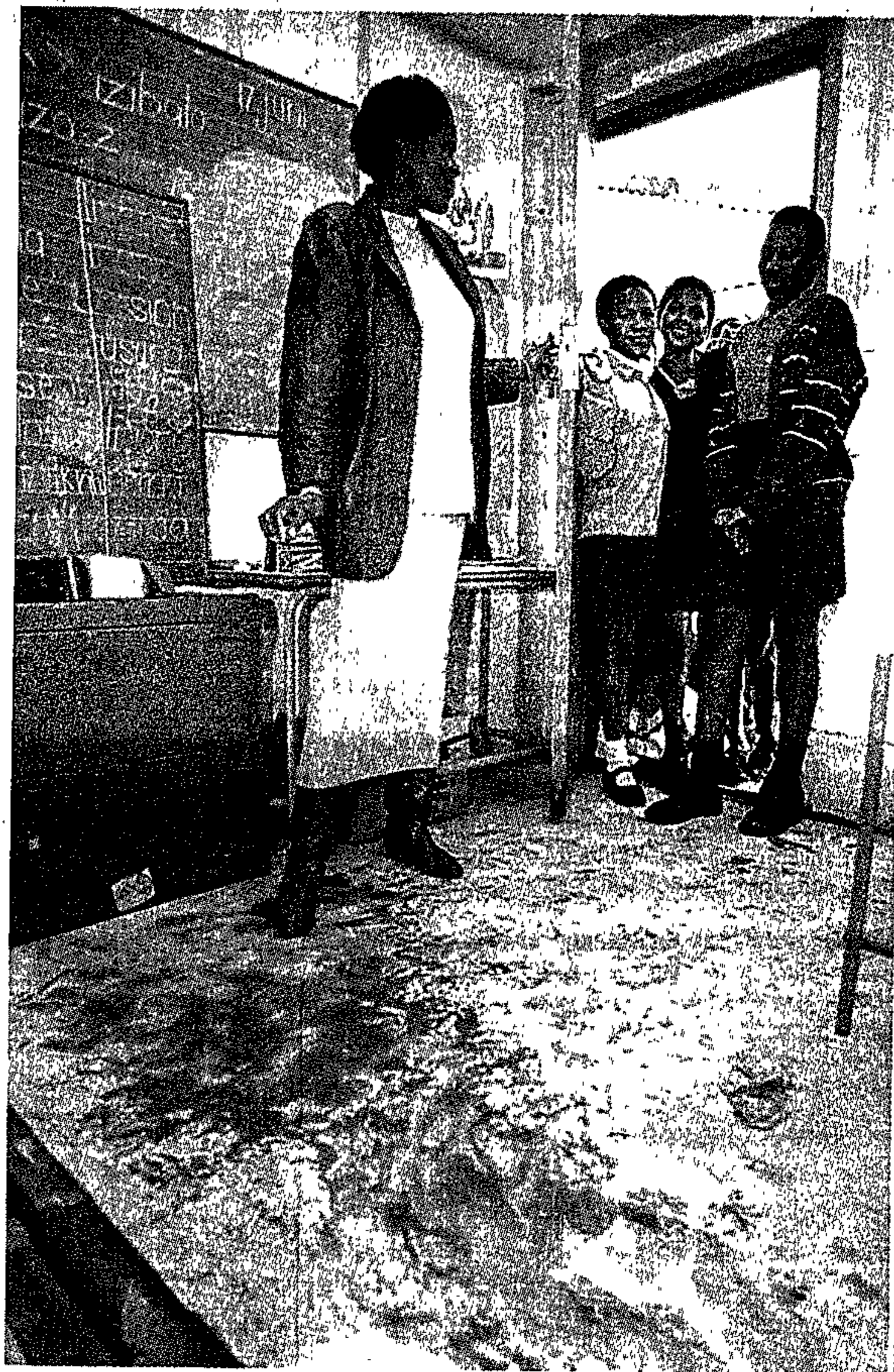
The Cape provincial administration built five classrooms for Enkululekweni and Safmarine gave two containers which now house the school's sub A pupils.

The containers need to be joined together properly to prevent the rain from disrupting classes, a responsibility Mr Mhlom lays at the DET's door.

"We have asked the DET for fencing and to make what we have here a little more comfortable." This request had to date been unsuccessful.

"I think there has been a lack of appreciation from the DET about what the community has done here."

The DET was proving an obstacle in easing Wallacedene's schooling crisis, he claimed.



**CLASS ABANDONED:** Enkululekweni sub A teacher Alice Tomose has to move her pupils out of these converted containers when it rains because they are not watertight.

The Independent Development Trust had agreed to help construct a school building for Enkululekweni, but the DET was dragging its heels in registering the site and giving the IDT the title deed, Mr Mhlom claimed.

Work could start on the school this year if these problems were resolved.

Meanwhile, the community's needs continue to grow. Mr Mhlom estimated that three or four families arrived in the camp each day.

● DET Western Cape director Johan Brand was not available to comment yesterday.



**SMILING THROUGH:** Enkululekweni pupils cover up in a downpour.

# Manenberg library lives again

BY SABATA NGCAI

*Southwester*  
*(suppl to South)*

MANENBERG residents are planning to set up a community library committee after the reopening of their library last week.

The library was closed for more than three months because the safety of the staff was threatened by gang-related violence.

The committee will ensure participation of the community in the running of the library.

A spokesperson for the South African National Civics Organisation (Sanco), Mrs Fadiela de Vries, said the committee would look at the service delivery and the kind of programmes the community would like the library to run.

"We will be selling the library to the community and make sure that it is user-friendly," Mrs de Vries said.

However while the library closed for security reasons, it still remains insecure.

The Cape Town City Council has provided only two security

guards for the staff and its property.

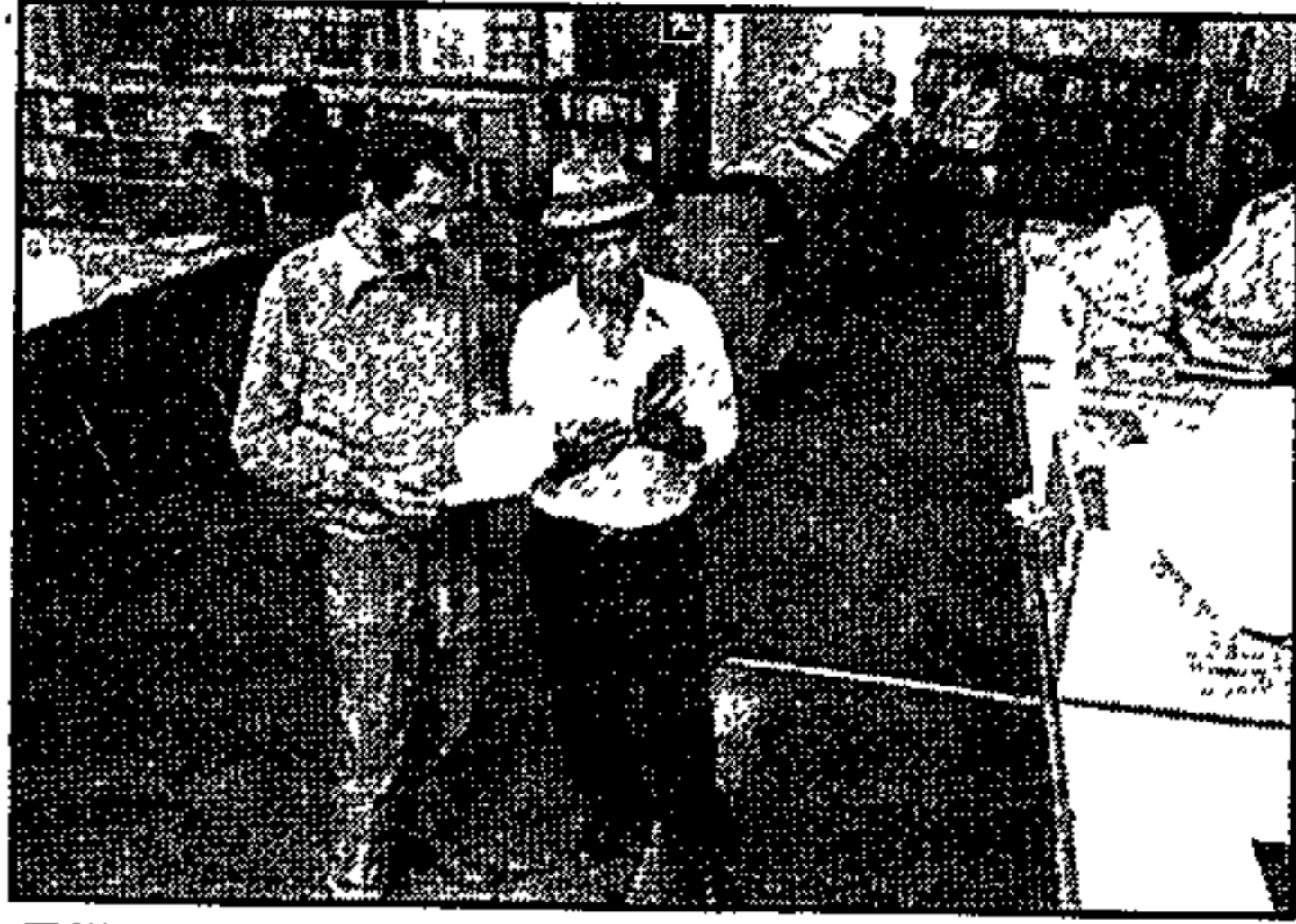
Staff member Mr Anwar Adriaanse said the city council was still in the process of upgrading the library.

He said they needed more security for their cars and the building.

Library windows are down to ground level and will be changed to the shelf level.

Mr Adriaanse said the front door of the library and the car parks were still to be redesigned.

He said the council could not



READ ON: Manenberg people have a library again

Photo: Roger Sedres

claim the staff were safe because anything could happen.

Mr Adriaanse said the staff returned because "the community needs our services".

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# Budget rise in education spending widely welcomed

(50) ARG 24/6/94  
JOHN VILJOEN  
Education Reporter

EDUCATIONISTS have welcomed the 11,5 percent rise in education spending announced in the budget.

The National Education Co-ordinating Committee was pleased with the increase, spokesman Desmond Thompson said.

Apart from its direct allocation, more money would be coming to education through the reconstruction and development programme in the form of better health, sanitation and water services and the construction and improvement of school buildings, he said.

The NECC hoped that early childhood education and educare — which it regarded as priorities — would not be neglected when it came to distributing the education budget.

National Education and Training Forum chairman Franklin Sonn welcomed the announcement that technician and university subsidies would be

calculated on an equal basis.

The 11,5 percent rise in education spending constituted an "inflation increase". In real terms, education's slice of the budget would be largely the same size as last year, he said.

Mr Sonn repeated the NETF's disappointment that money was cut from the education allocation to cover the costs of the country's transition.

Cape Province Parents and Schools Association head Kobus Smith welcomed the 11,5 percent increase. "It's just a pity money had to be taken from the education budget to pay for the election process."

Parliamentary sources said the eradication of discrepancies would have a high priority. This would include improving teacher-pupil ratios and schools and providing in-service training for teachers.

The budget allocated R29,2 billion to education — a 21,6 percent slice of the budget pie and seven percent of the gross domestic product.

# Fears for Taal Monument 50

Staff Reporter

CURATORS of the Afrikaans Language (Taal) Monument and Taal Museum in Paarl fear their R661 000 budget could be slashed by the new government's Department of Arts, Culture, Science and Technology.

The department is headed by Dr Ben Ngubane with Mrs Winnie Mandela as his deputy.

The monument, which pays tri-

bute to the development of Afrikaans, and the museum, in Malherbe House in Main Road, employ seven people each.

In Wednesday's Budget, the monument and museum were awarded a R30 000 subsidy increase to R661 000 by the Department of National Education.

But from now on they fall under the Department of Arts, Culture, Science and Technology.

Museum and monument direc-

tor Mr John Galloway said the subsidy usually covered all annual expenses and between 70 and 80% went on salaries.

"We are concerned the subsidy may be cut. If necessary, we will seek private sponsorship.

"The huge pillar symbolises what resulted from the combined influences of black, coloured, Malayan and Western languages."

CT 24/6/94



# Getting to grips with education

Mondli waka Makhanya in Cape Town

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NM 24-30/6/94

MARTHA OLCKERS simply shrugs her shoulders when she doesn't know something. An interviewer's nightmare, the Western Cape minister of education and cultural affairs does not hesitate to give a candid "I don't know" when a question is beyond her.

Which would be fine were it not for the fact that this is how she responds to most basic questions. Some of her provincial legislature colleagues say she is sometimes quite content to sit in on education debates without opening her mouth because she "hasn't thought about the issues".

Critics suggest this ex-schoolteacher is a trifle lost when it comes to broad educational issues. She is said to be frantically reading up on the subject.

"She's quite an unknown quantity," says an educationist. "We were hoping for someone who would be able to handle the tough public relations task this job requires, whichever party the person came from."

Hardly a month in office, Olckers has threatened to give "bliksems" who boycott classes a "good smack". She infuriated trade unions by declaring teachers' strikes "immoral". Crowning this was a statement describing President Nelson Mandela's *imbongi's* display in parliament as a "culture shock" which derogated from the dignity of the institution. This prompted a flurry of letters to the local press.

Olckers is believed to have the ear of Premier Hennis Kriel who, like her, stands on the more conservative wing of the NP. Kriel, however, has retreated to his pre-election obscurity.

"I'm a positive-type person, so I look on the positive side of things," she said this week. "I'm a realistic person and I just want to get the result of the job."

Formerly from the Eastern Cape — her CV describes her as "the first Afrikaans-speaking female mayor in Grahamstown" — Olckers has steadily climbed the greasy pole of establishment politics. She served in the President's Council, and was MEC for the Cape province, "being the first woman ever to hold such a post in South Africa".

Describing herself as an active supporter of women's rights and the equality and empowerment of women, Olckers lists her other interests as law and order, tourism, environment and defence.

Although she has had a bumpy ride into the new South Africa, the only sign that this bothers her has been an attempt to lower her public profile. After the furore over her tilts at school-boycotters and immoral strikers, she avoided any media discussion on the matter.

A substantive educational issue on which she has a clear public view is her dream to "ensure that by the time of the next election, everyone who qualifies to vote will be able to read and write".

Her other passion is to get politics out of the classroom. "I don't want to see the education of our children politicised. It has suffered enough already from politics. Once education is politicised it divides people," she argues.

Before her lies the prospect of sustained conflict with the South African Democratic Teachers' Union, which has its militant epicentre in the Western Cape. Her remarks about strikes sparked the first round of sparring — Sadtu is pressing for labour legislation to cover the education sector.

"She still needs to school herself on educational issues, so I suspect she'll come very short on labour legislation," commented Sadtu general secretary Vivian Carelse this week.

# Language policy can work with creative thinking

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CT 27/6/94

THE new constitution has significantly extended the rights of the nine African languages which took a very poor second place to English and Afrikaans under colonial and apartheid governments.

The old South Africa had already established that the nine African languages were used in restricted domains. These languages are now raised to an equal and official status at national level. The application of this new status effectively means that while neither Afrikaans or English may be diminished in status anywhere in the country, African languages may be elevated to official status at provincial and local levels where this is appropriate.

The constitution did not stop there. The languages of the other communities have also been given a special status. It is the responsibility of the Pan South African Language Board to protect and develop languages such as Hindi, Portuguese and Tamil.

Community languages may even be proclaimed official at local levels. It is conceivable that Arabic could become an official language in certain local authorities within the Western Cape if so desired by those constituencies. The new provisions for language policy were very much part of the ANC's commitment toward ensuring that South African society moves into a pluralist phase in which the languages, cultures and religions of our many communities are given equitable recognition.

## Public signals

At both the funeral of Chris Hani last year and the inauguration of the new President this year, we called upon a broad range of religious leaders to pray according to different religious traditions as well as different languages ranging from Xhosa to Arabic, Hebrew and Hindi.

These were public signals that the ANC takes the language question very seriously indeed, in order that strong messages are sent out to every corner of the country that the ANC and the new government intend to include all people, their communities, their customs and beliefs. No longer will the marginalisation or exclusion of people be permitted upon the grounds of race or any other equivalent in the domains of gender, creed or language.

Language features as a central point of control in all sectors of both civil society and the state. Previously both English and Afrikaans acted as prohibitive gatekeepers, denying the majority of our people access to power as well as basic human rights in the legal system, in the health care sector, in education, in the economy as well as in the state bureaucracy.

The constitution provides us with an opportunity to find effective mechanisms for the implementation of the language policy. For example, I am deeply concerned that the question be addressed in the legal system as speedily as possible. For too long ordinary citizens have been subjected to the terrifying ordeal of dealing with the court situation where magistrates and public prosecutors neither understand nor speak African languages. The paltry and inadequate provision

Extract from an address by Dr Kader Asmal, Minister of Water Affairs and Forestry to the National Language Project Trust in Cape Town on Friday.

of under-resourced court interpreters has made a mockery of the judicial system for the 87% of people who need interpreting in our courts.

## Apartheid hegemony

It is for this reason that the government welcomes the newly established South African Court Interpretation Officers and Allied Workers Union, in order that a strong lobby can insist that court interpretation acquires its rightful status.

Only then will it be possible for adequate provision of interpreting services to be effected. In the past, interpretation and translation services were left to the State Language Services division of the Department of National Education. This body, in line with apartheid hegemony, only concerned itself with the provision of translation and interpretation between Afrikaans and

English, serving only 30% of the population.

If we look at language in the health care sector it becomes only too painfully apparent that since most doctors do not speak African languages and the state has never provided any effective interpreting service in this domain, the health care which does actually reach a small portion of our population is likely to be inadequate even for this small group. I understand that this question is being researched by the National Language Project and I am certain that your findings will be of great value to the new health care ministry.

Education has always been a visible site of controversy about language issues. Educational matters are naturally crucial to development far beyond the educational sector. If we want to change the fabric of our society and allow it to take on the process of democracy, we need to have the right conditions for the nurturing of a democratic environment. All children need to feel that they are equal when they enter the formal educational arena. They need to feel that their languages, their religions, their home environments, their home customs, and their parents' occupations are all equally important. Then can they all thrive in the school environment and share their knowledge equally and then, finally, might we be able to ensure equity for our children.

## No commitment

Obviously, this means the hegemony of English and Afrikaans must be addressed. Your work in the NLP together with the language work of other non-government organisations, such as the Early Learning Resource Unit, the English Language Teachers Information Centre, and Use Speak and Write English, is really important in this regard. The valida-

It was not the intention of the negotiators at Kempton Park that the private sector and parastatals take a soft and mainly monolingual option on the grounds that 11 languages cannot be used in practice. Creative thinking can turn around blind hegemonic practice quite easily and the 11 language policy can work in just about any sphere.

With regard to the SAA decision, I understand that one of your trustees, Neville Alexander, has suggested that on domestic aircraft, the languages of the region from which the flight originates be used. So that, for example, if a flight originates in Durban, Zulu and English might be used for that flight. In addition, he has suggested that the aircraft safety procedures be videotaped in the 11 languages and that passengers all have a choice of tuning their earphones into the

tion of African languages as important vehicles of communication can only be effected if they are taken seriously through the development of sound language and learning programmes in these languages.

The state-run departments of education under the previous government clearly had no commitment in this regard. However, the transformative educational work emanating from the NGO sector can now come into its own and must articulate with that of the present government.

Naturally the validation of our African languages in education will only be successful if it is supported in the economic and private sector. To this end, South African Airways may need to reconsider its recent decision to adopt a predominantly English language pro-

appropriate language channel.  
What are you saying to people who don't understand English if you don't explain to them how to survive in the event of an aircraft mishap? If we don't start looking at flexible language options the new language policy is going to remain little more than a statement of intent.

# Teacher support and education reform promise from Schoeman

ARG 29/6/94 (50)

Flexible policy required

**JOHN VILJOEN, Education Reporter**

SUPPORTING teachers for education reform was crucial, Deputy National Education Minister Renier Schoeman has said.

Mr Schoeman yesterday addressed the first joint session of the South African Teachers' Association, the Cape Teachers' Professional Association, the Suid Afrikaanse Onderwysersunie and the Cape African Teachers' Union in Oudtshoorn.

The four organisations represent about 25 000 teachers.

Mr Schoeman told more than 1 000 delegates that national education policy had to be developed through the widest possible consultation.

He believed the policy had to be flexible to allow for individual initiative and interpretation at lower levels.

This meant provincial government had an important role to play in education provision.

The process of transferring powers to the provinces had begun and would be completed rapidly.

The Minister of Education was approaching this task with urgency, he said.

South African education faced challenges and had to make the most of limited resources.

Excluding universities and technicians, the education system served about 10-million.

This number was growing by more than six per cent a year — well in excess of the growth in the economy.

Estimates of the potential number who should be attending education institutions, but were not, varied from one to three-million.

To cope with this, 390 new schools, each able to accommodate 1 500 pupils, had to be built each year and 14 000 teachers trained and employed annually.

Existing assets would have to be utilised as effectively as possible.

Pupils had to attend school without further disruption of classes and discipline and a culture of learning had to be restored.

Focus of school curricula had to be changed to be more job and career oriented. He had no doubt this would place an extra burden on teachers, Mr Schoeman said.

Education reform could stand or fall depending on the support it got from teachers. Teachers had to be convinced of the advantages of change and had a right to be assured of stable employment.

The government had clearly identified a stable professional core of teachers as a priority in implementing a new educational system, Mr Schoeman said.

He called for their critically constructive involvement in reform and promised close contact with them as a new education system was developed.

Reacting to Mr Schoeman's address, Sata head Des Duxbury said his organisation would support everything done in the best interests of children. His association wished to be part of education reconstruction. But, "we are a group not to be tried with. We have strong feelings and strong principles and we will act on these principles."

Star 30/6/94

# 1,6-m black children not in school

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■ BY CHRIS WHITFIELD  
POLITICAL CORRESPONDENT

**Cape Town** — About 1,6 million black children of school-going age are at present receiving no education, it was revealed yesterday.

Education Department director-general Bernard Louw's disclosure came as he told the parliamentary Joint Standing Committee on Finance of the challenges facing the new education dispensation.

The committee also heard that the integration of the existing

education system into the new provincial dispensations should be completed by the beginning of next year.

Louw said Education Minister Sibusiso Bengu had "problems" with the Budget allocation to his department, particularly as it faced addressing the high incidence of children being out of school.

He said the department's building programme — which would receive R631 million — would have to be beefed up considerably to address backlogs.

This amount would allow for

the building of between 3 000 and 4 000 new classrooms, but double the amount was required to keep up with the increase in pupils and address the backlogs.

The issue of better utilisation of existing schools was being probed and possible solutions included platooning — using schools in shifts — and busing.

Louw revealed that Bengu was also concerned about adult basic education and pre-school education — an area Louw described as "totally neglected".

The Minister was anxious that the issue of teacher:pupil ratios — extraordinarily high in some

traditionally black schools — should be addressed and was considering the appointment of subject advisers.

The integration of existing education structures into the provinces would begin once directors-general of provincial education departments had been appointed. They would then appoint heads of education in their respective departments.

Bengu had instructed that task teams be appointed in each of the nine provinces to facilitate the integration process.

► **More parliamentary reports — Page 6**

# PEOPLE WHO MAKE A DIFFERENCE

This series of profiles are sponsored by the Independent Development Trust

# SISTER ACT, RIGHT ON

50

**BY VICKY STARK**

**WHEN** she arrived in Hanover Park in 1968 to teach at a local school, Sister Marina Lawrence was shocked by the number of young adults who couldn't read and write.

"While I was boarding with one of the families, residents as young as 25 years would come shamefully like Nicodemus at night for me to read their letters and official documents," said Sister Marina, programme co-ordinator of the Maryland Literacy Programme.

"I was deeply concerned and started teaching a few people at night. The news spread and soon there were many eager to learn."

She realised that she couldn't teach those young adults from readers like Janet and John.

"I started looking around for adult education programmes. Little readers weren't going to make an impact, we needed to touch the daily lives of people," she said.

Suitable programmes were found and Maryland was built by the Sisters of Mary and laymen in 1976.

Association for Adult Education and Learning.

"Learners sit on the board of directors of this organisation," Sister Marina explained.

"Last year, 10 of our learners went to a national conference in Durban. It was a powerful moment for them."

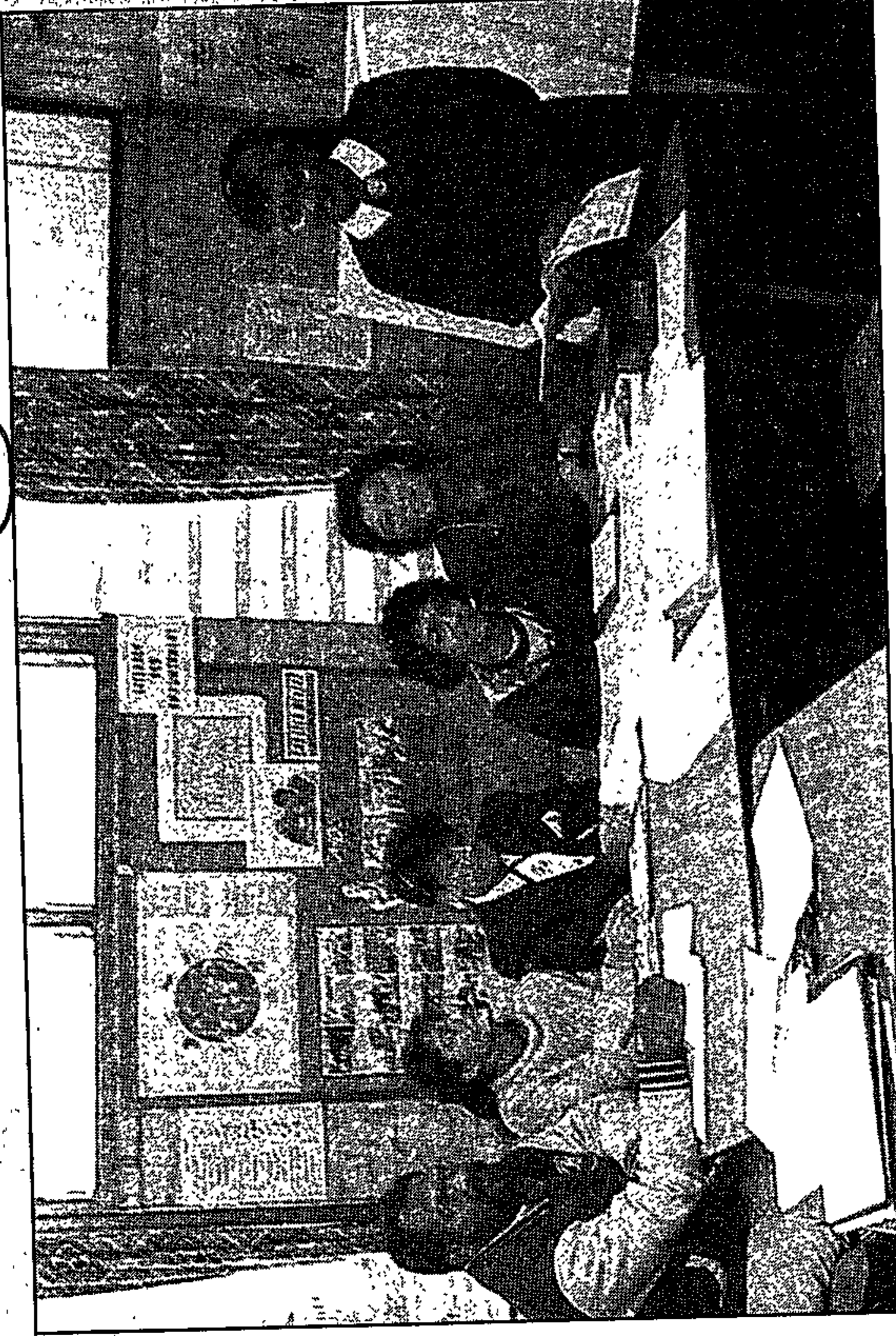
While many learners can't read prescribed books, they are empowered with the gift of opinion.

"Many come to us and say they're tired of being pushed around. So we give them information. We read them newspaper articles and discuss current events. At the moment we're discussing the petrol price increase.

"People who cannot read and write are not stupid. Aunty Fatima who's written her name for the first time may have the perfect recipe for koeksisters."

She believes literacy is a fundamental part of education because it opens doors for people.

"People must rise up and take the right to learn to read and write," said the nun who has dedicated her life to helping a few of the 15 to 20 million functionally illiterate South Africans.



**BEGIN WITH ABC: Sister Marina Lawrence and her learners**

"Many people volunteered energy and time to the programme. We had people from different walks of life — factory workers and professors all contributing their services." These people had the common aim to build a literate society.

Formal classes for people in Hanover Park and surrounding areas are held at the institute on Tuesday and Thursday evenings.

The Maryland Literacy Programme falls under the umbrella organisation South African

# 1,6m black kids not at school — Louw

CF 1/7/94 Political Staff (50)

ABOUT 1,6 million black children are not at school because of a lack of facilities in rural areas.

National Education director-general Dr Bernard Louw also told the finance committee yesterday the school building budget of R631m would have to double to keep abreast of the increase in the school population as well as address the backlog.

Dr Louw said Education Minister Mr Sibusiso Bhengu wanted to change the education budget to introduce new priorities.

These included providing basic adult and pre-school education and improving the pupil-teacher ratio and the performance of teachers.

Dr Louw said a committee was looking at the re-writing of history books and textbooks in fields such as economics would be updated.

Education Co-ordination Services chief Dr Huw Davies said the integration of race-based departments would be completed by January.

# No end in sight to race at school

SITimes [C1Muto]

By NAZEEM HOWA

**THE present racially-based education system is set to remain in place for at least another two years, top Western Cape educationists warned yesterday.** 3/7/94

"There seems to be little movement in the provincial government to start the process of restructuring education," Mr Noel Daniels, vice-chairperson of the Western Cape Provincial Education and Training Forum, said yesterday.

Launched with the specific aim of assisting to develop a new education policy for South Africa, the forum is made up of more than 90 education and

training organisations, representatives from big business and political parties. (50)

Now Mr Daniels fears that the lack of progress could spark a new round of protests among pupils and teachers.

Speaking after an all-day strategic planning session of the forum, Mr Daniels said an urgent meeting was being sought with regional education minister Martha Olckers in a bid to defuse a potentially explosive situation.

"As educationists we always believed that the coming of democracy in South Africa would mean the immediate scrapping of racially-based education. However, over the past two months we've seen very little movement towards change," he said.

Executive members of the forum said that although the election had taken place more than two months ago, little thought seemed to have been given to deracialising education.

"All that has happened is the various racially-based education departments now report to one regional minister. But our information is that they still operate quite independently," Mr Daniels said.

"From our contact with various government officials it is quite clear that no real thought has been given to how we merge the disparate administrations, curricula, etc," he said.

The forum plans to push for educational renewal to form part of the ANC's reconstruction and development programme.

"In this way we can be sure that all government departments will be equally committed to the restructuring of education," he said.

The forum has 10 areas for working groups, looking at the full spectrum of education, from pre-school to tertiary education.

*Schools must be accountable to fee payers, says Metcalf*

# 'Street colleges' ticked off

Star 4/17/94

BY WINNIE GRAHAM

Inner city schools — the so-called "street colleges" — have been asked to run their organisations on a non-profit basis with a transparent con-situation.

Mary Metcalf, Minister of Education for the PWV, made the call at a conference of the Independent Education Council (Indec), a body created last year, to establish some mea-sure of control over private

## PRIVATE schools warned against corruption and abusing the rights of pupils

Inner city schools, some of which had earned a reputation of being "fly-by-night" establishments.

She said it was imperative that all private schools have

appropriate mechanisms to ensure they were above board "with clear financial statements" to ensure there was no possibility of corruption.

"The schools must be accountable to those who contribute fees," she said. "Funds must be used to the best advantage of the students they serve."

Metcalf said it was the constitutional right of all children to attend school — a fact which would pose huge chal-

lenges for the new government, particularly in areas where there were not enough schools.

"The degree of success with which the government meets this challenge will, over time, be measured against the de-creating need for establishing further private schools," she added.

Dozens of street colleges came into being not only in Johannesburg but in rapidly ur-banising areas such as the Or-

ange Farm settlement as a result of the continuous stay-aways and "chalk downs".

Students desperate to pass matric needed tuition but the schools were often poorly man-aged. The standard of educa-tion fluctuated considerably, headmasters absconded in some cases, teachers weren't paid and rents not settled.

The establishment of Indec has done much to monitor the quality of education provided by the private street colleges.



## 65 new schools built in 1993

A TOTAL of 46 new primary and 19 secondary schools, including 1 681 classrooms, had been built by the Department of Education and Training in 1993, the Department said in its annual report.

Since 1990, it had built 14 000 classrooms and created the same number of teaching posts.

It had taken over a total of 18 unused school buildings from education departments of the tricameral system. —

Sapa

CT 5/3/94

## White judges predominate

CAPE TOWN — All but three of SA's 179 permanent and acting judges were white, Justice Minister Dullah Omar said on Monday.

In reply to a question by ANC MP Dave Dalling, he said there were two permanent black judges and one Indian as of May 31 1994. Two out of 158 permanent and 21 acting judges were women.

There were 191 regional court magistrates, of whom 173 were white, 14 black, one coloured and three Indian. Of the 1 511 magistrates 987 were white, 474 black, 26 coloured and 24 Indian. Of 1 692 state prosecutors, 1 001 were white, 439 black, 109 coloured and 80 Indian.

The attorney-general had 293 employees with legal qualifications. Of these 19 were black, five coloured and six Indian.

The Justice Department employed 4 107 lawyers and advocates, of whom 2 722 were white, 1 096 black, 155 coloured and 120 Indian. — Sapa

# Adjustments likely for Model C schools

KATHRYN STRACHAN

were not racially applied. **S17194**  
Bengu said government was firm in its commitment to provide 10 years' free and compulsory education to all pupils, but he emphasised that in carrying out this policy it would also ensure that sufficiently high standards of education were maintained.

"Free education without acceptable standards of provision makes little economic sense," he said.

He added the pattern of education would be gradually changed to be a better reflection of the values of the public. "It is in this way that education will be meeting the needs of our people."

Bengu said the programme of providing free education — which included a pre-school year — was expected to be phased in from the beginning of next year. Improving rural schools would be placed high on the list of priorities, he said.

In the meantime, his department would be looking at free quality education and would work on legislation that would help introduce the programme.

The plan to introduce widescale adult basic education was also expected to get off the ground early next year depending on the availability of resources.

## Education restructuring is 'relatively advanced'

CAPE TOWN — Although planning for rationalisation of the four main education departments was relatively advanced, a lot of work still had to be done on the former homelands, the Education Co-ordination Service said in its annual report, released yesterday.

The service is the government directorate set up to plan provincial, nonracial education departments.

It said that by the end of March this year 14 education departments were taking part in a single planning network, and 18 working groups had been set up to develop planning documents on issues such as financial and personnel administration, the school calendar, the timing of exams, and legal and communications services.

Three draft Bills which had been developed on school education, colleges of education and colleges for vocational education were ready for further debate.

They could be adopted unchanged in those provinces formerly controlled only by the tricameral parliamentary departments, but modifications would be required in provinces which now included former homelands.

Meanwhile, in its annual report, the Department of Education and Training said the defiance campaign conducted by teachers had a devastating effect on education.

In the campaign, school principals and teachers who did not agree with the protesters' disruptive tactics had been chased away from their schools, the report said.

Teachers had refused to perform their professional tasks and for several years there had been little chance of systematically working through the curriculum.

"On the whole, it is evident that since 1990 the teachers involved have in fact conducted a long, drawn-out strike. Coupled with the declared teachers' strikes, the defiance campaign has had a devastating effect on education in many schools." — Sapa

## Primary schooling put first, says department

Cape Town — A total of 46 new primary and 19 secondary schools, including 1 681 classrooms, had been built by the Department of Education and Training last year, the department said in its annual report, released yesterday. (50)

Since 1990, it had built 14 000 new classrooms and created the same number of teaching posts.

It had taken over 17 unused school buildings from the white own affairs department of education, and one from its Indian counterpart.

Because of the great demand for primary education, the department had spent 49,8 percent of its total 1993 budget on that sector. About 71 percent of the department's pupils were in primary schools, and improving the quality of this class of education was a priority.

A feasibility study into implementing vocationally directed agricultural education at eight farm schools was completed last year. Guidelines had been drafted and the project was expected to be implemented on a wider scale this year. — Sapa.

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# Adjustments likely for Model C schools

KATHRYN STRACHAN

THERE has so far been little indication from government on the future of Model C schools, but policy analysts believe that while the state-aided form of schooling will continue there will have to be some adjustments.

In response to questions on the issue, Education Minister Sibusiso Bengu said he did not want to "pontificate" about Model C schools at the moment.

Policies being drafted by top officials and strategic management teams would be widely circulated for consultation, and the outcome of these processes would be announced as soon as possible.

"Unfortunately, the range and scope of the processes are such that it is impossible to speculate when announcements would be made."

However, he hinted at changes in saying that as a uniform system was necessary, "we must definitely be making sure that the schools are open in a way that is satisfactory to all the communities in the country".

Urban Foundation education analysts, as well as sources in the ANC education department, said they believed that while the system of state-aided schools would continue, there would be more state control over admission criteria to ensure these

were not racially applied. 5/7/94  
Bengu said government was firm in its commitment to provide 10 years' free and compulsory education to all pupils, but he emphasised that in carrying out this policy it would also ensure that sufficiently high standards of education were maintained.

"Free education without acceptable standards of provision makes little economic sense," he said.

He added the pattern of education would be gradually changed to be a better reflection of the values of the public. "It is in this way that education will be meeting the needs of our people."

Bengu said the programme of providing free education — which included a pre-school year — was expected to be phased in from the beginning of next year. Improving rural schools would be placed high on the list of priorities, he said.

In the meantime, his department would be looking at free quality education and would work on legislation that would help introduce the programme.

The plan to introduce widescale adult basic education was also expected to get off the ground early next year depending on the availability of resources.

# Much work for former homelands

ALTHOUGH planning for rationalisation of the four parliamentary education departments was relatively advanced, a lot of work still had to be done on the former homelands, the Education Co-ordination Service said in its annual report, released yesterday.

The ECS is the government directorate set up to plan provincial, non-racial education departments.

It said that by the end of March this year, 14 education departments had been taking part in a single planning network, and 18 working groups had been set up to develop planning documents.

All the "descriptive" documentation developed by the network was intended for those who would run the new provincial education departments and who could decide which proposals to accept.

Three draft bills — which had been developed on school education, colleges of education and colleges for vocational education — are ready for further debate and consultation.

They could be adopted unchanged in those provinces formerly controlled only by the tricameral parliamentary departments, but modifications would be required in provinces which now included former homelands. — Sapa

# Syllabus 'clean-up' coming

(50) CT 6/7/94  
Own Correspondent

JOHANNESBURG. — The Department of National Education would begin a "clean-up" of school syllabuses next week to make them more acceptable.

Changes were expected to include less emphasis on Afrikaner history and the Great Trek, updating the new geographical boundaries and including the new tax system into business subjects, pre-tertiary education poli-

cy director Mr Eddie Botha said yesterday.

Darwin's theory of evolution could also be included in the biology syllabus "as one of the theories of development".

Mr Botha said the exercise was an interim measure to clean up outdated, inaccurate and contentious material in the syllabus.

The changes would be implemented in January and would probably be retained until 1997.

Thereafter, a complete revision of the syllabus would be necessary, he said.

Education Minister Mr Sibusiso Bengu has approved the establishment of 11 committees to investigate all subjects.

The results of the interim revision would be circulated as teacher guides.

Altogether R1 million had been made available for the revision and would include public participation.

NP, IFP calls for ANC leader's dismissal rejected

# Gwala to keep Midlands posts

Durban — The ANC's Harry Gwala, accused of plotting assassinations of his political foes, will retain the post of the party's KwaZulu/Natal Midlands leader and as the province's chief whip, the ANC said yesterday.

ANC spokesman Dumisani Makhaye said the ANC caucus in the region had met on Monday and reaffirmed that Gwala would remain in his posts despite his six-month suspension from the South African Communist Party.

"The ANC and the ANC caucus reaffirms that Mr Gwala remains its chief whip and chairperson of the ANC Natal Midlands," Makhaye said.

The Inkatha Freedom Party

and the National Party in KwaZulu/Natal called for Gwala's dismissal from ANC leadership posts and his position in the regional parliament following reports of alleged involvement in hit squads.

Makhaye said Gwala had been suspended by the SACP for breaching "internal party discipline" and not for "organising the so-called hit squads".

Gwala denied reports in the Weekly Mail & Guardian newspaper that he had plotted the assassination of several KwaZulu/Natal regional ANC leaders.

"It is strange that the NP and

IFP can have the temerity to demand that Mr Gwala be relieved of his public duties," he said.

Makhaye added that the NP had committed "a serious crime against humanity for over four decades", and Inkatha senators and national and regional legislators had been linked to gun-running and murder. (IIP)

Gwala said yesterday he will not resign his positions in the ANC or retire from politics. He said there were elements across the political spectrum who wanted him removed from office. The latest developments about his position, he added, had revived his zest for politics. — Sapa.



Gwala ... he has nothing to hide, says ANC.



# Union vows to ensure disruption-free schooling

Star 6/7/94

■ BY MONTSHIWA MOROKE

The SA Democratic Teachers Union (Sadtu) PWV region yesterday committed itself to ensuring there was a disruption-free school year and to promote a culture of learning and teaching in black schools.

Sadtu spokesman Thabiso Matia was addressing a press conference in Johannesburg to announce the merger of the 25 000-strong Central and Southern Transvaal regions at last weekend.

Matia said this had resulted from broad political developments and the new provincial demarcations.

While engaging in the Reconstruction and Development Programme, the teachers would continue to challenge the unfavourable working conditions of the majority of teachers.

Some of the existing problems had affected the morale of teachers. These included the historical absence of sound labour relations and dispute resolution structures.

(50)  
Sadtu officials emphasised the urgent need for the upgrading, retraining and development of underqualified teachers in order to bring them on a par with teachers elsewhere. The improvement of conditions and facilities at black schools

would require a long-term vision.

The abuse of drugs — especially dagga — and alcohol at schools was a serious problem and had to be tackled through wide consultation with parents and civic associations.

The envisaged codes of conduct would deal with disciplinary measures against those involved in drug trafficking and abuse at schools.

A code of conduct was needed to motivate those teachers who were not doing their work.

The union was also discussing possibilities of exchange programmes with other countries so as to share work experiences and skills.

*Mandela Boulevard on the cards*

# Pretoria has plans for Freedom Square

Star 7/7/94

## ■ OWN CORRESPONDENT

Plans are being made to change Pretoria's Strijdom Square into a monument to honour freedom fighters and to rename a street in President Mandela's honour.

The moves, to be investigated by a special city council subcommittee, are part of the thrust to change the face of Pretoria into that of the capital of the new SA truly representing national unity, and to help strip away the conservative image still hanging over the city.

Strijdom Square, in the heart of Pretoria, commemorates former prime minister J G Strijdom, but has become best known for the bloody attack by "Witwolf" Barend Strydom in 1988 in which seven people were shot

dead.

In terms of the proposals, the square could be renamed to honour all freedom fighters including Boer soldiers from SA's past.

Stormvoël Road, the major arterial from Mamelodi, to Mōre-gloed, might be renamed Mandela Boulevard.

Freedom Square, it is suggested, could be a great public attraction offering features such as permanent exhibitions depicting the struggles for freedom of all population groups in different stages of the country's history.

Pretoria deputy mayor Louis Cloete, who is a member of the city council's place and street names committee, confirmed the committee was looking into the

possibility of changing the names of Strijdom Square and Stormvoël Road.

A two-member subcommittee comprising Cloete and committee chairman Bill Heunis will speak to a number of people in the course of this month.

## Pro-active

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City council management committee vice-chairman Dr Chris Swart said it would make sense to be pro-active by changing the name of Strijdom Square to Freedom Square.

Swart said he would also agree to the renaming of Stormvoël Road to Mandela Boulevard.

The choice of Stormvoël Road to honour Mandela has also received backing because of its direct link with Mamelodi.

# Schools starting to teach their pupils thinking skills

THERE is a silent revolution taking place in schools across the country as educationists begin to catch on to what constitutes "good learning".

**KATHRYN STRACHAN**

*Biday*  
Schools are gradually realising that their delivery system is not very efficient, explains Mark Henning, national director of the Independent Schools Council. He says a movement away from presenting learning "in little boxes of time, space and knowledge" is beginning to emerge.

At the centre of the new trend lies a move away from rote learning and a new emphasis on thought processes.

Independent Examinations Board national director David Adler says the trend is being encouraged by the board, which is finding new ways of assessing pupils' understanding of the processes rather than simply their factual knowledge.

"The quality that produces an entrepreneurial society is not present in our education system... the entire curriculum needs an overhaul," he said.

The trend was in line with an international movement towards more competitive "outcome-based" education. Countries across the globe which had adopted the new approach — including Hong Kong and Singapore which rated highest in terms of educational performance — had demonstrated the impressive overall academic results brought about by focusing on thinking skills.

Henning illustrated the need to improve the delivery system at schools by questioning a pupil's competency in a second language at the end of five years of study.

Language schools, however, had shown it was quite possible to gain competency in a language in 60 hours.

The change is most marked in new investigative approaches to teaching maths, where old methods based on technique are being replaced by more natural methods, based on the way a child would work out the problem.

*7/7/94*  
Many schools are now formally teaching thinking skills, which include lessons in lateral and creative thinking, aimed at the 10 to 12 year age group. "You go to any school and you find it's the kids' favourite subject," said Henning. "It's all about cognitive development, turning schools into places of thoughtful learning."

The Independent Schools Council was actively motivating the new trend by sending teachers on courses and bringing out world experts in the subject. It was easier to effect these changes in the smaller independent schools, he said, but the trend was gaining momentum in state schools. A project soon to be launched by the Independent Development Trust would make the new learning skills available to many Department of Education and Training schools.

*(50)*  
Henning adds that for these new processes to flourish there must be a change in the whole atmosphere at schools. "There has to be freedom from fear and anxiety, there has to be fun and laughter — and how many classrooms operate on that basis?" he asked.

# focus on education

Sowetan

12.7.1994

**L**AST YEAR the Urban Foundation identified the need to rebuild the culture of learning as an urgent challenge facing everyone involved in education in South Africa.

At that stage no work had been done in this area, nor had any systematic thought been given to the need to improve the quality of education.

The notion of rebuilding the culture of learning had already been mooted in 1991 but no progress had been made beyond sloganeering.

From research reports, case studies and Press articles, it has become clear that quality in many schools across the country has deteriorated, often to the point where no teaching or learning takes place. A number of serious problems must be addressed, including:

- Poor management, planning and administration;
- Hardly any involvement of parents;
- Endemic demotivation among teachers and pupils;
- A general disregard for the importance of "time-on-task";
- Outmoded teaching and learning strategies;
- Repetition rates which range from about 20 percent up to 50 percent in lower grades;
- Poor maintenance of buildings; and
- A considerable incidence of mismanagement of school funds and fraud.

Funding by Sanlam has assisted the Urban Foundation to establish leading positions in this area. This has been achieved through development and lobbying of policy positions, complemented by practical initiatives in all the regions where the foundation works.

The foundation hosted a series of regional workshops in the OFS, Natal, the Eastern Cape and the Western Cape to mobilise support for local projects to rebuild the culture of learning. These were attended by about 150 key people from a wide range of constituencies, including education departments, teachers' organisations, student organisations, research and development agencies, political parties and individual parents, teachers and pupils.

The following theoretical papers and policy documents have been produced:

- A theoretical paper on strategies to improve the quality of education, which was presented at workshops;
- A summary of the above document, which was submitted to the implementation task team of the ANC's education department;
- An outline of a national programme to improve the quality of schooling, which was submitted to ANC's education department;
- A submission to the ANC's Reconstruction and Development Programme working group on the funding of general education;
- A paper on indicators of quality in education, to be presented at an international evaluation conference in July 1994.

The conceptual framework derived from the foundation's initial research has been well re-

An ambitious project, sponsored by Sanlam and conducted by the Urban Foundation, is delving into the heart of the education problem. **Peter Buckland** and **Susan Meyer** of the Urban Foundation report on the project:

(50)



It's time that everyone gave hands up to education.

ceived by researchers and other staff-members of non-governmental organisations and international development agencies (such as the World Bank) working in this area. Foundation staff have interacted with about 60 local and international researchers and development workers at informal meetings as well as workshops hosted by other development agencies.

## Impact of the project

The impact of the project can be seen in the development of initiatives such as the following:

- Working groups have begun to address the challenge of rebuilding the culture of learning in the National Education and Training Forum, as well as regional education training forums in the Orange Free State, Eastern Cape and Western Cape;
- An audit of existing educational facilities and resources and projected needs is being conducted in the Orange Free State;
- A parents' centre is being established in the Eastern Cape;
- School leadership training programmes are being held in the Eastern and Western Cape; and
- A capacity-building programme for school boards is being developed in the Western Cape

under the auspices of the Black Principals' Forum. Sanlam's contribution has enabled the Urban Foundation to develop a clear conceptual framework, which is an invaluable basis for practical interventions. In itself, this is not a tangible outcome. However, it has already had considerable practical impact:

The foundation has spent the past year on research and development of a coherent quality improvement model. We now need support to build on this work and:

- Promote and build a partnership between the state, the private sector and NGO's to support a national quality improvement programme.
- Initiate and consolidate partnerships between provincial education departments, local businesses and NGOs to steer local-level quality improvement projects.
- Launch school-based quality improvement projects in several regions, building on the notion of whole-school development.
- Provide ongoing support for school leadership training initiatives.
- Continue to promote parental involvement in education and develop parental education programmes.
- Ensure the availability of data and information to support quality improvement projects.

## Language row

BLOEMFONTEIN. —

The Federasie van Afrikaanse Kultuurverenigings will no longer tolerate Afrikaans being scaled down by the electronic media in favour of English, it was decided yesterday.

Drastic steps against the SABC will be considered if it stressed English as the national language. — Sapa

AT 15/12/94

## Restructuring of education 'on track'

Education Reporter

50 APR 15, 1994

THE restructuring of education was on course in spite of the ill-health of Education Minister Sibusiso Bengu, spokesman Lincoln Mali said.

Acting-Education Minister Steve Tshwete and John Samuel's Interim Strategic Management Team were overseeing the reconstruction process.

Administrations of the various departments were ensuring that the system ran smoothly, he said.

Dr Samuel's team was concerned with ensuring the continuity of education throughout the system, planning the transition of the education departments and determining reconstruction and development.

While singling out the Western Cape as an exception, Mr Mali said regions had reported progress on education reconstruction.

Regions were assessing their needs and planning for next year, Mr Mali said in a statement.

Dr Samuel's team would meet the rectors and vice-chancellors of universities and technikons in the former TBVC states to discuss problems these institutions were experiencing.

The establishment of a commission on higher education would be discussed by the cabinet, Mr Mali said.

# 'Urgent need' for leadership in education

THE National Education and Training Forum said last week it was concerned about the present vacuum in education leadership and the uncertainty about government's plans for the sector.

Chairman Franklin Sonn, who is also rector of the Peninsula Technikon, said the forum would meet this week to discuss ways in which it could assist in the reconstruction process.

There was an urgent need for leadership in education, he said, and that

**KATHRYN STRACHAN**

could come from intervention by President Nelson Mandela or by putting the forum to work.

People held high expectations for change in education, but a range of factors had impeded the transformation process, he said.

National Education Conference representative Ahmed Essop said while the forum was sensitive to Education Minister Sibusiso Bengu's illness, there were other more impor-

tant factors which had left people in the education sector without any guidance.

Major delays in creating new departments and the practical problems involved in making senior appointments, as well as the hold-ups in the legislation necessary to set up provincial departments, had all played their part.

Provincial education ministers at present did not have the authority to take decisions and provide direction, he said.

# World-class status a long way off

Star 19/7/94

BY JOHN SPIRA

Only 25 percent of SA organisations see literacy training as part of adult basic education and essential for achieving world-class status.

This is the alarming conclusion to emerge from a survey conducted among 32 major organisations by SPA Consultants.

SPA's Camilla Watson notes that while organisations have concentrated their investments and effort on improving productivity and quality, very little money and effort has gone towards developing human resources.

The reality: "Without developing the educational and skills levels of the workforce there can be no hope of achieving world-class status."

She cites statistics gathered by the National Training Forum (see table) and points out that:

■ Some 30 percent of the workforce is functionally illiterate (Standard 3 or below).

■ Organisations spend on average 0.5 to 1 percent of their wage bill on education and training. In Europe and the US the figure is 4 to 6 percent and

in Japan 10 percent.

■ The level of education in mathematics and science is inadequate for a modern economy.

■ There is a shortage of teachers to meet educational requirements.

■ Most of the population does not come from a learning culture and lives in conditions not conducive to study.

■ There is an over-emphasis on academic qualification, with insufficient focus on

skills/technical training.

The survey says organisations addressing adult basic education as a holistic part of becoming world class are achieving the desired results. Those addressing literacy as a one-off programme are lagging far behind.

Watson says: "Focusing on quality, customer service and competitive technology is only half the equation; the other half rests with an educated, empowered and ennobled workforce."

Economic Sector	'000 People		
	Total Workforce	Estimated Illiterates	Illiteracy %
Agriculture .....	1 000	850	85%
Mining .....	679	422	62%
Manufacturing .....	1 430	343	24%
Electricity .....	88	20	23%
Construction .....	460	135	29%
Trade .....	1 218	240	20%
Transport			
Communications .....	437	173	40%
Financial/Business Services .....	444	33	7%
Community/Government .....	2 340	379	16%

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# Education forum set to change its focus

Star 19/7/94

■ BY JUSTICE MALALA

The National Education and Training Forum (NETF), formed last year by various organisations including Government and business representatives to resolve crises in education, is set to continue life with a change in focus.

A task team of the NETF set up to look into the body's future role announced last week that it would recommend to its executive that it continued to exist subject to a much stronger focus on enabling public participation in policy formulation

by the Government of National Unity.

The NETF said its new role should, however, not detract from the Government's obligation to govern. The executive committee of the NETF will meet on Friday to decide on the team's recommendation, which is expected to be agreed upon.

The decision to review its future role follows a debate about the facilitating role of the organisation in the new dispensation and the fact that the body has been almost non-existent since the election.

# Trust planning R60m project for schools

Biday 2017/194  
KATHRYN STRACHAN

THE Independent Development Trust is planning a R60m project with a range of non-governmental organisations to upgrade SA's 1 000 poorest black schools.

The trust hopes the "1 000 schools project" will serve as a model of what can be achieved in improving the quality of education and that the project will be extended to cover many more schools. (2017) (50)

Trust education project manager Glenmifer Gillespie said non-governmental organisations would form consortiums according to their regions and offer the 1 000 selected schools educational assistance packages.

These would include upgrading learning in maths, science and English, as well as teaching new methods of developing cognitive skills.

Management training for principals and governing bodies would also be offered.

About 20 non-governmental organisations across the country, including READ, the Science Education Project, the Centre for Cognitive Development and the Independent Teachers' Enrichment Centre were involved in the project.

The organisations were currently selecting according to need and region the schools which would take part in the project.

A vital criteria for selection would be the existence of accountable governing bodies — a factor which ensured the school's accountability to the community.

Control would lie with the schools, which would decide exactly which "package" of services they needed.

The project would be under way in classrooms by January, said Gillespie.

The trust hoped that after six months other agencies would be drawn into funding the project. This would enable it to be extended to other schools.

## SA's election role on agenda

**NEWS FEATURE** *Ineffective school management and pupil demotivation a priority*

# Basis laid to improve learning

■ **PRIVATE SECTOR** *Regrowth of learning culture rooted 15 years ago:*

**Beth Roberts,**  
Training manager of READ

**T**HE NEED to rebuild the culture of learning in South Africa is a matter of serious concern and a number of non-government organisations have identified it as a priority in their activities.

The Urban Foundation is one such organisation that is presently addressing the issue.

For the 1 928 READ schools and more than 33 000 teachers trained by READ, the need to upgrade the education of South African children and the training of South African teachers was identified in 1979.

Programmes for improving the quality of instruction, teaching materials and classroom management strategies have been successfully developed and implemented since then using funds from the private sector.

In the light of the steadfast work READ and other educational NGOs have done in the way of in-service teacher training, book provision, materials development and monitoring visits to the classrooms during the violence-torn past fifteen years, the comment that "no work has been done in these areas, nor has any systematic thought been given to the need to improve the quality of education" comes as a considerable surprise.

### Visits to the classrooms

Sustaining what there was of the culture of learning and helping to rehabilitate those sectors where it had broken down has always been central to READ's mission.

We are in full agreement with the Urban Foundation with regard to the problems that need addressing, such as poor management and planning, minimal parental involvement, demotivation of both teachers and pupils and outmoded teaching strategies. However, a lot of initial groundwork has been done in these areas to date which should at least be acknowledged.

READ has responded to the need for improvement in school management, planning and administration by running numerous training courses for school principals in the fifteen years since its inception. More recently, we have run highly successful courses for leader-principals and are now developing educational management courses with school principals and a leading educational institute.

Regarding the lack of parental involvement in children's education, READ has done work in that direction as well. In 1991 and 1992 READ engaged a British consultant who spent much time with teachers and parents in Soweto schools and developed a dossier of information pamphlets and guidelines currently being incorporated into a much larger parental programme this year.

The "endemic demotivation among teachers and pupils" is perhaps the most serious plague of South African education. Since motivation is directly linked to reward, the only way to increase motivation for both teaching and learning is to make the educational process a rewarding experience for everyone involved.

READ has developed successful motivation-building strategies for both pupils and teachers, ranging from events such as the Festival of Books, Readathon, and public speaking and debating to course certification and materials development awards for teachers.

### Motivation is enhanced

Both teachers' and pupils' motivation is enhanced by the participatory process of our materials development. Both teachers and pupils are consulted and acknowledged at every stage of the process.

Changes are also taking place in the area of educational philosophy and teaching methodology. Outmoded, rote-learning based teaching methods are being gradually and successfully replaced by learner-centred, task and purpose-driven approaches.

Overseas and local consultants in the field of education, language and linguistics lend their expertise and provide ongoing support for these projects. The changes may not have been sweeping yet, but they are sure and steady.

For all of us working on the ground to rebuild the moral backbone of South African education and to flesh it with our with solid, academically and socially sound instruction, any new force coming into the field is a welcome partner.

However, care must be taken that, in the new South Africa, vitally important educational initiatives born out of desperate social and human needs in the old South Africa, are not overlooked or ignored.

READ applauds the Urban Foundation's ambitious goal of consolidating the efforts of the state, the private sector and the NGOs to support a national quality improvement programme.



There is a considerable need to rebuild the culture of learning in South Africa.



# Ministry of paralysis?

Restructuring a new education department (53) has not yet begun, and the 'old guard' is still firmly in place, reports

**Philippa Garson**

**T**HERE is growing alarm at the slow pace of change in the Ministry of Education, which is paralysed by a power vacuum and still in the grip of "old guard" apartheid era bureaucrats.

While educationists acknowledge it is early days yet, they are nevertheless concerned that the slow movement in a sector where expectations are exceedingly high could backfire on the new government.

The proposed Commission on Higher Education — due to make urgent recommendations on the funding problems in universities — is still not up and running. And this despite a looming crisis in the tertiary sector, with the impending exclusion of more students who hope to return to the historically black universities next week without having paid their fees.

Restructuring of a new education department has not begun in any visible way and the old departments and lines of command are still in place, educationists complained this week.

Minister Sibusiso Bengu's absence due to illness and the lack of a director-general have compounded the problem; and neither acting education minister Steve Tshwete nor deputy minister Renier Schoeman are "education people".

Bengu is expected to return to work next month, but many fear he has neither the resilience nor the political authority to manage such a key portfolio.

Restructuring the education departments into one department with satellite regions is one of the most difficult transitional tasks ahead. Coupled with this is a highly charged, politicised constituency.

Says one source: "We need a minister with political authority to deal with the volatile teacher and student sectors. Bengu doesn't have the political credentials"

While Bengu has a strategic management team — comprising five ANC educationists and four drawn from the existing government departments — its work is hampered by the fact that his key advisors from the ANC are working as consultants and not full-time employees.



Waiting ... Countless youngsters around the country are still waiting for the new education ministry to get its act together PHOTO: RUTH MOTAU

Nico Cloete, the outgoing general-secretary of the Union of Democratic University Staff Associations, blames the Public Service Commission for thwarting the official appointment of a new director-general and staff to drive the process.

While other ministers have ridden roughshod over protocol and appointed who they wanted, Bengu is "playing it too much by the book", says one source.

Without a director-general there are no new lines of command and, according to an education official, "the old bureaucrats are running rings around everyone else". Ralph du Preez, former deputy director-general of the old Department of Education and Training, is acting director-general until a new appointment is made.

According to Lincoln Mali, a spokesman for Bengu, the applicants must appear before a panel before the Public Service Commission appoints a new director-general. Although it was expected that ANC education head John Samuel would get the job, he was overlooked

and has now all but left the ministry.

Though Mali does not confirm this, academic and former Turloop rector Chabane Manganyi is likely to step into the position. There is, however, little enthusiasm about his management skills and, like Bengu, Manganyi has remained outside the policy debates and confrontational politics of the past.

Despite plans discussed with the minister for the swift intervention in the funding crisis affecting students "we've seen nothing yet", says Desmond Thompson of the National Education Co-ordinating Committee.

In the absence of the appointment of a commission on higher education and with continuing silence on statements of intent, "you can expect our constituency to become restless", he warns.

South African Students Congress secretary-general Mahlengi Bhengu says the looming crisis in universities means there is an urgent need for a funding conference. Nothing can be done unless government plays a central role.

# W Cape education think-tank appointed

ARU 22/7/94

SO

JOHN VILJOEN  
Education Reporter

IN a significant move toward education reconstruction, Western Cape minister, Martha Olckers, has announced that a strategic management team is to help set up a new regional education department.

The four-strong team is expected to serve a six-month term from August 1.

Mrs Olckers said today she had invited Provincial Education and Training Forum chairman Ben Tengimfene, former South African Democratic Teachers' Union Western Cape head Vivienne Carelse, former Cape Education Department director Schalk Walters, and Cape Teachers' Professional Association vice-president Emily Solomon to serve on the team.

The four would be helped by senior personnel from the Western Cape's four education departments.

Mrs Olckers said the process would become more inclusive later this year.

"I am aware of the fact that this team does not represent all educational interests in the province," Mrs Olckers said in a statement.

It is unfortunately not possible to include representatives of all stakeholders in a small management team.

"In the further planning, certain task groups will be established which will be more representative of the various role players."

The management team's brief was to formulate the new department's mission and aims.

It would also have the task of establishing an organisational structure, providing input for policy formulation and facilitating the restructuring, integration and rationalisation necessary to establish an effective new department.

Provincial Education and Training Forum secretary Sihle Moon cautiously welcomed Mrs Olckers's announcement.

The forum, a broadly representative body with more than 90 member organisations, would insist on playing an active role in the management team's work, he said.

# Hoteliers warned not to sideline the Taal

**MICHAEL MORRIS**  
Political Correspondent

WESTERN Cape Premier HERNUS KRIEL has stepped into the row over reports that the status of Afrikaans is to be downgraded by the SABC.

Addressing a Fedhasa conference in Swellendam, he warned that if Afrikaans were sidelined in the hotel industry, domestic tourism would suffer.

"To try to do something in your industry similar to what the SABC is trying to do in respect of Afrikaans will definitely have an effect on domestic tourism," he said.

"Apart from this, I believe such a move will be irresponsible and a slap in the face of Afrikaans-speaking people."

Mr Kriel added: "You will realise what a sensitive issue this is if you take into consideration that 60 percent or more people in the Western Cape speak Afrikaans."

His remarks followed a storm of protest from the National Party and other right-wing parties at reports that Afrikaans is to be downgraded on television.

However, the SABC said a final decision had not yet been taken.

SABC chief executive WYNAND HARMSE said a sub-committee of the corporation board was still working on draft policies — including one on language — and its report was expected to be submitted to the board only later this week.

Details had not yet been discussed by the board.

Reacting to reports that the SABC planned to turn TV1 into a 24-hour English language channel and relegate Afrikaans to the CCV channel with the other

nine official languages, Mr Harmse said: "The public can, however, expect the SABC to come forward with a plan which is equitable to all languages."

The National Party said it was apparent that the SABC had come under pressure from African National Congress members in its ranks and had decided to ignore the stipulations in the constitution on language rights.

"The National Party believes that all (South Africa's) languages should be accommodated in a significant way," it said in a statement.

The "alienation" of Afrikaans would be a dangerous move and would threaten national reconciliation.

Freedom Front leader CONSTAND VILJOEN described the move as the first of many assaults on Afrikaans, adding that it merely strengthened Afrikaners' claim for a volkstaat.

Front spokesman PIETER GROENEWALD said any move to exclude Afrikaans from TV1 would not only be a slight to Afrikaans but a slight to the interim constitution.

The Afrikaner Weerstandsbeweging (AWB) said it would discuss how to respond to the SABC's proposals at a mass meeting at the Pretoria City Hall next Monday.

The AWB said in a statement it had also asked its labour allies, the Mineworkers' Union and the Steel and Iron Workers' Union, to discuss the matter.

Boerestaat Party leader ROBERT VAN TONDER said the proposal would force leftist Afrikaners to join the right wing.

Independent Broadcasting Authority co-chairman PETER DE KLERK said the organisation still had to look at issues such as local content (including language policy) and cross-media ownership before it could make recommendations and regulations on these issues.

He said: "The IBA will probably not be able to do anything meaningful on this issue before early next year."



**BUDDING WRITER . . .** Lionel Arrison (middle), with a copy of his book which will be used to teach children to read, with his mother, Mrs Jenny Arrison (right), and Mrs Ulla Schreuder of Juta Educational Publishers.

Picture: COLIN JOOSTE

## Author, 9, to help <sup>50</sup> Sub A's CT. 27/7/94 Staff Reporter

A NINE-YEAR-OLD Franschoek boy in a remedial class at his school has written a book which will be used to teach Sub A pupils to read.

Die Wiel (The Wheel), by Lionel Arrison, is the story of a wheel which Lionel picks up.

It is passed from one family member to the next until his uncle uses the wheel to make a car. The car is then passed down the line again until Lionel gets it.

Groenvlei Primary principal Mrs I King said Lionel is "very shy" and did not want to be interviewed. Lionel, who has a speech impediment, likes to write about things that happen to him.

The book, illustrated by Peter Clarke, is on view at the Bellville Library.

# Appeal on African education inequality

□ Big disparity seen between urban, rural areas

**JOHN VILJOEN**  
Education Reporter

**INEQUALITIES** between African rural and urban education are more alarming than those between urban Africans and whites, says a South African Institute of Race Relations report released today.

The report points to hidden regional inequalities inside African segments of South Africa's education system.

The debate on how to achieve "equal education" for all should no longer be conducted exclusively in racial terms, researchers James Moulder and Dulcie Krige said.

The debate should also not be confined to insisting on non-racial or multi-cultural schools. It should be widened to include a concern for the elimi-

nation of inequalities and disparities between urban and rural Africans.

If this did not happen, racism would be eliminated from the education system, "but an equally unacceptable and vicious parochialism will remain", the researchers said.

The report points out that in KwaZulu-Natal, 96 percent of African schoolchildren "have little or no opportunity for multi-cultural education" because of their location.

Multi-cultural schools could be established only in places where there were roughly the same number of African, coloured, Indian and white pupils and teachers.

The areas in which these two million children lived were so predominantly African as to exclude the possibility of inter-racial education.

The institute said there was a greater need for strategies which created many excellent exclusively African schools than for plans which provided a few pockets of multicultural education.

In rural KwaZulu-Natal, for every educated person there were between nine and 18 uneducated people — individuals with a standard 5 or less.

In urban areas such as Durban, Maritzburg, Ntunzuma and Umlazi, the ratio was a more hopeful one-on-one.

In the areas where 90 percent or more of the population had less than seven years of education, the most pressing need was for primary schooling of a high level, the report said.

The researchers said the same analysis should be extended to the rest of the country.

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ARG 28/7/94



## Education departments set 'take-off'

PRETORIA. — January 1 next year has been set as the date by which the new provincial education departments must be operational, Deputy Minister of Education Renier Schoeman said. (50) AULT 28/7/94

The date was set at a meeting of the Council of Education Ministers in Pretoria this week.

Mr Schoeman said among the issues discussed were the drafting of a White Paper on education and training, the school calendar and "the process of provincialisation".

A special meeting of the council had been set for August 1 to discuss the drafting of the White Paper, which would set out the education and training policies of the government.

Mr Schoeman said it had also been resolved at the meeting to ask Minister of Education Sibusiso Bengu to enlarge the Committee of Heads of Education Departments to include all the heads of education departments.

At present membership is limited to departments with direct responsibility to parliament. — Sapa.

# Private schools rates 'anomaly'

PRIVATE schools may soon start paying rates.

The non-payment of rates by private schools was an anomaly that should be corrected, some councillors said yesterday. The government pays rates to the council for Model C government schools, though at a discount.

SO CT 29/7/94  
"Some years ago, private schools asked the (provincial) administrator for assistance in running their schools, and paying their teachers' salaries,"

councillor Ms Ruth Ortlepp said yesterday.

"That was in the dark days of apartheid. The then Nationalist government could not see its way clear to pay direct subsidies, as the schools had pupils of all races, so it instructed local authorities not to levy rates on these properties."

It was acceptable for the general taxpayer to pay, in effect, towards government schools, but not to subsidise private schools, she said.

# Education cutbacks slammed

By Edwina Booyesen

**T**HE chief executive director of the Department of Education and Culture Services (DECS), Mr Avrie Muller, has been slammed for applying procedures to

education problems that have apartheid undertones.

By reducing the teacher training programme, Mr Muller has not considered countrywide teacher shortages, says the South African Democratic Teachers' Union (Sadtu).

Muller's statement on cutbacks in education training "smacks of blatant disregard of the acute shortage of teachers country-wide", it said.

The union was reacting to Muller's suggestion that the number of candidates approved for teacher training be reduced urgently.

"Sadtu is surprised that a senior official still perceives education within the narrow confines of own affairs," the union said.

"We believe that the training and appointment of teachers should be viewed within a broad framework of a single, non-racial, education sys-

tem. It is regrettable that the former House of Representatives (HoR) still finds it convenient to make such racist and offensive suggestions in the face of national reconstruction."

Sadtu said it finds it "unacceptable" that principals and inspectors should be used to approve teacher trainee applicants.

"We view this as an attempt to disqualify thousands of aspirant teacher trainees on the basis of their critical attitude towards the ex-HoR," Sadtu said.

The union said putting the chosen career paths of potential teacher trainees "at the mercy of principals and inspectors" is a violation of "transparent and all-inclusive procedures".

Sadtu said called on the DECS to stop procedures which bear the "hallmark of previous apartheid practices".

Spokesperson Ms Kate Skinner said: "These procedures should be suspended as a matter of urgency pending meetings with the National Minister and the provincial MEC's of Education."

However, Muller said Sadtu had blown his statement out of proportion.

"As chief executive director of the department I am fully aware of the shortage of trained teachers on national level," he said. "At the moment, however, I am still accountable for this department, which still has to provide a teaching service to the community within an existing budget."

Muller said the selection procedure is to ensure that all candidates have a fair and equal chance for admission to the colleges.

"As restructuring of the education departments take place and needs are assessed on national and provincial levels, the policy with regard to selection of student teachers, admissions to colleges and the full use of training facilities will be reformulated," he said.

# Board meets to talk of TV language plans

Argus 30/7/94

~~SABC~~ (50)

**LOUIS DE VILLIERS**

Weekend Argus Correspondent

**JOHANNESBURG.** — The SABC's draft language policy will be discussed in depth at a board meeting on Wednesday.

Well-placed sources told Weekend Argus broad principles may be agreed upon at this meeting, but much work was still needed before the board's language sub-committee would be able to present a final document.

SABC chief executive officer Wynand Harmse said: "We are fighting a battle over something which has not reached a stage of any finality. There are models on the table. The one which has been reported on could, perhaps, appear to be the best to carry the SABC into the future, in the financial sense.

"But it's up to the board to say 'hang on, there are other factors, such as language, which outrule the workability of this model'. We are not at a point where the public can crucify us."

Senior SABC executives pointed out that references to Afrikaans being taken off TV1 in a new, restructured SABC television set-up had been reported out of context and were inaccurate.

The reports have all referred to TV1, CCV and NNTV, but the proposal in question merely referred to "TV channels".

In this context, the proposal suggested that the NNTV channel, which has a far smaller reach than TV1, could become a fully-fledged commercial channel using English only.

The channel with the biggest reach, on which TV1 is broadcast, was proposed as the so-called "Rainbow" channel where all the official languages could receive "equal" treatment.

The CCV channel was mooted as the ideal vehicle for a non-commercial public service broadcasting station.

In broad terms, the language sub-committee is grappling with the practical implications of the terms "equal" and "equi-

table" when applied to models for radio and television restructuring.

That the 11 official languages should be treated equally is beyond dispute in the SABC corridors.

"Equal and equitable are not the same thing," said a language sub-committee member.

"Equitable has to do with the allocation of resources. There are many more Zulu speakers, for instance, than Venda speakers.

"The size of a language should, ideally, be a determinant in the allocation of resources."

In this context, Afrikaans speakers have perhaps been alarmed unduly. After Zulu, Afrikaans is the language which most people claim as their home language.

While English is the most widely understood language, Afrikaans, in the draft language policy's current definition of "equitable" treatment, will be afforded the status, resources and airtime worthy of the second biggest language.

# 'Milnerisation bid will fan flames of language conflict'

(50) ARL 30/7/94

**MAUREEN ISAACSON**

Weekend Argus Correspondent

JOHANNESBURG. — The reported proposal by SABC chief executive, television, Quentin Green to replace Afrikaans on TV1 with English has been labelled another "Milnerisation" and the age-old battle between English and Afrikaans has taken fire.

"It has a culturally false sound," says poet and playwright Adam Small, professor of social work at the University of the Western Cape. He is talking about a suggestion that Afrikaans be pushed to CCV and NNTV while English be allowed a full and free reign on TV1.

"If you kill a nation's language, you kill its soul. I am very worried," says *Circles In The Forest* author Dalene

Matthee. "Afrikaans is the language of my soul."

"It is just awful," says *Poppie* author Elsa Joubert. "Many Afrikaans authors have used Afrikaans to fight apartheid."

"It is wrong to do this. More South Africans understand Afrikaans than English," says senior Afrikaans Stereo radio announcer, poet and literary critic Daniel Hugo.

"It makes me worry for English," says writer Abraham de Vries. "When people play games with language they play power games. The National Party played a power game with Afrikaans. That game erupted in the 1976 riots. People do not want a language shoved down their throats."

And according to poet and writer Professor Hans du Plessis, who is also director of the Afrikaanse Taal en Kultuur Vereeniging (ATKV) and head

of the Federasie vir Afrikaanse Kultuur (FAK), the issue at hand is not "Afrikaans" but with the imposition of English.

He speaks of the need to address the change of the country from bilingual to multilingual, rather than to resort to the monolingual route that has been attributed to Quentin Green. English, he says, is not the *lingua franca* of South Africa.

A share of the TV1 viewing pie, he feels, should be given by both Afrikaans and English to the other languages. "We forget that almost 60 percent of people in this country understand neither English nor Afrikaans."

Elsa Joubert, who once headed the liberal Afrikaanse Skrywers Gilde (Writer's Guild) whom she says fought apartheid with Afrikaans, insists that "Afrikaans is not apartheid".

# Major snags seen in free school

SI Times (C) Meke

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By NAZEEM HOWA

REGIONAL Education Minister Martha Olckers has questioned the viability of President Nelson Mandela's promise of nine years' free education for all children (50)

Mrs Olckers raised her concerns with national Education Minister Professor Sibusiso Bhengu during a meeting of all the education ministers earlier this week.

"Prof Bhengu, too, seemed to be hesitant on the issue," Mrs Olckers said in an interview this week.

"He indicated to me that much more research was needed before such a policy can be put in place," she said.

In fact, Prof Bhengu intimated that implementation was unlikely by the start of the next school year, she said.

According to Mrs Olckers, there were "tens of thousands" of children out on the streets who needed to be brought back into the classroom.

## Substantial

"That's going to cost millions of rands and I'm not sure that our budget can afford it," she said.

Mrs Olckers said her doubts about the feasibility of a free education policy were based on the other priorities facing the government.

"There is just so much money available and I'm not sure that the education budget will be increased sufficiently to cover the cost of free education for children," she said.

Mrs Olckers believes that a system where only disadvantaged communities are provided with free education is a more realistic option for the country.

"School fees at Model C schools total more than R85-million rand. Any attempt to provide free schooling across-the-board will need a substantial increase in the budget.

"Not only will we have to find an extra R85-million for Model C schools, but we will also lose the income from school fees at other schools," she said.

Mrs Olckers said Model C schools were provided for in the Constitution and an amendment was needed "to legislate them out of existence". That in itself, said Mrs Olckers, would lead to heated debate.

Mrs Olckers last week appointed a strategic management team (SMT) to oversee the merging of the various, formally racially-based education departments.

"We are going all out to meet the January 1 deadline for the formation of a single education department. I asked the team to provide a draft report by October so that we can look at implementation," she said.

However, Mrs Olckers said she would not be unduly upset if the restructuring was not completed by January 1.

"The issues are complex and need quite a bit of work."

## Budgets

Mrs Olckers has asked the SMT to focus on pre-primary education, physical structures, and adult basic education.

"But that does not mean the SMT will ignore other relevant issues. They have appointed sub-committees to look at issues such as curricula, terms and to help with drawing up budgets."

Mrs Olckers believes that a single curriculum for all schools will not be possible until 1997.

"Once we have common agreement with everyone about a curriculum we still need to write textbooks and that's going to take some time," she said.

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# Afrikaans on TV1 defended

CT/8/94

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Staff Reporter

SABC board member Professor Fatima Meer said yesterday Afrikaans should not be axed from TV1 and that all official languages should be used on all three SABC channels.

She denied a report yesterday that she had a power base backing her to have Afrikaans excluded from TV1 or scaled down as an official language.

She said English was understood by about 65% of the total population. About 98% of coloureds and white Afrikaners were able to understand English, she said, while only about 30% of all South Africans could understand Afrikaans.

Prof Meer wants the SABC to stop dubbing programmes into Afrikaans, saying it was not necessary, as Afrikaans viewers were proficient in English.

The controversy is based on the SABC document which proposes

## 'Dubbing should be stopped'

that Afrikaans be removed from TV1 and that it share a place with five other official languages on CCV and NNTV.

Professor A C Nkabinde, chairman of the language committee of the SABC board, said he would propose on Wednesday that the Afrikaans question be made public and openly debated.

SABC board chairman Dr Ivy Casaburri-Matsepe said the board had not yet taken a decision on Afrikaans.

A compromise plan to keep an

Afrikaans presence on TV1 as well as CCV and NNTV is likely to be submitted to the SABC board on Wednesday.

Part of the restructuring plan — details of which have not yet been finalised — provided for the transfer of Afrikaans from TV1 to CCV.

Afrikaans cultural organisations and individuals were outraged at the idea, claiming that the spirit of the constitution prevented the downgrading of the language.

SABC chief executive officer Mr Wynand Harmse told staff the proposal was only one of several being considered and he was waiting for recommendations from the corporation's language committee.

The SABC had not yet formulated a language policy.

The CP recently reacted strongly to the proposal, saying that the removal of Afrikaans from TV1 was motivated by "blind hate" of Afrikaners.



**SINGING HIS PRAISES** President Nelson Mandela is greeted by praise-singer Mr Zolani Mkiwa at the launch in Camps Bay last night of a new book series, They Fought for Freedom. Guests included widows and mothers of many of Mr Mandela's slain comrades.

Picture: JACK LE STRADE

# Education a priority

CF.  
2/18/94  
By CHRIS BATEMAN  
Political Staff  
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THE immediate restructuring of South Africa's educational system was a parliamentary priority to help fight poverty, illiteracy and homelessness, President Nelson Mandela said last night.

He was addressing a distinguished gathering, including the widows and mothers of many of his slain fellow freedom fighters at the launch of a new book series, They Fought for Freedom, in Camps Bay.

Frequently wiping away tears during his address, Mr Mandela said the book, which has succinct sketches of leaders ranging from Chris Hani, Oliver Tambo, Steve Biko, Yusuf Dadoo and Sol Plaatje to Seretse Khama and Mahondas Gandhi, rekindled many "fond and sad memories".

The book was a "reclamation of South Africa's history," and a tribute to the "giants" who had stood up for what they believed in, and made the country what it was today.

He had spent pleasant and difficult times with some of the luminaries, some of whom fell to the "assassin's fatal blows".

Praising the publishers for having the courage to conceive the project when it was "less fashionable to do so," he said the series derived its richness from capturing the "weaknesses as well as the achievements of its heroes."



# Tutu speaks out for Afrikaans

BOTH Archbishop Desmond Tutu and AWB leader Mr Eugene Terre'Blanche spoke out in defence of the Afrikaans language yesterday.

Archbishop Tutu spoke out against a proposal to drop Afrikaans from TV1, but appealed to Afrikaners not to be "hypersensitive" about their language. "We are seeking reconciliation and unity in our country, yet some Afrikaners are feeling so threatened they are talking of a 'taalstryd'," he said.

Mr Terre'Blanche said: "Is it not dangerous to dispossess people accused of planting bombs of their language?" he said.

"We will continue the struggle our forefathers started until we triumph or die."

He warned the AWB would disable the SABC to such an extent it would find it impossible "to even play a seven-single record".

● The Freedom Front would take the SABC to court, if that proved to be the only way to protect Afrikaans, a spokesman said yesterday.

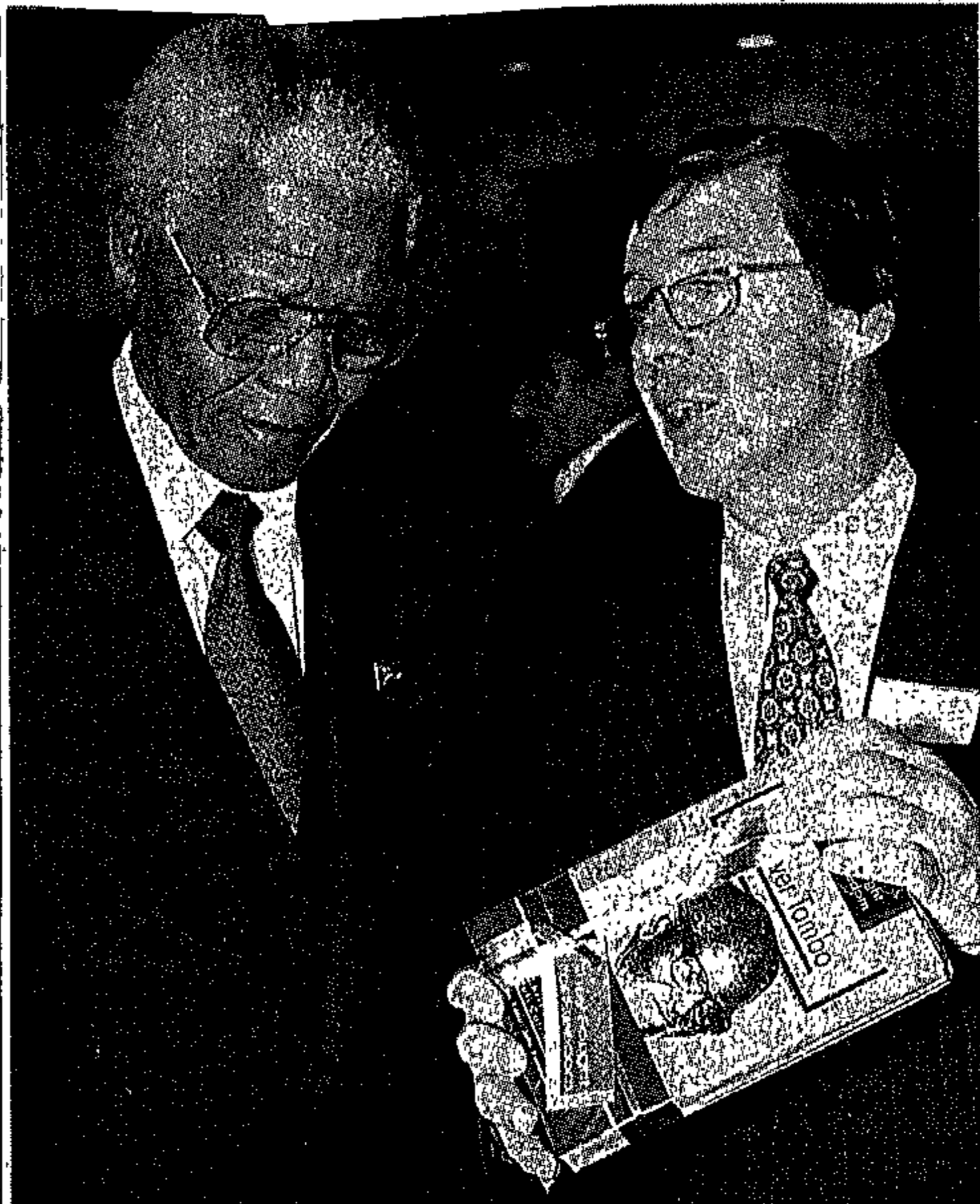
## Olckers' team faces collapse

Political Staff (50)

THE Strategic Management Team (SMT) of Western Cape Education Minister Mrs Martha Olckers faced potential collapse yesterday when the Education Alliance threatened to withdraw unless she stopped taking "unilateral" action.

The alliance called for a moratorium on rationalisation within the four former education departments until the SMT was in place. ET 2/8/94

It accused Mrs Olckers of talking about the SMT "as if it already exists".



Picture: HANNES THART, The Argus

**SPEAKING VOLUMES:** Maskew Miller Longman managing director Michael Peacock gives Nelson Mandela a first edition of a book in the series *They Fought for Freedom*.

## Mandela signals <sup>(50)</sup> education revamp

ARG 2/9/94

**MICHAEL MORRIS**  
Political Correspondent

**PRESIDENT** Mandela has signalled a major thrust to restructure the education system, tackle illiteracy and overcome deficiencies inherited from the apartheid era.

The "immediate restructuring" of education was being regarded by the government "as one of the priorities that this session of parliament should deal with", he said last night.

"We must create the environment in which teaching and learning can be efficiently conducted."

This included tackling poverty, illiteracy, homelessness and the lack of electricity.

Mr Mandela was speaking at the launch of Maskew Miller Longman's ground-breaking eight-volume series, *They Fought for Freedom*, on South and Southern African leaders who struggled for justice and freedom.

The series covers the life and work of Oliver Tambo, Chris Hani, Mohandas Gandhi, Sol Plaatje, Steve Biko, Seretse Khama, Z.K. Matthews and Yusuf Dadoo.

Mr Mandela said the books were in themselves a contribu-

tion to the effort to overcome the legacy of apartheid.

"It is at once a reclamation of South Africa's history in its true and complete form and a tribute to some of the giants who have made South Africa into what it is today."

He said the publishers had contributed to the "broader initiative to ensure that South African history is re-written to reflect the objective and total picture of our past".

"Indeed, a nation that forgets its yesterday cannot hope to build a better tomorrow."

The series was not merely one of protest or about the heroes of a "suppressed opposition".

"It is about leaders who have assumed their rightful position at the centre-stage of South African and regional politics. Leaders whose ideas form the bedrock of the policy and culture of the new democratic establishment," said Mr Mandela.

He noted that the series "derives its richness also from the fact that it captures the weaknesses of our heroes, because we would be doing an injustice to history and to their memory if we claimed they were saints without human follies".

# National parents' association formed

56 ARG 2/8/94

□ New body emerges after painstaking negotiations

**JOHN VILJOEN**  
Education Reporter

A NATIONAL parents' organisation has been founded in Cape Town in the first bid to bring together South African parents across racial and economic divides.

The National Parents and Schools Association's (Napsa) launch committee intends establishing the organisation throughout the country by the end of the month.

The association has started off with 400 Western Cape school communities as members, and has a foothold in five other regions. It aims to eventually be the largest national organisation of its kind, representing millions of parents.

"If we achieved a membership of 25 percent of all South African school communities we would be a very inclusive and powerful organisation," said launch committee member Kobus Smith.

The new body emerged from painstaking negotiations between community leaders and the traditionally-white Cape Province Parents and Schools Association.

Mr Smith and fellow launch committee member Cecil Arendse recognise that winning black parent support will be an acid test for Napsa.

"We are meeting key role-players in the black community," Mr Arendse said. "People are sensitive towards any initiative which

comes from a committee with a strong white element, so we are taking it slowly."

The new association is being discussed with black school principals, and promoted at public meetings in a bid to win broad-based support.

"We believe it to be the most significant development in the history of parent representation," Mr Smith said.

"For the bulk of South African parents this will be the first time they have a voice and access to policy-makers. We are confident of the support of black parents.

"This is the first time that parents across the spectrum of racial and socio-economic divides have got together to form a single body with the objective of serving all the parents in South Africa."

It was crucial for parents, as primary educators, to be represented in dealings with the state and with education officials.

"Parents are the first to educate their children," Mr Arendse said.

In the past, parent bodies had been consulted when new education Bills were proposed and major policy changes mooted. Parents had also been represented on advisory bodies.

But this formal participation was limited to the white schooling sector.

The new body would have to establish its credentials with the

government and would also have to ensure parents had a say in top-level dealings.

Napsa would insist on having at least as much influence as the white parent bodies in the old racially-divided system.

"We will not be marginalised", Mr Arendse said.

The organisation had no political objectives or influences.

After a "tough road" of three months of talks leading to its formation, the association has hammered out a proposed constitution, which includes a framework of national and regional structures and a set of principles on education.

The organisation aims to be as inclusive as possible and special interest groups in education will be accommodated — for example, special or private schools.

Among other accepted standpoints, the body acknowledged that "free education" did not mean that some parents would not have to pay for schooling.

"We accept that there could be compulsory school fees, on condition that these do not exclude anyone from attending any school," Mr Arendse said.

Schools or the state would have to establish bursary funds to ensure no child was discriminated against on financial grounds.

But the organisation's immediate goal is to build a strong following and members of the launch committee will criss-cross the country in the coming weeks.

# Court defence for Afrikaans

PRETORIA — The Freedom Front would take the SABC to court if that proved to be the only way to protect Afrikaans, the party said yesterday. *B/D*

Spokesman Pieter Mulder said he had obtained legal advice and it was clear the SABC would be contravening Clause 3 of the Constitution if it went ahead with scrapping Afrikaans on TV1. *218/94*

"Clause 3 explicitly states that language rights may not be curtailed."

Mulder said the SABC was a public institution which meant it had to abide by the stipulation.

In Cape Town, Archbishop Desmond Tutu on Monday spoke out against the proposal to drop Afrikaans but appealed to Afrikaners not to be "hypersensitive" about their language. *(50)*

He said: "Downgrading the status of Afrikaans would be one of the most inept actions the SABC could take."

"We are seeking reconciliation and unity in our country, yet some Afrikaners are feeling so threatened they are talking of a 'taalstryd'. To fuel their fears at this stage is totally unnecessary."

Meanwhile, in the Budget debate Andries Beyers (NP) said President Nelson Mandela should intervene and prevent a war against Afrikaans which would probably be launched from ANC ranks.

He said there could be no talk of reconciliation if Afrikaner rights were trampled.

This onslaught against the language came from several sources, especially the ANC-dominated SABC board. — Sapa.

## 'Impatient' Popcru threatens August strike

THE Police and Prisons Civil Rights Union (Popcru) yesterday said its members might strike unless its demands received prompt government attention.

The union's Witwatersrand region said that its patience with government inaction was stretched to the limit. *218/94*

"The 100-day honeymoon is over and (we) demand results." *(S)*

Popcru said its members

were demanding a strike or protest march to be held on August 15. *B/D*

The branch said it would seek support for its demands "from all workers' unions in our country".

It said its demands had been brought to the attention of the previous government, the Transitional Executive Council and the ruling political parties.

It had communicated

with the new government, but had received only promises.

"Nobody is prepared to listen to us," Popcru said. "The government of the day is unwilling to address the imbalances created by apartheid."

Grievance procedures provided in the existing Police Act were ineffective and had "failed to bring about a happy and committed policeman". — Sapa.

## SABC may face action

PRETORIA — The Freedom Front would take the SABC to court if that proved to be the only way to protect Afrikaans, the party said in a statement.

Spokesman Pieter Mulder said he had obtained legal advice and it was clear the SABC would be contravening Clause 3 of the constitution if it went ahead with the scrapping of Afrikaans on TV.

Dr. Mulder said the SABC was a public institution which meant it had to abide by the stipulation.

A court case would also be a test to find out whether the constitution can indeed offer Afrikaans any protection.

ARG 2/8/94

# Strategic education team is welcomed 50

□ But alliance worried about 'rubber stamps' (Aug 3/8/94)

Education Reporter

THE Education Alliance has welcomed Western Cape education minister Martha Olckers' appointment of a strategic management team but has raised a number of concerns.

The alliance, made up of organisations within the mass democratic movement, has two representatives — teacher unionist Vivienne Carelse and regional education forum head Ben Tengimfene — on Mrs Olckers' four-strong team which was due to start work yesterday.

The two are expected to report back by August 10 on the team's objectives and activities.

"If Mrs Olckers is just using their names and faces we will not hesitate to act," National Education Co-ordinating Committee regional secretary Sihle Moon said at a press conference.

Ms Carelse and Mr Tengimfene would be withdrawn from the team if it was deemed not to be pursuing democratic education objectives, he said.

Mr Moon and South African Democratic Teachers' Union regional head Glenn Abrahams

criticised Mrs Olckers for inviting the two onto her team without consulting their organisations.

There was a feeling among the alliance that the two might be used as "rubber stamps" for Mrs Olckers' own agenda.

Mr Moon and Mr Abrahams said the team could assist Mrs Olckers in the speedy solution of education problems. The team should also be central to education planning.

They called for the clearer definition of the tasks and powers of the team and its members.

# Minister rejects accusations

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CT 3/8/94

By CHRIS BATEMAN  
Political Staff

WESTERN CAPE Education Minister Mrs Martha Olckers has rejected accusations that she had taken "unilateral" decisions and ignored her Strategic Management Team.

The claims were made by the Education Alliance which comprises the South African Demo-

cratic Teachers Union, National Education Crisis Committee and the ANC's education department.

Mrs Olckers said since her appointment three months ago, "various" organisations had come to see her but the alliance had not taken the initiative of contacting her.

Because the alliance's press

statement did not "denote any address or person", its leaders were not known to her.

She "presumed" the alliance was represented on the Provincial Education and Training Forum, whose chairman had been invited to serve on her management team.

"There would thus be an opportunity for the alliance to provide input through the fo-

rum and task teams for the restructuring of education in the Western Cape."

The alliance on Monday requested a moratorium on all rationalisation of the four education departments until the Strategic Management Team was fully consulted. It also expressed reservations about Mrs Olckers' management style.



# Parliament accused of language discrimination

## Political Staff

PUBLIC Service and Administration Minister Dr Zola Skweyiya accused Parliament yesterday of "discrimination against black languages".

At a meeting of the Constitutional Assembly's steering committee, Dr Skweyiya complained bitterly that reports only appeared in English and Afrikaans, languages

he had been "forced by colonialisation" to use.

"I think in Xhosa," he said.

He said the constitution stated all languages were equal but reports were tabled only in Afrikaans and English, and no attempt was made to translate them into African languages.

He asked why "five days notice" was necessary if an MP wished to

speak in an African language.

Parliamentary secretary Mr Rob Douglas said when it was decided to have 11 official languages, there was no one who could decide whether expensive technical equipment should be bought.

He said the TEC had asked him not to make any appointments or decisions until a sub-committee has been appointed. However, this

did not happen.

He said all speeches were translated into both English and Afrikaans. Prior warning had to be given for speeches in other languages because permanent translators were not available.

Deputy Provincial Affairs Minister Mr Vallie Moosa suggested the installation of translation facilities be investigated. A sub-committee

was appointed to do this.

● The South African Association of Municipal Employees (SAAME) has warned the scrapping of Afrikaans from TV1 could lead to large-scale labour unrest.

In a letter to the SABC board chairwoman Dr Ivy Matsepe-Casaburri, the association asked her not to go ahead with the proposed dropping of Afrikaans.

## Water for all is govt's aim

CAPE TOWN — A Department of Water Affairs and Forestry White Paper on its five-year plan for the national water supply would be produced soon, Minister Kader Asmal said in Parliament yesterday.

Speaking in the Budget debate, he said his department was already working on a five-year strategic plan to reorientate its priorities and its spending.

The White Paper would be based on a recent policy conference attended by experts from the private and public sector.

Asmal said access to clean water was a basic human right and had to be guaranteed.

"A good third of our population have no access to safe water; and half the population have no proper sanitation."

Sanitation was also covered in the plan. — Sapa.

# Language 'discrimination' in Parliament causes anger

DAVID GREYBE

CAPE TOWN — Discrimination in Parliament against official languages other than English and Afrikaans, and access by MPs to constitution-making, dominated yesterday's meeting of the constitutional steering committee.

In the committee's first meeting of the parliamentary session, the ANC caucus also complained that not enough black people had been nominated to a proposed panel of constitutional experts. It said that "disadvantaged" universities and political parties would be targeted.

Public Service and Administration Minister Zola Skweyiya told the ANC-dominated committee he found it unacceptable that Parliament's documentation was printed only in English and Afrikaans, and that MPs had to give five days' notice to speak in any other official language.

Skweyiya, claiming the procedure

was a "hangover from colonialism", called for it to be revamped.

Parliament secretary Robin Douglas said that procedures concerning language were only interim measures and were being dealt with by the standing rules committee.

However, a senior member of his secretariat said afterwards any major overhaul of the set-up would prove "impractical and expensive".

He said he hoped that once MPs had been informed of the costs they would reconsider their demand. For example, Parliament's audio system would have to be replaced.

The official denied MPs had to give five days notice for a translator, saying "a few hours" was usually enough.

The 14-member committee, chaired by Constitutional Assembly

chairman Cyril Ramaphosa, agreed to appoint a subcommittee to look into the issue.

Committee members also agreed to submit ideas at next week's meeting on how to guarantee MPs full access to constitution-making so that the process did not become the domain of a privileged few.

Members also discussed a draft report, to be finalised next week before being submitted to the Constitutional Assembly, on the proposed structures and functioning of the constitution-making process. It provides for a 50-member constitutional committee, to be proportionally based on party representation in Parliament, to do most of the re-drafting of the interim constitution.

The Constitutional Assembly was expected to give the go-ahead on August 16 for the first meeting of the constitutional committee before the end of the month.

# Language dispute flares up

Star 3/18/94

■ BY ESTHER WAUGH  
POLITICAL CORRESPONDENT

A simmering row over language flared up yesterday with Public Service and Administration Minister Dr Zola Skweyiya accusing the new Parliament of discriminating against African languages.

He said reports were published in Afrikaans and English with no attempt being made to include any of the nine official African languages.

Skweyiya made his comments in a meeting of the Constituent Assem-

bly's steering committee.

During a discussion of possible nominees for a panel to assist the Assembly, Skweyiya said a list, submitted by the Department of Constitutional Development, did not represent South African society.

The Minister asked why five days' notice had to be given in Parliament if MPs wanted to speak in any African language. This practice disadvantaged many MPs, he said.

He added that MPs were embarrassed to ask for interpreters.

The secretary to Par-

liament, Robin Douglas, told the meeting that when a decision was taken last year that there would be 11 official languages, he had been instructed by the Transitional Executive Council not to appoint any personnel.

As an interim measure he had proposed that Parliament continue using Afrikaans and English until further instructions.

The steering committee appointed a subcommittee to report on the matter to Parliament's rules committee.

# Row over language bias

Sowetan 3/8/94

## Sowetan Correspondent

A SIMMERING row over language flared up yesterday with Public Service and Administration Minister Dr Zola Skweyiya accusing the new Parliament of discriminating against African languages.

He said reports are published in Afrikaans and English with no attempt being made to include any of the nine official African languages.

Skweyiya said he had been forced by colonialism to learn Afrikaans and English but he thought in Xhosa.

The statements were sparked off at a meeting of the steering committee of the Constituent Assembly. During a discussion of possible nominees for a panel of experts to assist the CA, Skweyiya remarked that a list, submitted by the Department of Constitutional Development, did not represent South African

society. The minister questioned why five days notice had to be given in Parliament if MPs wanted to speak in any African language. (50)

He added that MPs were embarrassed to ask for interpreters.

Skweyiya said the new Parliament had been in place for almost 100 days and there had been no change.

Secretary to Parliament Mr Robin Douglas told the meeting that when a decision was taken last year that there would be 11 official languages, the question arose whether Parliament should appoint more staff to handle translations.

He had been instructed by the Transitional Executive Council not to appoint any personnel so as an interim measure he had proposed that Parliament continue using Afrikaans and English until the new Parliament issued further instructions.

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# Cabinet appoints department heads

THE cabinet approved the appointment of three new directors-general for the departments of education, housing and sport yesterday.

Meeting for the first time after the parliamentary recess, it also approved three draft bills regulating the intelligence services and a draft White Paper on intelligence, and formally decided that South Africa should join the Southern African Development Community.

The cabinet secretariat said in a statement that the "excellent spirit of co-operation" in the government was "once again noted and commented on" in the meeting.

CT 4/8/94  
The three bills were designed to regulate, define the functions of and provide for parliamentary supervision of the intelligence services.

Another bill approved by the cabinet for submission to Parliament was the Restoration of Peace and Order Bill, which would repeal security legislation in the former TBVC territories inconsistent with the Constitution.

The cabinet approved the appointment of Professor N C Manganyi as director-general of National Education, Mr Billy Cobbet as director-general of Housing, and Mr M Tyamazhe as chief of Sport and Recreation (50) (12)

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# focus on language

Sowetan 5/8/94

**T**HERE was a widespread outcry last week after reports that Afrikaans may be dropped from TV1. But this outburst of anger conveniently overlooked many issues.

Firstly, revising the status of Afrikaans is the logical result of the recognition of 11 official languages during last year's constitutional negotiations.

Secondly, the tantrum thrown by Afrikaans-speakers also ignores the fact that TV does not even cater at all for some languages (like Venda, Shangaan and Ndebele).

So why the uproar? Dr Neville Alexander, a National Language Project trustee and director of the Project for the Study of Alternative Education in South Africa, offers some answers.

"Language is not only an instrument of exploitation and oppression, but it is also an instrument of empowerment," he says.

"So once you start downgrading the status of Afrikaans, you are changing the privileged position of Afrikaans-speaking people."

Alexander does not deny that cultural reasons are a central part of the reason why Afrikaans organisations so strongly advocate retaining it as a principal language.

"There is a very real emotional issue," he says. "Standard Afrikaans was forged in the struggle against British colonialism."

But he insists language is far more than a cultural question: "The fundamental question is that of power."

## Local languages

He says some people realise the importance of developing the status of other local languages to make it possible for them to gain access to positions of power.

That is why Azapo publicity secretary Dr Gomolemo Mokaë describes the marginalisation of African languages as the continuation of apartheid in another guise.

"Even though apartheid has been removed from the statute books, black people are still regarded as pariahs in the land of their birth," he says.

Mokaë describes the exclusion of some languages from local TV as "a slap in the face" to those who speak them. But he still feels there is space for Afrikaans in South Africa.

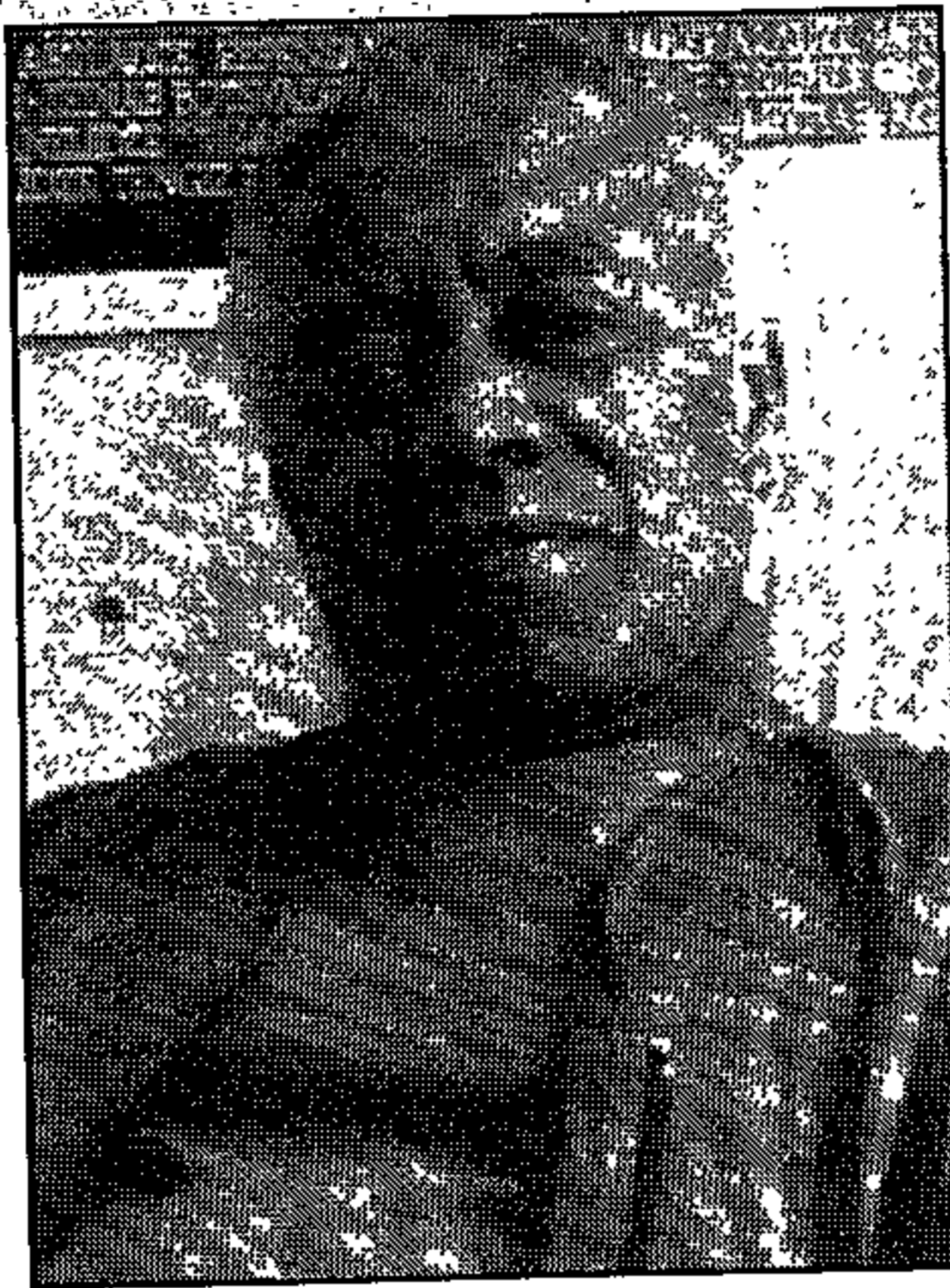
"Like any other indigenous language, it deserves development," he says. "But the problem is the arrogance of those who see it as the beginning and end of the universe."

"Language is a carrier of culture, and any tendency to look down on other languages is ethnocentrism, and is as condemnable as apartheid."

Apart from broadcasting, another key area affected by the new language policy is education.

Ms Mary Metcalfe, the PWV region's MEC for education, agrees: "In terms of school education, the constitution is quite clear: all lan-

Indications are that the status of Afrikaans will have to be reviewed in the light of the recognition of 11 official languages in South Africa. Political Reporter **Tyrone August** takes a look at the issues involved:



Dr Neville Alexander

guages enjoy equal status."

She says communities will be allowed to choose the language used in schools. But, she adds, this choice will be co-ordinated by the education department so that all children are accommodated.

Mr Paul Musker, who has been seconded from the English Language Teaching Information Centre to Metcalfe's office, says this will involve "a series of steps, not a quick process".

While he stresses that choice is a constitutional guarantee, he says feasibility will also be taken into account.

"It has to be based on what is possible and practical," says Musker. "The exercise of choice has to be constrained by actual resources and the suitability of materials."

## New language policy

These considerations apply to all areas of life affected by the new language policy. How did Namibia, also a multilingual society, respond to these challenges?

It opted for English as the single official language, but left room open for the declaration of regional languages alongside English.

But Professor Brian Harlech-Jones, chairman of the Languages Society of Namibia, has mixed feelings about this decision.

"I think it was the right decision to avoid jealousy and rivalry," he says. "But I am not

convinced we applied this policy with sufficient flexibility and breadth."

Harlech-Jones feels the constitutional provision for regional languages should be activated: "English is in very great danger of excluding people from wealth and power."

Like Alexander, he links language to the socio-economic and political terrain: "Language has a dramatic effect on who may and may not take part in decision-making bodies."

Harlech-Jones warns that language policy should not be used to serve what he describes as distant political goals: "We should ask: How can language contribute to the national welfare?"

"What are the country's substantive socio-economic goals? How can language facilitate these goals? What are the functions being served by TV and radio?"

On the basis of these considerations, he says, English cannot serve all these functions. "It needs assistance. Namibia needs a multi-language language policy."

Azapo would go along with this view. "Our language policy acknowledges that English has a more universal dimension than all other languages," says Mokaë.

"But other languages must be used depending on the locality and the predominance of the number of people speaking a particular language in that locality."

Alexander, however, feels differently. "English is clearly the language of power in South Africa and the rest of the world," he admits.

"But for the vast majority in South Africa a sound knowledge of English is virtually unattainable. It is unrealistic and a bit of an illusion."

Instead, he argues that English should be used as a universal second language and African languages developed as rapidly as possible. "That is the real road to power," he says.

But this route may be unlikely — at least in the near future. According to Section 3 of the constitution, the rights of a language cannot be reduced.

"This gives Afrikaans a huge advantage," says Alexander. "It is part of the reason for the quarrel about the possible downgrading of the status of Afrikaans on TV."

To change this will be a long and drawn-out battle. But it is a battle that must be fought.

South Africa must avoid what happened in Namibia where, to quote Harlech-Jones, language policy is used "to silence people, not to assist". "People should be encouraged to use the language in which they are free, so we can all hear each other."

# New threat to Olckers

South

By Edwina Booysen

THE regional ministry of education has been warned that if it is only using credible teacher and educational organisations to rubber-stamp its newly-created Strategic Management Team (SMT) it will have to deal with a withdrawal by these organisations.

Western Cape minister of education and cultural affairs, Mrs Martha Olckers, recently invited representatives of four leading educational organisations to help establish a new education department.

The four — which are South African Democratic Teachers' Union (Sadtu) members and include the Cape Teachers' Professional Association (CTPA), the National Education Co-ordinating Committee (NECC) and the Cape Education Department (CED) — will be assisted by senior personnel of the four old education departments.

Olckers recently met and briefed the SMT. Dr Schalk Walters (CED), heads the SMT which includes Mr Ben Tengimfene (NECC), Ms Vivian Carelse (Sadtu) and Mrs Emily Solomon (CTPA).

"I am aware that this team does not represent all educational interests in the province," Olckers said. "It is unfortunately not possible to include representatives of all stake-holders in a small management team."

But the Education Alliance, of which the NECC and Sadtu are members, said it is concerned about the way the SMT was established.

"There has been no transparency," said Mr Sihle Moon, NECC regional secretary.

"We are concerned that our members might be used as rubber stamps for Mrs Olckers' own agenda," he said. "If that is the case, we will not hesitate to withdraw our members from the team."

Moon said the alliance was also unsure about the SMT's status. "Is it to be merely an advisory body, or will it be able to influence educational development in a meaningful way?"

The SMT's brief, Olckers said, is to formulate the aims of the new department, process the existing data to establish an organisational structure, give input for new policy and facilitate the process of restructuring.

Mrs Emily Solomon said she sees her appointment to the SMT as a great challenge.

"It is important that people from the grassroots are involved in setting up the new education department," she said.

NECC executive member, Mr Ben Tengimfene, said he believes he can have meaningful input on the SMT.

"I am not sure what I will be expected to do but I would like to serve on the SMT as I feel I am needed there," he said. "I will, however be consulting with my organisation to get their views."

# Afrikaans: SABC takes legal route

(50)  
210  
ARLS/8/94

**ANDREA WEISS**  
Staff Reporter

THE SABC board announced today it was taking legal advice on the language issue to clarify how it should be treated constitutionally.

The announcement came after a row broke out over suggestions that Afrikaans would be banished from TV1.

Chairperson of the SABC board Ivy Matsepe-Casaburri said the corporation wished to take people into its confidence. A draft language policy document containing principles, policies and implementation guidelines would be made public soon and comment would be invited.

The widespread publicity on

the issue of dropping Afrikaans from TV1 "had created the false impression that Afrikaans would be specifically neglected in future SABC broadcasts".

The board had not considered this move.

Dr Matsepe-Casaburri and group chief executive Wynand Harmse conceded that there was a morale crisis at the broadcasting corporation because of uncertainty.

Mr Harmse said that once policies were in place, matters would become clearer.

In terms of language policy, the SABC board said that home language was of particular importance, especially with regard to basic programme services in official languages.

Dr Matsepe-Casaburri said the SABC wished to avoid an "ethnic language war".

She said they were not com-

mitted to one language group, but Afrikaans speakers had the same rights as Zulu or Xhosa speakers.

The board felt broadcasts should reflect the spirit of the constitution and take cognisance of the Independent Broadcasting Authority Act. It should be fair and equitable to all languages, contribute towards healing and reconstruction and foster a "common South Africaness".

The needs of language groups should be addressed by providing an acceptable broadcasting service.

Implementation guidelines, which were in the process of being finalised, would address language equitability during prime-time viewing.

In a further move, the board announced that it had approved an affirmative action policy

this week. This included the target of at least 50 percent of people employed to be black by December 31 1997, and greater representation of women.

It described affirmative action as a deliberate "systematically organised process of correcting historical imbalances".

On the morale issue, Mr Harmse said the SABC was at the forefront of change in South Africa. There was uncertainty among white employees that they would lose their jobs or be passed over for promotion.

Black employees were afraid outsiders would be brought in and they would be discriminated against for having been part of the old establishment.

He said there was also uncertainty on whether it would become a public broadcaster, which would affect commercial staff.



# Education boss promises information

JOHN VILJOEN (50)  
Education Reporter

NEWLY appointed National Director-General of Education Chabani Manganyi has promised a free flow of information on the restructuring of education. *ALG 8/8/94*

National Education Minister Sibusiso Bengu announced Professor Manganyi's appointment last week.

Professor Manganyi, 54, is a former vice-chancellor of the University of the North. His last position was that of executive director of the Joint Education Trust.

One of Professor Manganyi's

immediate priorities would be the provincialisation of the education system, Professor Bengu said.

He and his department had the task of creating nine provincial education departments, leaving the National Department of Education free to deal with matters assigned to it by the constitution.

Another priority would be guiding the preparation of a draft White Paper on Education and Training to its final phase when it will be available to interested education parties and the South African people.

Reacting to his appointment,

Professor Manganyi said the scene had been set for a new dispensation in education.

Several expert teams, including the minister's Strategic Management Group, had been working intensively at preparing the draft White Paper.

These teams were also engaged in the "mammoth task" of provincialising the education departments.

"I intend to keep the media, interest groups and the public at large informed of developments as and when reports can be issued on the progress of the various initiatives," Professor Manganyi.

# 'Bus black pupils to white areas'

50

ARLT8/a/94

## ANC spokeswoman's call

**JOHN VILJOEN**  
Education Reporter

**BUSING** township pupils away from overcrowded classes to underused white schools should be stepped up as a short-term solution, according to ANC Western Cape shadow education minister Lynne Brown.

Her call was sparked in particular by a visit to Luleka Primary in Harare Squatter camp, Khayelitsha, which has 25 classrooms, 24 teachers, and 1 800 pupils.

Ms Brown and Luleka principal Abraham Sonti said these figures emphasised the shortage of schools in the southernmost section of the sprawling township.

The school community had appointed 25 additional teachers to serve at the school, but the Department of Education and Training refused to recognise them.

These extra teachers had been employed after interviews and were properly qualified, but the DET would not pay their salaries, Mr Sonti said.

This was despite a recommendation by a DET inspector that the school should have more staff.

"Ours is the only primary school in the southern tip of Khayelitsha. We believe we are being unfairly treated," Mr Sonti said.

Ms Brown said Luleka was one of many schools in difficulty. "We are silly to think that

education in the Western Cape is not in a bad way."

During her visit to the school, teachers had told her of classes as large as 95 pupils, Ms Brown said.

She suggested increasing the practice of busing township pupils to formerly white schools which were either empty or under-used.

"That is not ideal, but it would be a good short-term plan."

She aimed to work together with Western Cape Education Minister Martha Olckers to bring relief to communities with severely crowded schools.

Ms Brown said she would also highlight the crises at schools like Luleka in Parliament in a bid to ensure that the Reconstruction and Development Programme reached these communities.

"If we are serious about the RDP, then we must invest in these areas."

DET Western Cape head Johan Brand said he agreed that the southern part of Khayelitsha needed more schools and that Luleka was understaffed and overcrowded.

"But in any institution, there is a limit to the financial resources," he said.

His office had asked DET head office three times this year for extra money to employ teachers. Eventually these additional funds had dried up.

He did not wish to comment on the busing of township pupils to white areas.

## Busing seen as solution

TOWNSHIP pupils should be bused to under-used white schools as a short-term solution for overcrowded classes, says ANC Western Cape shadow education minister Ms Lynne Brown. (50) CT 9/8/94

Ms Brown was commenting this week when she visited the Luleka Primary school in Harare squatter camp, Khayelitsha, to find 25 classrooms and 24 teachers catering for 1 800 pupils.

She said the school's situation highlighted the shortage of schools in the southern section of the sprawling township.

Ms Brown said teachers had told her of having to deal with classes with as many as 95 pupils.

Busing pupils to formerly white schools that were either empty or under-used would not be ideal, but would be a good "short-term plan".

● Busing pupils — Page 4

# '95 term dates <sup>CT</sup> <sup>1/1/94</sup> set for <sup>GO</sup> schools

**JOHANNESBURG.** — Proposed school dates for 1995 were released by the Minister of Education, Professor Sibusiso Bengu, yesterday.

Spokesman for the Education Co-ordinating Committee, Mr Ted Townsend, said the nine provinces had been divided into three groups and all state and state-aided schools within a group would start and finish on the same date.

School dates in the North-West, Western Cape, Free State and Northern Cape are: First term January 17 to March 31; second term April 19 to June 22; third term July 18 to September 22, and fourth term October 2 to December 7.

Term dates for schools in kwaZulu/Natal and the Eastern Cape are: First term January 24 to April 7; second term April 19 to June 30; third term July 25 to September 29; and fourth term October 11 to December 7.

Dates for schools in the PWV, Northern and Eastern Transvaal regions are: January 11 to March 31 for the first term; April 19 to July 7 the second term; August 1 to September 29 the third term, and October 11 to November 30, the fourth term.

## Compromise

Mr Townsend said the calendar had been drawn up after consultation with provincial ministers, national teacher organisations and existing education departments.

He said while the dates were not expected to satisfy everyone, they were believed to be the best compromise for 1995. — Sapa

## NEWS Insufficient consultation over education calendar — claim

# School dates face criticism

By Bongani Mavuso

THE proposed school dates for 1995 released by Education Minister Mr Sibusiso Bhengu this week were met with mixed feelings by some educational bodies yesterday.

The National Professional Teachers Organisation of South Africa criticised the calendar, saying it did not consider the interests of scholars, teachers, parents, commerce, industry and traffic safety.

### Direct consultation

Said Naptosa, spokesman Mr Andrew Pyper: "On an issue as important as the determination of a school calendar, it is regrettable that requests for meaningful direct consultation were not conceded to."

He said short terms — as in the case of the PWV, North and Eastern Transvaal provinces, where the last term has 37 days — were a cause for concern.

"Educationally, such a short term cannot be justified as it will not allow for the implementation of a meaningful term programme. The length of the

school year has also been shortened from the generally accepted 200 school days which is a fact that militates against the satisfactory completion of curriculums and syllabuses," Pyper said.

The South African Democratic Teachers Union said limited time had been given to stakeholders in education to make inputs and recommendations in the compilation of the calendar.

Speaking for the National Education Co-ordinating Committee which announced the calendar, Mr Ted Townsend said while the dates were not expected to satisfy everyone, they were the best compromise for 1995.

"We believe the process of finalising a calendar should not be rushed. All stakeholders should be given ample time to make recommendations because their input is important. The ministry should consult as many parties as possible in order to draw up a final calendar," Sadtu assistant general secretary Mr Mxolisi Nkosi said.

The Congress of SA Students and the National Education Co-ordinating Committee said they were not consulted to make recommendations or suggestions.

BY THE year 2020 between 14 and 17 million children will be enrolled at South African schools which will provide an ideal place for health education, according to the Medical Research Council (MRC).

The MRC recently held a workshop on health in Cape Town, making a special effort to include the youth.

People from formal and infor-

## Focus South 128-1618/94 on schools

mal health and education sectors attended the workshop which was facilitated by Dr Desmond O'Byrne, head of the World Health Organisation's Health Promotion Unit.

A task group was set up to coordinate local, national and international networks for the development of health promotions through schools. (5)

The group will lobby for health promotions through schools by engaging with the government, particularly the Health and Education and Training ministers at national and provincial levels.

**MUJAHID SAFODIEN**

15/18/94

# Wolves at school door

Star 15/18/94

50

## Economic squeeze

School staff are increasingly having to learn the diplomatic skill of debt-collecting, as parents suffer from "donor fatigue", writes MARIKA SBOROS

### TOMORROW

There's definitely nothing sacred these days. A car theft victim was stunned when her recovered BMW was stolen again while in police custody.

Staff at Model C schools are having to learn the diplomatic art of debt collecting as the economic squeeze in the country makes an increasing number of parents unable or unwilling to pay school fees.

The problem is, unlike normal debtors, these schools don't have too many options. They can sue (the fees are theoretically compulsory), but they can't expel a child because the parents won't pay up.

The only thing to do is brush up their debt-collecting skills, says Lynne Frost, head of a personnel consultancy. School financial obligations increase every year, due to shrinking subsidies, expanding numbers of pupils and inflation. All expenses, other than the bulk of teachers' salaries, have to be

funded by the school, and that means administration, maintenance, capital equipment, and salaries for additional teachers not budgeted for by the State. Nobody really knows how much is outstanding, says Frost, but input from Model C schools in Johannesburg's northern suburbs showed that collections varied from 98 to 60 percent.

Frost's company approached all Model C schools in Johannesburg to offer debt-collecting expertise. The response was "enormous", she says. The stakes are getting higher as schools get further and further into debt, says Frost of the Tower Personnel Group. Many schools are faced with the "double whammy" of falling income and rising costs.

Many schools have given up on fund-raising projects, which take up an enormous amount of academic time and produce less

and less return from parents suffering from "donor fatigue". Schools are effectively extending credit to parents, but they only theoretically have the law on their side. They usually rely on moral persuasion, which is just not working, Frost says.

"They could opt for calling for donations in lieu of school fees. These are tax deductible by arrangement with the Receiver of Revenue, but their collection is purely voluntary and not legally enforceable," she says.

The situation calls for tight credit management, which for some schools will literally become the key to survival. "School boards have to start treating their fee collecting like any other small business enterprise does," she says.

Many schools cannot afford a large, professional credit management department, and few

have the resources to start an efficient credit service. The danger is that schools could find any development funds they may have built up eroding, and the school and its pupils would pay the penalty in the form of sub-standard facilities, or below-par education.

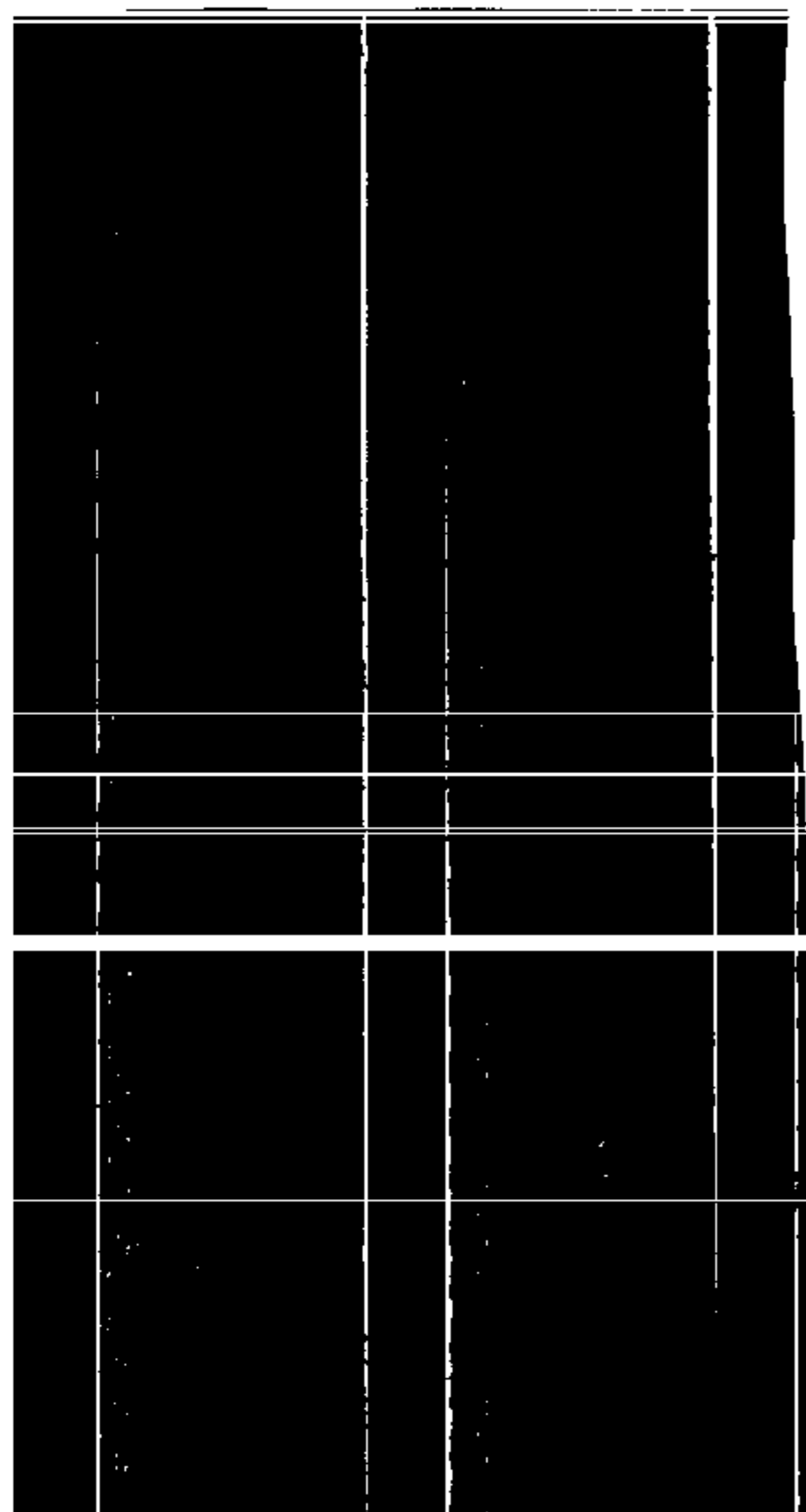
Frost has created a credit division supplying specialised temporary or permanent credit control staff, including credit managers, credit controllers and debtors reconciliation staff.

The service can be in place in 24 hours, she says, and schools have the option of bolstering their credit departments for a specific time, to tackle peak-period problems, or to meet ongoing needs.

"Debt-collecting" for these schools recognises that there is very little room to manoeuvre and that the process has to be handled delicately, Frost says.



Eager to learn... but schools need to be run like small businesses these days to maintain educational standards.



**Schools to cost R660m**

(56) ARG 16/8/94  
BUILDING the 84 primary and secondary schools needed in the Western Cape would cost R660 million.

Premier Hennis Kriel said this in his opening speech to the provincial parliament yesterday.

He said it was difficult to say when the four education departments in the province would be integrated.



Single system in place by end of year

# Creating order out of chaos the task for schools' chiefs

BY JUSTICE MALALA

Want an idea of what's changed in education since South Africa stopped apartheid and started democracy?

A visit to the Morris Isaacson High School in Soweto's White City might be instructive.

The school premises look like a scene straight out of a war movie: one whole block of classes roofless, broken windows, unusable toilets, wild grass all over the yard and some rooms without blackboards.

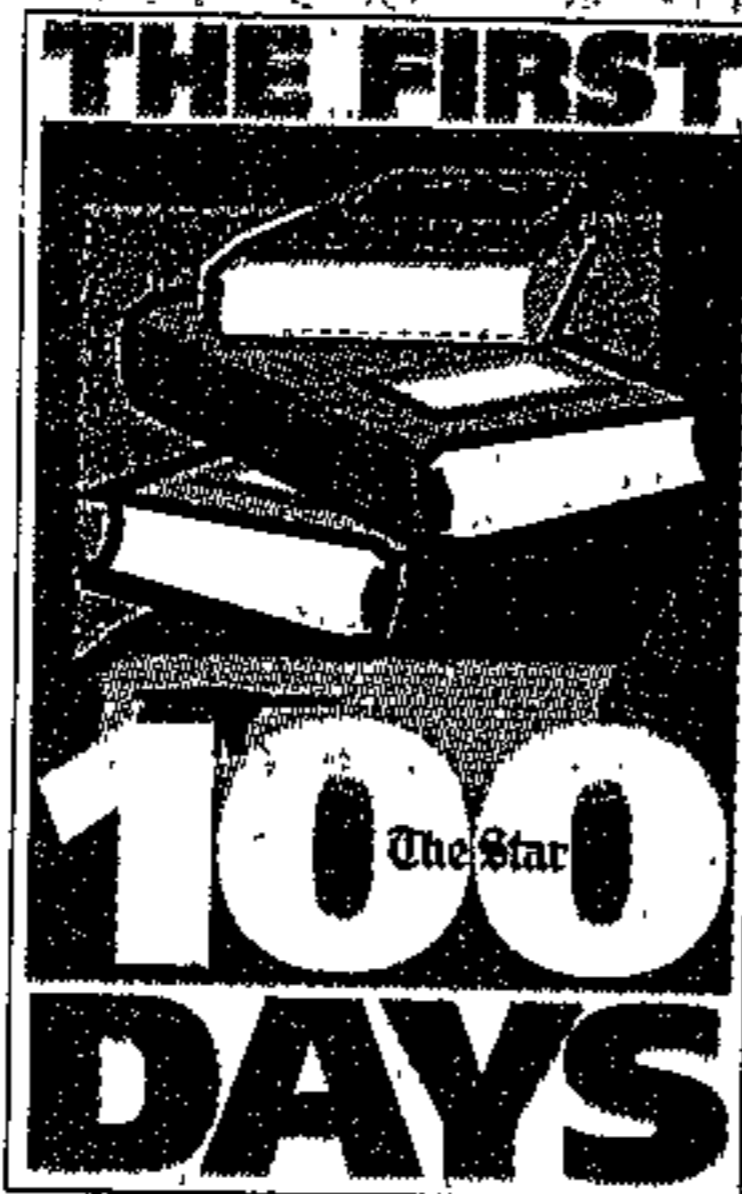
## Raped

Two months ago a female pupil was raped there. The pupils apprehended a suspect and were conducting an impromptu trial with a view to meting out instant "justice", when the girl's parents requested that the matter be handled by the police.

With its long history of resistance to apartheid — the 1976 uprisings started at Morris Isaacson — the pupils and parents at the school brought with them massive expectations into the new South Africa.

Today, 100 days after the election, nothing at the school has changed. For the pupils, schooling remains a nightmare and parents send the children there only because other schools are either full or worse.

There are many other schools in Guguletu, KwaMashu, Garankuwa — all over South Africa — where conditions are similar to those at

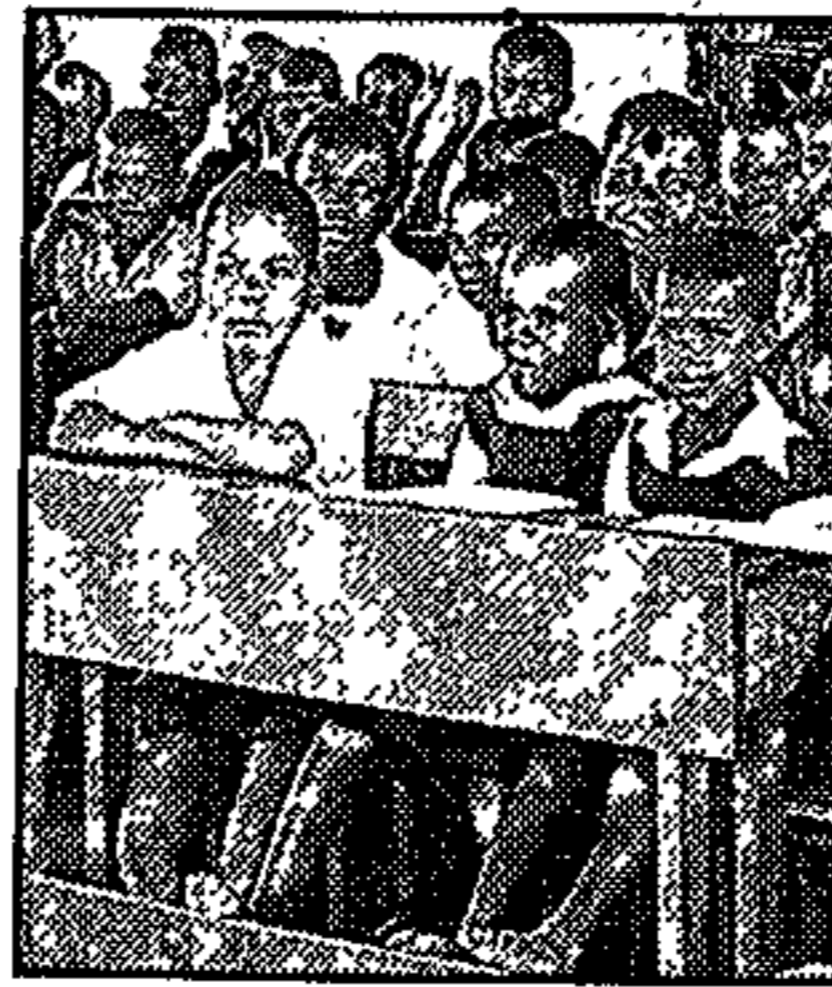


Morris Isaacson. <sup>(50)</sup> As in 1976, the school represents the educational malady of the times and the immense challenges that face the new Ministry of Education slowly emerging from the 19 racially structured departments of the past.

The restoration of a culture of learning and teaching, the issue of school governance, school funding, the standard and content of education, curriculum development, overcrowding, upgrading of facilities, new certification systems; all these are problems found at varying degrees at Morris Isaacson.

These concerns led the National Education Co-ordinating Committee (NECC) to declare last week that since his appointment, Minister of Education Sibusiso Bengu's efforts at transforming education have not been very visible.

And yet perhaps this was to be expected for, as educationist Linda Chisholm pointed out in her education re-



Not much has changed for most pupils.

view in June, the emphasis will, for most of this year, be on legislative, budgetary and bureaucratic re-organisation.

First among the Minister's moves to restructure the bureaucracy was the appointment of a strategic management team led by ANC education head John Samuel.

A Council of Education Ministers has been formed and has now agreed on the character and framework of a draft White Paper on education which will set out the policy of the Government of National Unity.

Former University of the North rector, Professor Chabani Manganyi, has been appointed director-general of the new Department of Education.

Its task will be to translate the provisions of the constitution and policies of the Government concerning education and training into a national framework.

In Parliament a powerful education caucus has been formed.

These steps are aimed at achieving a single, all-encompassing education system which Bengu aims to have in place by the end of the year.

Nothing has yet been said about how the Reconstruction and Development Programme in education will be implemented. This part of the process would address needs such as proper school buildings which the public needs to see to believe that changes are taking place.

"Free" education in the first 10 years of schooling, such a prominent plank in the ANC's election platform, remains on the backburner.

At a regional level education has been hamstrung by the minimal powers held by provincial Ministers, yet the PWV region, in particular, has recorded victories which augur well for the future.

It has launched several projects like the back-to-school campaign for East Rand Self Defence Unit members and the June catch-up programmes for schools.

## Outstanding

In other regions progress has been slow, with the South African Democratic Teachers' Union locking horns with the regional education MEC in the Western Cape while in KwaZulu/Natal the legislature's problems have badly affected progress.

Players across the spectrum are agreed that changes are needed, fast, and are also at one about what most of those changes should be.

# Pupils and teachers call for progress

STUDENTS and teachers across the country have called for some sign of progress in education restructuring — but after the first 100 days of the new government, conditions at schools remain the same.

While the Education Ministry has had many setbacks, not least the stroke of Education Minister Sibusiso Bengu and the delay in appointing a director-general, there appeared to be little response to offers of assistance from role players.

Franklin Sonn, chairman of the National Education and Training Forum (NETF) — which includes business — expressed his concern recently about the restlessness in schools. The forum's steering committee said at a news conference it had offered its wide range of expertise to the Ministry, and it was willing to step in and fill the void in Bengu's absence.

The National Education Co-ordinating Committee (NECC) added its voice to protests last week, claiming the full involvement of all stakeholders was needed in the transformation of education and training.

The organisation also offered its services in speeding up the transformation process, and expressed concern about the lack of organised formal consultation.

The organisation said its members were concerned about the apparent lack of clear progress and visible changes in education, and also were worried at the lack of direction from the new Ministry.

KATHRYN STRACHAN

"(We) cannot afford any further uncertainty and delays in moving ahead with fundamental change," the organisation said.

Meanwhile, the Ministry has appealed for patience. Spokesman Lincoln Mali said yesterday it was in the process of integrating 19 fragmented departments into a single department.

"This is a mammoth task which requires careful planning and maximum consultation, not only with the variety of stakeholders but also with the nine different provinces," he said.

One of Bengu's earliest moves was to appoint a strategic management plan led by ANC education head John Samuel, and January 1 has been set as the target date for a unified education department.

Mali added that a framework for a draft policy paper had been agreed on in the meetings between Bengu and the nine provincial ministers who were responsible for education.

A commission for higher education was also to be established.

For the rest, Mali said Bengu's budget address to Parliament early next month would coincide with the release of the Ministry's White Paper which, he said, would "give the education community an opportunity to see the work and plans of the Ministry".

BIDAN 18/8/94

50

**NEWS FEATURE** *Unknown internal workings of Ministry of Education make people restless*

# The unchanged face of DET

(50)

Sowetan Correspondent

**W**ANT an idea of what's changed in education since South Africa stopped apartheid and started democracy? A visit to the Morris Isaacson High School in Soweto's White City might be instructive.

The school premises look like a scene straight out of a war movie: One whole block of classes roofless, broken windows, unusable toilets, wild grass all over the yard and some rooms without blackboards.

Two months ago a female pupil was raped there. The pupils apprehended a suspect and were conducting an impromptu trial with a view to meting out instant "justice", when the girl's parents requested that the matter be handled by the police.

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The restoration of a culture of learning and teaching, the issue of school governance, school funding, the standard and content of education, curriculum development, overcrowding, upgrading of facilities, new certification systems — all these are problems found at varying degrees at Morris Isaacson.

These concerns led the National Education Coordinating Committee to declare last week that since his appointment, Minister of Education Sibusiso Bengu's efforts at transforming education have not been very visible.

And yet perhaps this was to be expected for, as educationist Linda Chisholm pointed out in her education review in June, the emphasis will, for most of this year, be on legislative, budgetary and bureaucratic re-organisation.

First among the minister's moves to restructure the bureaucracy was the appointment of a strategic management team led by ANC education head John Samuel.

Former University of the North rector Professor Chabani Manganyi has been appointed director-general of the new Department of Education.

Its task will be to translate the provisions of the constitution and policies of the Government concerning education and training into a national framework.

In Parliament a powerful education caucus has been formed. These steps are aimed at achieving a single, all-encompassing education system which Bengu aims to have in place by the end of the year.

At a regional level education has been hamstrung by the minimal powers held by provincial ministers, yet the PWV region, in particular, has recorded victories which augur

■ **1976 UPRISINGS** *No*

*improvement as schools*

*remain dilapidated slums:*

well for the future. It has launched several projects like the back-to-school campaign for East Rand Self-Defence Unit members and the June catch-up programmes for schools.

Players across the spectrum are agreed that changes are needed, fast, and are also at one about what most of those changes should be.

It is their deliverance that is still outstanding, despite mechanisms for this steadily being put in place.

As NECC secretary-general Sipho Cele says, it is the ministry's opacity in its activities that is making people restless, not its actions.



Overcrowding was one of the problems facing black education during the apartheid era. Has anything changed?

# PWV education forum imminent

B1 Day 19/8/94

## Minister's challenge to Model C schools

KATHRYN STRACHAN

THE PWV education ministry will launch an education and training forum tomorrow to enable stakeholders to assist in restructuring education.

PWV education minister Mary Metcalfe said yesterday her office was focusing on bringing together the four racially segregated departments of education to create a single provincial department by January 1.

She was aware the ministry was not able to respond to issues promptly, but the office of the minister — responsible for 1,7-million pupils — had only two full-time employees assisted by volunteers.

The ministry did not yet have legal authority to act, as legal powers were still vested in the national office.

Metcalfe added that the Public Service Commission and the TPA had "not been as helpful as they could have been".

The appointment of a PWV education department head within six weeks would start setting up of the department.

The single most important task before the ministry was to ensure the 1995 school year began smoothly, and that effective planning and provision was done in advance. Application forms would be available in October so pupils could be registered early. This was essential considering the high numbers expected as a result of the free and compulsory phase beginning next year.

Metcalfe said plans to rehabilitate schools could not go ahead without effective

KATHRYN STRACHAN

school governance structures. Such structures did not exist in most black schools and efforts would be focused on electing governing bodies.

In order to restore order in black schools, the ministry planned to issue an instruction which replaced DET management councils with democratically elected and representative structures.

She said many pupils in the PWV had embarked on "Operation Collection" where they went from house to house reclaiming stolen school property. The campaign was part of the drive to restore a culture of learning and teaching, she said.

□ NOMAVENDA MATHIANE reports the PWV education committee wrestled with the question of university entrance examination and the future of Model C schools. While delegates agreed they did not have the competency to legislate on examination entry, as that was a matter for central government, they said it was important to review the situation.

"We need to look at the syllabus, the curriculum and the entrance qualifications to universities because these are the very things that excluded black children from those institutions," said committee member Curtis Nkondo.

The problem of farmers chasing families from their land and destroying schools was brought to the meeting's attention.

MODEL C schools would soon have to defend themselves against accusations that they were underutilised, and would have to begin preparing for a far higher intake of pupils, PWV education minister Mary Metcalfe said yesterday.

"There is no intention to overcrowd these schools," she said. But a situation where schools were half empty could not be tolerated.

"There is no way we can defend some government schools having far lower pupil-teacher ratios than others."

It was necessary to have more equitable ratios across the province and to begin extending quality education to township schools, she said.

The onus now lay on the governing bodies of Model C schools to prove that they could respond to the educational needs of the country by filling their schools. "That's the challenge to Model C schools," she said.

A number of schools had already been innovative in response to the challenge, which was issued through a circular to all schools, she said.

Metcalfe added she was not convinced about the proposed strengths of the Model C system. While a state bursary scheme was available to parents who could not afford the fees, she said this was an unacceptable solution as everyone was already paying for education through the tax system, and the bursary scheme represented a double subsidy to white schools.

There was an inherent contradiction in the Model C system in that parents were legally compelled to send their children to school, yet at the same time a school could sue parents if they did not pay the fees.

# Minister asks for <sup>50</sup> comment on syllabus <sub>APC 23/8/94</sub>

## Education Reporter

NATIONAL Education Minister Sibusiso Bengu has invited comment and recommendations to remove "bias and factual incorrectness from syllabuses".

The initiative to invite suggestions on which to base essential short-term changes to teaching matter is a joint Education Department and National Education and Training Forum effort.

Professor Bengu, who will introduce a white paper on education and training in parliament on September 16, said today the first in a series of newspaper advertisements inviting suggestions on syllabus changes had appeared.

"I have also sent letters with the same invitation to a wide

range of organisations with a declared interest in education, as well as all heads of education departments."

The process was aimed at removing bias and factual incorrectness from syllabuses without requiring textbooks to be replaced, he said.

To ensure the project was participative and that consultation took place on every level, the department and the forum had established several public participation committees.

These committees were analysing syllabuses and co-ordinating recommendations.

Proposed changes to core syllabuses will be submitted to the Committee of Heads of Education Departments. The department heads will in turn advise Professor Bengu.

**NEWS FEATURE** *Finding ways of providing everyone with a proper education in new SA*

# Education head faces tough task

By Bongani Mavuso

**F**ORMER University of the North vice-chancellor Professor Chabani Manganyi has assumed duty as the first director-general of the Department of Education under the Government of National Unity.

In the past, the education and training system under apartheid had been characterised by fragmentation along ethnic and racial lines.

This resulted in a system in which the provision of education for each population group was handled by a separate education department.

This racially based system will have to be transformed into a nonracial and regionally based system in the "new" South Africa.

In line with the country's new dispensation, one of Manganyi's immediate priorities is the creation of nine provincial education departments responsible for the provision of education in the provinces.

Another daunting task facing Manganyi is guiding the preparation of a draft White Paper on education and training to its final phase, in which it will be made available for consideration by stakeholders in education and the public.

The paper is expected to address various educational issues which will include:

- Integration of education and training;
- Unifying and democratising the bureaucracy, governance and management of education in line with the constitutional provision;

## ■ FINAL PHASE *Draft White*

*Paper is priority of new director: (50)*

- Ten years of free and compulsory schooling;

- Enhancement of early childhood education by increased financial support; and

- Special education whose neglect will be addressed through appropriate divisions at national and provincial level.

Manganyi is aware of the challenges facing him in his new task. He said: "The scene has now been set for a new dispensation in education in South Africa and I look forward to being part of the process that lies ahead."

### Complex process

He notes that the reconstruction of education is a complex process in which participation of civil society is essential. He says the process is gradual. "The process will be guided by clear vision and goals through a participatory and consultative process involving all stakeholders and interest groups," Manganyi says.

Born in Louis Trichardt on March 13 1940 he matriculated at the Douglas Laing Smit Secondary at Elim in 1959. In 1962 Manganyi qualified for a BA degree majoring in English and psychology at Unisa.

He obtained his BA Hons in psychology at Unisa in 1964 and satisfied the requirements for his MA in psychology at the same university four years later.

In 1970 he was awarded the degree D

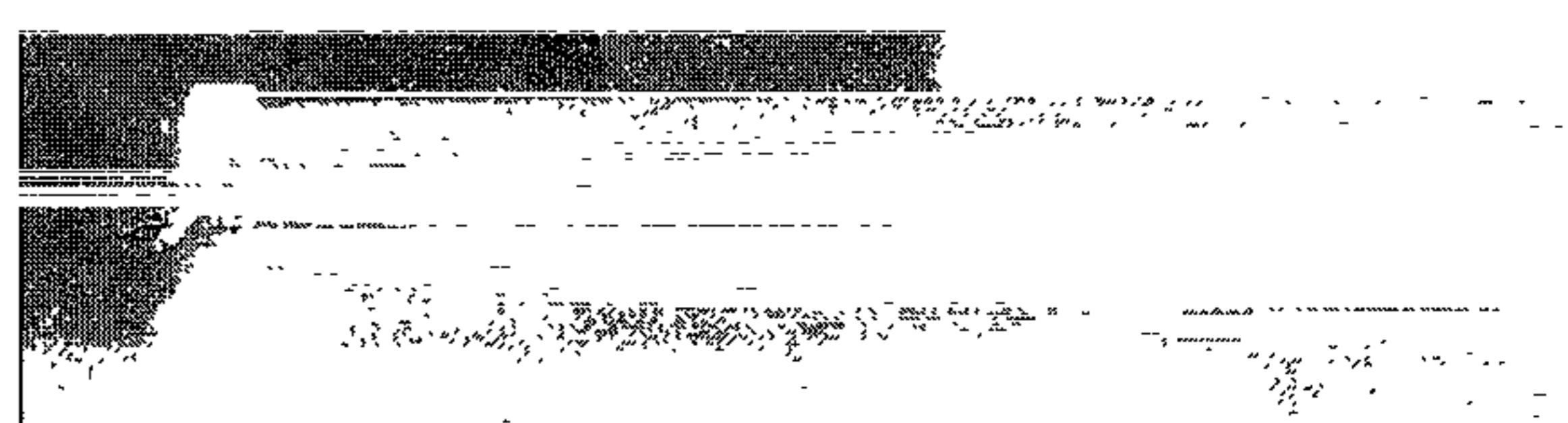
Litt et Phil in psychology at Unisa for his thesis *Body image in Paraplegia*.

After his return from Yale University in 1976, he was appointed professor and chairman in the department of psychology at the University of Transkei. He also served as dean of the faculty of arts at the same university.

During his career he has served as fellow and visiting professor at several local and international universities. He also served as external examiner for institutions such as Durban-Westville, Rhodes and the University of Cape Town. Manganyi is also a member of several psychological associations.

Commenting on his appointment, Manganyi pointed out that several expert teams — including the Strategic Management Group of the education ministry and top officials of the various education departments — have been working intensively at preparing the draft White Paper on education and training.

"They are also engaged in planning for the mammoth task of provincialising the education departments. In the immediate future, I intend to inform myself of the progress that has already been made with these and other projects," Manganyi said.



Dr Chabani Manganyi

# Solving W Cape classroom crisis is a top priority

Education Reporter

(56) ARGUS 24/8/94

WESTERN CAPE school principals have declared the search for solutions to the classroom accommodation crisis a top priority.

Nat Bongo, newly re-elected president of the Western Cape Principals Association, said pupil numbers at black schools averaged more than 1 000, 400 higher than the provincial average.

The accommodation crisis was worse than it appeared. He speculated that only half the Western Cape's black pupils of school-going age attended classes.

Principals were still working on a strategy for finding each pupil a place behind a desk.

Some formerly white or coloured schools had vacancies, but obvious financial problems would have to be overcome to transport pupils there, he said.

New education director-general Noel Manganyi chose the association's annual meeting to deliver his first public address and made it clear then that the state regarded principals as having a major role in the education system.

Our position is acknowledged by the central government as major role-players," Mr Bongo said.

His organisation had succeeded where other bodies have failed by uniting members from labour, union and professional teaching groups.

Mr Bongo, a member of the South African Democratic Teachers' Union, believed the need for principals to be united would overcome differences among staff organisations.

The Western Cape association, the only one of its kind in the country, had 400 members and was growing.

A recruitment drive was in progress to increase membership among principals in rural areas, Mr Bongo said. He expected membership to increase to about 1 000 by the end of the year.

Establishing a South African principal's body was a major objective, he said.

An Eastern Cape body would be founded next month and the national organisation should soon be in place.

South African school principals would soon forge links with colleagues on the rest of the continent and in the world, Mr Bongo said.

## ANC gets education chair

Political Staff

50

ET 24/8/74

THE ANC appointed another member from its ranks to chair a select committee yesterday — this time Natal MP Mr Blade Nzimande, to head the Education Select Committee.

Mr Nzimande, who is also a member of the SACP, was unopposed.

Former education minister Mr Piet Marais said the NP would abstain from the election but would co-operate with whoever was elected.



# Afrikaans 'in top 10% of languages'

50 WRC 25/8/94

## Exciting future, thesaurus author believes

**JOHN VILJOEN**  
Education Reporter

AFRIKAANS is in the top 10 percent of the world's languages, and has an exciting future, according to the author of the first Afrikaans thesaurus.

Stellenbosch academic Leon de Stadler has produced this reference work at a time of intense debate around the language's future status.

But Professor De Stadler believes the timing is ideal — Afrikaans needed to be marketed rather than protected and he hoped the thesaurus would contribute to this.

He has no doubt that a Afrikaans has "a wonderful future". "There are almost seven million people who have Afrikaans as their mother tongue. That places it among the top 10 percent of the world's languages in terms of strength."

A language with that many mother-tongue speakers was considered to have "a great amount of power", he said.

"I have no fear as far as the future of Afrikaans is concerned. People might suggest that it will lose some of its functions.

"Even if this is true, for example in government, there will still be millions of people who speak it."

Afrikaans had grown phenomenally over a short period to become a language of lawyers, academics, religion and the media.

The only area for concern was its use in commerce, he said.

"People need to be made aware that they can sell their goods by marketing them in Afrikaans."

Afrikaans was benefiting from being "freed from political bondage" by the events of February 1990. This process

was continuing and South Africans were learning new respect for each other's languages.

Professor De Stadler said he refuted suggestions that it had taken a long time for an Afrikaans thesaurus to be produced.

"Afrikaans is a young language — 300 years old if you really stretch it. The first English thesaurus was produced in the 1800s, so it's not late, it's early for Afrikaans actually."

The thesaurus is the result of seven years of research into the culture and vocabulary of the Afrikaans community.

The end product does not represent "standard Afrikaans", but rather the hard core of vocabulary in general use.

The thesaurus was a starting point, he emphasised. Later editions would grow to include Afrikaans varieties.



**WORDSMITH:** Stellenbosch academic Leon de Stadler with the first Afrikaans Thesaurus.  
Picture: ROY WIGLEY, The Argus.

# 1,8m children not in school

By BARRY STREEK  
Political Staff

AN ESTIMATED 1,8 million children of school-going age, between six and 18 years old, were not enrolled in school in 1994, the Minister of Education, Mr Sibusiso Bengu, said yesterday.

"It is anticipated that it will only be possible to phase in the placement of all pupils of school-

CT 26/8/94  
going age in schools over a 10-year period," Mr Bengu said in a reply to a question, which was tabled in Parliament by Mr Mike Ellis (DP).

The shortage of classrooms in South Africa for public ordinary schools was estimated at 76 600 for 1993 assuming average pupil/classroom ratios 35:1 for primary schools and 32:1 for secondary schools.

Mr Bengu added that the elimi-

nation of shortages of classrooms and teachers would form part of the Reconstruction and Development Programme of the individual provincial legislators.

Mr Ellis said the 10-year time frame for placing pupils in schools was extremely disturbing.

"This solution is inadequate and makes a mockery of the ANC's promise of 10 years' free education for all children," he said.

*Procedure will take a decade*

# 1,8-m children not enrolled in schools

Star 26/8/94

■ BY ESTHER WAUGH  
POLITICAL CORRESPONDENT

Cape Town — At least 1,8 million school-going children between six and 18 were not enrolled at school this year.

Education Minister Sibusiso Bengu predicted yesterday it would be possible to phase in the placement of all pupils of school-going age only over a 10-year period.

The placement of all school-going children depended on a number of factors — most importantly the availability of classrooms and teachers and the fostering of a culture of learning in society.

In a written reply to a question from Democratic Party MP Mike Ellis, Bengu disclosed there was a shortage of 76 600 classrooms last year.

The shortage was calculated on a pupil/classroom ratio of 35 to one for primary schools and 32 to one for secondary schools.

The shortage, however, excluded classrooms for children who were currently not enrolled at schools or those at pre-primary schools.

There was no serious shortage of teachers, he added. The unequal distribution of school-teachers and backlogs in classrooms had resulted in a large pupil/teacher ratio in many

schools, he said.

In another reply to Inkatha Freedom Party MP Farook Cassim, Bengu said a standardised length of school years for all schools was envisaged from 1995.

The proposed change from 196 to 198 school days was considered "educationally accountable" as all 18 school calendars were of the same length.

"Proposals made with regard to a new calendar could therefore represent a slight shortening of the school year for certain former departments and a slight lengthening of the school year for others," Bengu added.

# Mandela: Afrikaans is safe

(50) ET 27/8/94

PRETORIA — President Nelson Mandela last night assured Afrikaners they had "nothing to fear" over the future of their language.

In his first complete public address in Afrikaans, he told a civic banquet held in his honour here: "Revenge is not part of our plan for the future. It is not our purpose to promote English to the detriment of Afrikaans."

The President said the language debate had to be handled responsibly.

South Africa's task was to rectify the

injustices of the past but not to the detriment of any language.

Afrikaans had been suppressed in its early years.

Afrikaner history was in essence one of a struggle for freedom. In view of this history he had often wondered why Afrikaners had been oppressing their fellow South Africans through apartheid for so many years.

"Maybe it was out of fear that they themselves would one day become the oppressed once again." — Sapa

## Language tussle: SABC proposal to downgrade Afrikaans is unlikely to fly Speaking in tongues. But which one?

Drew Forrest

**E**NGLISH language chauvinists beware — if the number of English-speakers in South Africa is the yardstick, it is the language of Shakespeare, not Hendrik Verwoerd, that should be downgraded in our public life.

Official figures indicate that only eight percent of South Africans speak

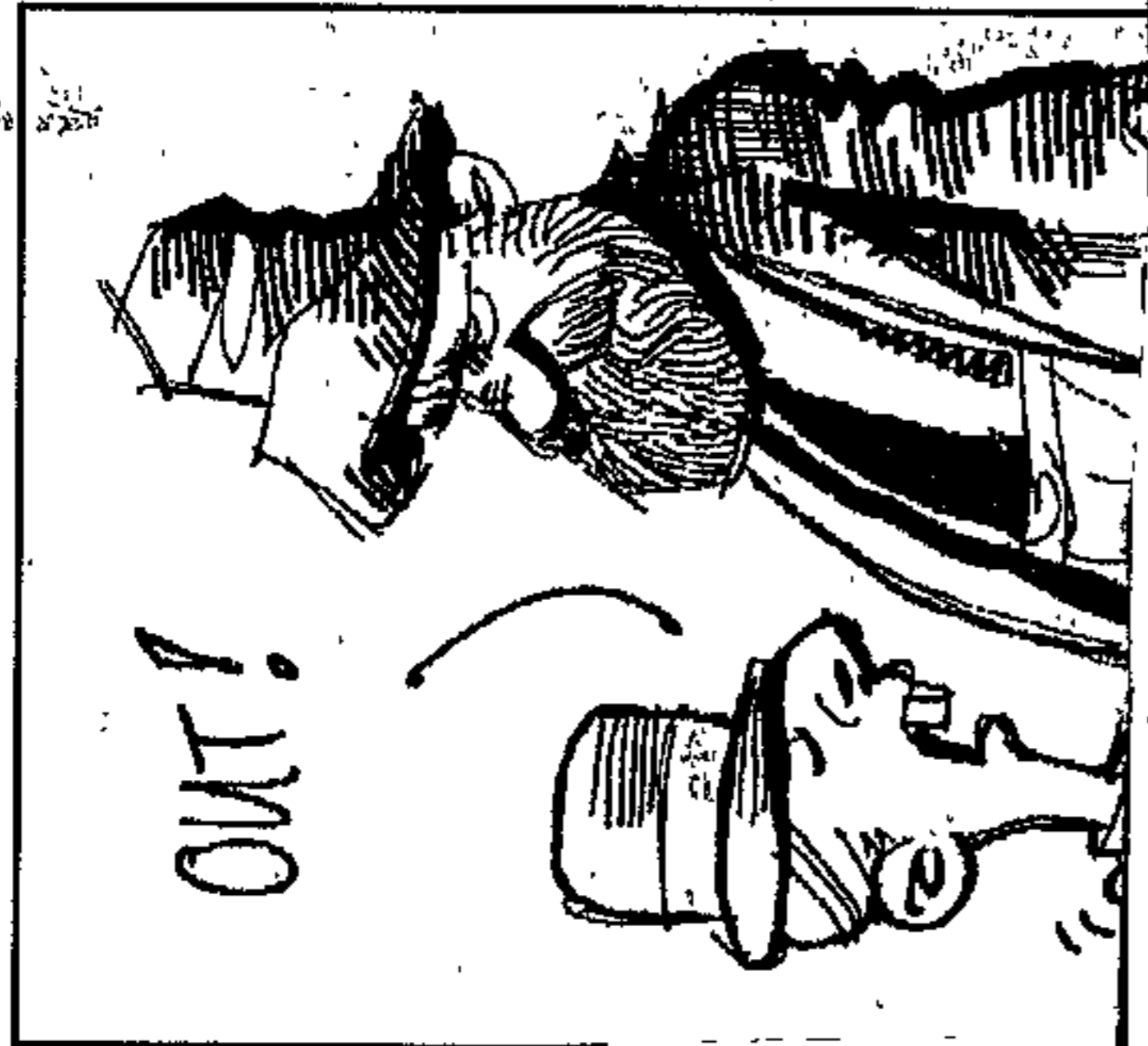
English as a first language, and 30 percent as a subsidiary language. For Afrikaans, the figures are 16 percent and 35 percent or more respectively.

What protects English-speakers — notoriously the least multilingual of South Africans — is the world dominance of the United States in commerce and popular culture.

It is commercial, not political con-

siderations which lie behind the controversial proposal by SABC television management to downgrade Afrikaans on TV, reshaping TV1 as an all-English affair and relegating Afrikaans to one of 10 language media on CCV.

Spearheaded by arch-commercialiser Quentin Green, head of SABC-TV, the proposal is premised on the fact that foreign English-lan-



guage programmes are on average four times cheaper than those made at home. Afrikaans programmes also have lower ratings.

The proposal is unlikely to fly, for the simple reason that the new SABC bosses recognise that public broadcasting is about more than turning a profit. But the controversy has turned a spotlight on the place of Afrikaans in a black-ruled South Africa.

Constitutionally, the position is clear: the interim constitution entrenches the current standing of both Afrikaans and English, calling only for South Africa's indigenous languages to be developed to the same level. There were suggestions this week that any move to downgrade Afrikaans on TV would violate language rights.

At the same time, Afrikaans acquired overweening status under successive National Party governments. The Education Ministry, for example, subsidised an Afrikaans dictionary unit to the tune of R1,2-million last year, while ignoring African languages. It retains its symbolism as the language of the security policeman, the hanging judge and the administration board official.

RAU academic Susan Booysen dismisses the outcry over the broadcasting proposal as "new South African pseudo-resistance politics, which invokes the constitution and national reconciliation to protect minority privilege". Rev Henno Cronje, chief executive of the Afrikaans cultural watchdog the FAK, disagrees: "It must be accepted that it is a major language — 16-million can use it, while one or two of the black languages have fewer than a million speakers.

"The problem is that English is so strong. To make TV1 an English-only channel would further strengthen it against all other local tongues."

For University of the Western Cape academic Hein Willemse, a member of the ANC's language commission, the role of Afrikaans in broadcasting is part of a much larger conundrum: that of ensuring democratic access in a multilingual society. Namibia had failed by entrenching English as the sole broadcasting medium in a country where only four percent of Namibians spoke it.

Breadth of access had, however, to be squared with commercial viability. "We will have to negotiate a balance between the commercial interests and language responsibilities of the public broadcaster," Willemse said.

In education, the dilemma lies in granting the universally acknowledged human right of mother-tongue education in a country with 11 official languages and others, like Gujerati and Hindi, in wide use. Arguing that Afrikaans universities will continue to have a place — although "the future

will decide their numbers" — Cronje sees Soweto '76 as an object lesson in the dangers of imposing any language as a teaching medium.

Afrikaans universities have diverged under the new pressures. RAU, for example, has broken ranks by phasing in English lectures from next year.

**A** White Paper due out shortly will clarify government policy on language in education. Likely to differ from region to region, it will have to tread a delicate line between cultural needs and the practical requirements of society. "Realistically, this is going to mean the introduction of English at a certain level with the option of the mother tongue as a second language," Willemse remarks.

In many areas, for example, the public service, affirmative action and the destruction of Afrikaner political hegemony will naturally erode the dominance of Afrikaans.

Sources say the workload of the language services unit in the Department of Arts and Culture, which translates government documents, has doubled under the new official language policy. They add that a departmental task group, due to report back at the end of August, will "inevitably" recommend a shift towards the fostering of black languages.

The ultimate aim, most Afrikaner intellectuals argue, must be to strip Afrikaans of its apartheid prominence while recognising its stature as a language, the profound sensitivities which surround it and the fact that it is not the exclusive property of right-wing whites.

"We must be careful here. Language is a powerful medium for reconciliation," said "coloured" poet Adam Small, who confessed himself "hurt" by suggestions that Afrikaans, his mother tongue, should be downgraded.

# Education showdown looms over promotions

50 ARG 30/8/94  
The Argus Correspondents



rejecting his appointment earlier this month.

PRETORIA. — A showdown is looming between organised teachers and the Department of Education and Training (DET) over accusations that the department was defying the authority of the PWV education ministry.

Teaching at all of the 55 schools in Mamelodi could grind to a halt if the dispute is not resolved.

The SA Democratic Teachers Union (Sadtu) has accused the DET of breaking an agreement with the union and the provincial ministry that there be a moratorium on all promotions.

The PWV government says it is uncomfortable with unilateral appointments and has warned that such placements made during the period of the moratorium could be reviewed.

At a meeting in Pretoria last week, the three parties pledged to uphold the moratorium until the racially based education system was restructured.

But yesterday DET officials allegedly brought a new principal to Bohlabatsatsi primary school in Mamelodi in spite of teachers and parents

The inspector introduced him to the children — but not to the teachers — as their new headmaster, sparking a sit-in by the pupils, according to union spokesman Nomalizo Malefo.

Sadtu Pretoria chairman Slo Ramokhoase said shop stewards met yesterday and would consult their members today to plan possible protest action.

A teachers' delegation, which met representatives of the DET yesterday, was given an undertaking that the appointment would be withdrawn.

However, Mr Ramokhoase said Sadtu was sceptical and believed the DET was simply trying to defuse the teachers' anger and would renege on its promise.

This issue had the potential of disrupting education, he said.

The teachers' action would depend on the response of the DET.

Ms Malefo warned that the sit-in at Bohlabatsatsi Primary would spread to the rest of Mamelodi.

It is possible that schools in Atteridgeville, Laudium and Soshanguve could come out in support of Mamelodi teachers.

## R220 000 boost for education

Staff Reporter (50)

ELEVEN educational institutions in the Western Cape yesterday benefited from donations from Sanlam insurance company totalling nearly R220 000.

The recipients were the universities of Cape Town, Western Cape, Stellenbosch and South Africa, the Peninsula and Cape technikons, the Bellville, Hewat, Bolland, Huguenot and Cape Town colleges.

The education gap must be bridged if we are to achieve economic growth," Sanlam's Mr. Desmond Smith said.

CT 31/8/94

## Illiteracy 'loses SA millions of rands'

MILLIONS of rands were being lost every year by companies which employed illiterate or semi-literate people, said Edna Freinkel, founder and trustee of the Marion Welchman Dyslexia, Literacy and Educational Upliftment Trust, recently.

Freinkel said industries

**JACQUIE GOLDING**

suffered heavy losses because of poor basic skills and added that more than 13-million South Africans were either illiterate or semi-literate. *B/D*

Freinkel, who is also the head of Readucate, a literacy centre, said the figures

considered only the black population. About a third of the white population was functionally illiterate and not accounted for.

*3/18/94*  
Five literacy centres had already been established, Freinkel said, and Readucate had trained 52 people as instructors. *(50)*



# All parties to probe <sup>(50)</sup> languages

CLIVE SAWYER  
Political Correspondent

ALL parties will be represented in an arts ministry and senate select committee probe into the use of the 11 official languages.

A motion by Kobus Jordaan (DP) aimed at damping down emotions about the future of languages and proposing a special select committee was amended to refer the issue to the arts ministry probe.

The amendment, by arts and culture select committee chairman Wally Serote, was accepted unanimously.

Proposing the motion, Mr Jordaan spiced his speech with ventures into languages other than English and Afrikaans.

"As they say in Tsonga, I nyoka-hansi — all is not well," he said.

And again in Tsonga: "Nyari yi vutisa hi va le mahlweni."

Which meant those in authority had to deal with difficult cases.

Mr Jordaan said parliament should take the lead and give guidance on the language issue, in the framework of the constitution.

"We have the obligation to bring sanity to this highly emotional debate which is being driven by people with ulterior motives, especially with regard to the status of Afrikaans."

The select committee he proposed would have had a deadline of six weeks from the day of its appointment to report.

But some members were not impressed. An ANC member said so, in two languages.

Proposing the amendment, Dr Serote said the issue of language could be emotional and cause fear, but it was the duty of parliament not be fearful or emotional.

CAPE

# ANC urges loans for any student

56 (174)

ARL 1/9/94

## Party in funding call

### Education Reporter

THE African National Congress says "not a single student" should be excluded from a tertiary institution this year for not being able to pay fees.

It urged National Education Minister Sibusiso Bengu yesterday to help to establish a national student bursary and loan scheme.

The party called for funding to ensure the survival and viability of tertiary institutions.

The new government had inherited many of the problems created by the National Party, the ANC said in a statement.

The education system was "fundamentally racist" in terms of its structure, funding and access.

The structures governing educational institutions were anti-democratic, racist and sexist. They were totally unsuitable for the challenge of transformation, the ANC said.

The party shared the concerns of students and others about these issues and was throwing its weight behind the efforts to ensure fair representation.

Democratic structures had to be set up to oversee the process of transforming all institutions.

"We call on the government and the authorities at the various institutions to ensure that not a single student is excluded this year because they cannot afford to pay their fees," said the ANC.

"We commend the government for the progress it has made in consulting the different stakeholders this past weekend.

"We urge Mr Bengu to provide a framework for funding tertiary education that will ensure access for all through loans and bursaries, and which will ensure the financial viability of the various institutions."

The party also called for an urgent review of the funding formula, and added: "We call on students to maintain the unity among themselves. We will continue to support the right to mobilise for their demands.

"We unequivocally condemn the use of violence and destruction, and the damaging of facilities and resources that will be sorely needed in the future."

## Task group for crisis in education

Political Staff

A TASK group charged with advising on crises within the tertiary education sector would meet for the first time today, Education Minister Mr Sibusiso Bengu announced.

Following recent demonstrations and disruptions at Wits University and on the Vista campuses, Mr Bengu said a task group would be established to advise the government on "flash-points and other potential crises" in the sector.

The task group, chaired by ANC NEC member Ms Cheryl Carolus and called the interim assistance group, was broadly representative and had the legitimacy and expertise to tackle the difficult task ahead, Mr Bengu said.

The group includes National Education Coordinating Committee chairman Senator George Mashamba, Mr Chris Garbers from the Committee of University Principals, human rights attorney Ms Linda Zama and student leader Mr Duncan Sebifelo.

# Model C school fees may go up

Own Correspondent

DURBAN. — Parents with children at Model C schools should brace themselves for an increase in school fees rather than "free" education, says Dr Blade Nzimande, chairman of the ANC parliamentary study group on education.

Speaking at the University of Natal yesterday, he said schools that had historically received substantial government subsidies might face further cuts.

Model C schools could not be given the option to go private because they were state assets.

"If parents want their kids to be in a private school they must pay."

His biggest concern with Model C schools was the power their governing bodies had over admissions.

Some schools were turning children away because they came from a differ-

ent area and this could not be allowed.

"The best schools are all in the traditionally white areas and should be accessible to all South Africans."

On the issue of skyrocketing university fees and the inaccessibility of tertiary education to many poor students, Dr Nzimande said the government was considering introducing a state loan system for "needy" students.

The idea was not policy yet, but if the system was introduced it could be funded with money from the Reconstruction and Development Programme and sponsorships from overseas governments and big business.

Dr Nzimande said the government also had to decide which type of tertiary education it should concentrate on.

"We are still grappling with the issue of where it is best to spend money, as technikons could be more viable than universities."

CT 2/9/94

(50)

## Little England: Mangope's grand R100-million school takes just 500 pupils



Just not cricket ... Most of the pupils at the International School of South Africa are foreign and they study a British curriculum

# Row over Bop's palatial school

WM 2-8/9/94

50

The government is still funding an elite school set up by Lucas Mangope, writes **Paul Stober**

**T**HE government is spending R12-million a year to subsidise one of Lucas Mangope's pet projects: a palatial school in Mafikeng that cost an estimated R100-million to build and caters to only 500 pupils, mostly foreign students studying a British curriculum.

These students are subsidised at a rate of R24 000 per pupil, compared to R1 001 for pupils at other schools in an area where 21 percent of youths of school-going age are not in classrooms.

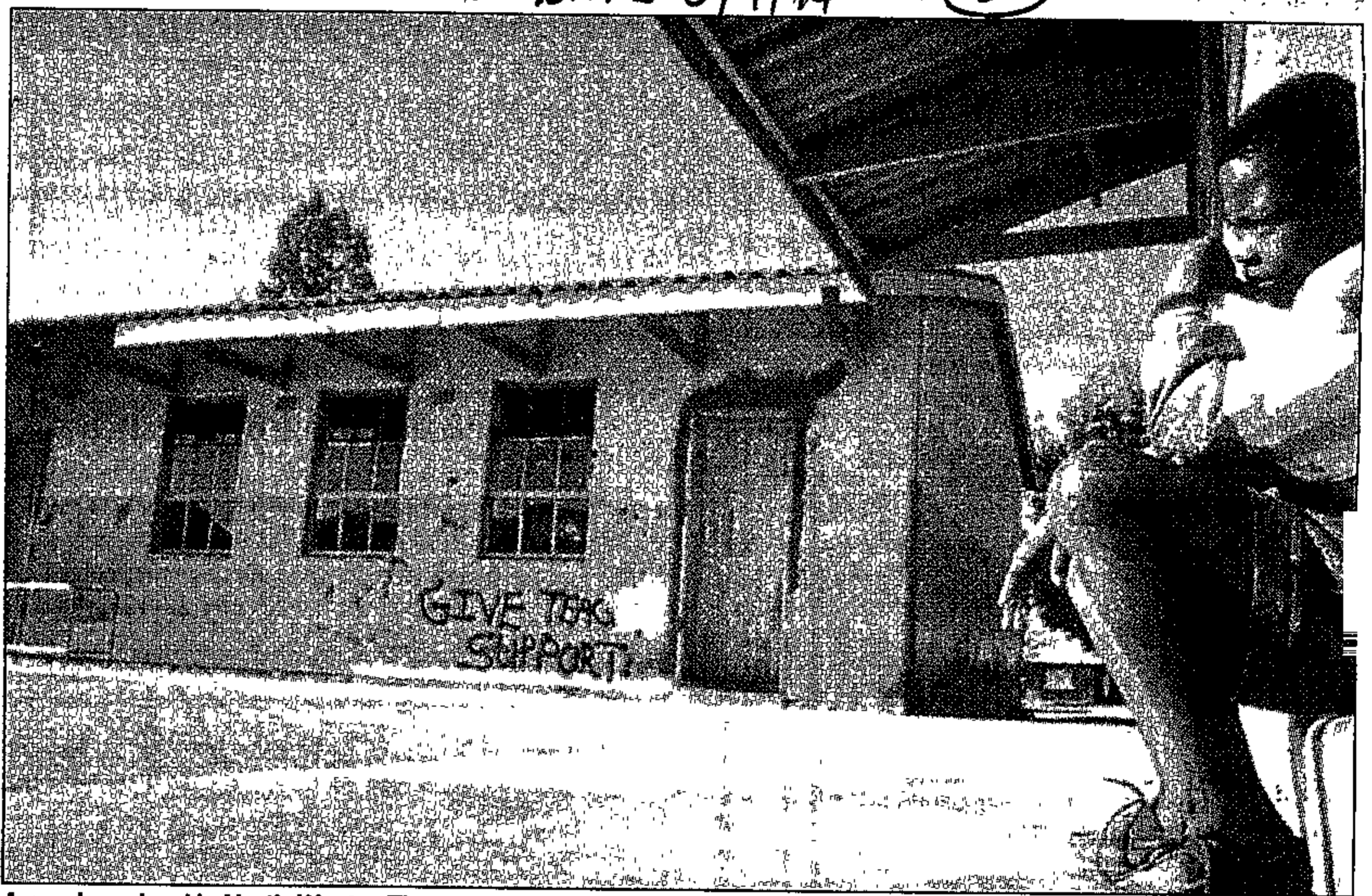
Within a few kilometres of the school's palatial building on vast grounds between Mafikeng and Mmabatho are a number of other state schools, all dilapidated, overcrowded and desperately short of teachers and resources.

Educationists in the North-West province are campaigning to get the government to redirect some of the money being spent on the school to more needy institutions. Last Saturday, the regional launch meeting of the South African Democratic Teachers Union called for the provincial government to urgently review government support for the school.

The North-West cabinet is expected to discuss the controversy soon. Unmarked pamphlets, attacking the school as a waste of taxpayers' money, are circulating in Mafikeng.

The International School of Bophuthatswana, which opened its doors in 1990, was set up by ex-president Lucas Mangope as an attempt to win international recognition. This was despite a report by the Human Sciences Research Council which said the school, built at an estimated cost of R100-million, was not necessary. Described as a "little England on the veld", the school, renamed the International School of South Africa after the fall of the Mangope government, is modelled on British public schools, runs the examinations of the Cambridge Examining Board and is staffed mostly by expatriates.

In a government document, dated July 1994, which looks at how the Reconstruction and Development Programme (RDP) will affect the North-West education department, it was pointed out that the school received R12-322 356 from the gov-



A nearby school in North-West ... The resource-starved Kebalepile High School

PHOTOS: HENNER FRANKENFELD

ernment a year — or R24 644 for each of its 500 pupils. This figure excludes construction and maintenance costs.

The document also notes that, except for those on bursaries, each day scholar pays R13 002 and each boarder pays R21 900, in annual fees. This means that the per capita expenditure for each child in the school is roughly between R37 646 and R46 544.

The headmaster of the school, Wif Stout, said the school expected the provincial subsidy to dry up at the end of the current financial year. "The government is honouring its contractual basis, but at the end of the year the school will be completely independent," he said.

What has really angered residents of the North-West is that the majority of pupils and teachers at the school are foreigners.

The document notes: "The majority of pupils at the International School are foreigners and are being educated on a British curriculum and will end up in foreign universities. There is absolutely no benefit for the province in this kind of wasteful spending."

Over 50 percent of the school's students and 62 percent of the staff are from outside South Africa.

Allegedly exorbitant salaries and perks for staff have also caused anger among teachers at government schools in the area.

In April this year, the two joint administrators appointed by the Transitional Executive Council to run Bophuthatswana after the fall of Mangope agreed to conduct an investigation into the school. Although all the details of the investigation have not been released, it is known that as a result of its findings the joint administrators prepared the papers to set up a judicial commission of inquiry into the school.

But at this point the new provincial cabinet and a MEC for education and culture were sworn into power. The new MEC for education, Mmamokoe-na Gaoretelelwe, then stopped the proceedings, and indicated she would appoint a new commission to investigate the school — effectively putting the government review of the school back to where it was 12 months ago.

Government sources indicated that one of the reasons the MEC was not acting decisively on the school, was the confusion around who exactly owns it. The investigation by the joint administrators indicated that ownership of the land and buildings of the school had been vested in its board of governors by the Mangope government. The board was appointed by Mangope and his sister-in-law, Rosemary Mangope, continues to serve on it.

Stout said ownership of the school was vested in the board of governors.

The new government, which continues to subsidise the school, has no representatives on the board.

Two weeks ago, a government sponsored conference on education in the province called on the MEC to "urgently" establish the "legal status, the ownership of the land and buildings and the cost of developing and running the school".

Documents and letters submitted to the provincial government and in the possession of the WM&G also allege:

- The school is inefficiently administered.
- That the administration is racist
- That some members of staff are not adequately qualified or sufficiently experienced for the positions they hold.

Stout vociferously denied all the allegations, describing them as "libellous". He expressed full confidence in his staff and the non-racial character of the school.

Coincidentally, a public relations firm this week circulated information about the school for a campaign to raise bursary money from the business community. It boasted that the school, which "in some respects has the air of a British institution" provides education for about 100 bursary students from the province "many drawn from disadvantaged communities".

## National exams committee

KATHRYN STRACHAN

EDUCATION Minister Sibusiso Bengu has announced an examinations monitoring committee to oversee matric exams conducted this year by all the examining bodies. **BOOK 5/9/94**

This year, the Std 10 exams would be conducted by the outgoing examining authorities, he said, and it was expected that there would be one examining authority in each province next year.

The committee of five has been established following reports in recent years of exam papers being leaked and allegations of corruption. It will monitor the appointment of markers, security of exam materials, writing of exams, marking of scripts, standardisation of marks, and release of results. **(50)**

The committee's members would be appointed after talks with the Education director-general. Bengu said he had considered a submission by the National Education and Training Forum for a permanent committee, but believed "we should first gain experience in conducting monitoring exercises".

# Bengu promises free education

Sowetan 7/9/94

## Sowetan Correspondent

PUPILS from poor families will not be turned away from Government schools next year just because they cannot pay the fees, according to Education Minister Professor Sibusiso Bengu.

Bengu and his deputy Renier Schoeman were appearing before the National Assembly's education portfolio yesterday.

While Bengu had good news for poor families, he had bad news for the heads and top staff of the 19 departments of education. He said it was a 'pathetic scene'. Many staff over 50 years old would be given their marching orders and offered retrenchment packages.

### Education in the future

Speaking on education in the future, Bengu said the country could not afford to have people who were not educated, but free and compulsory education for all for 10 years might not be introduced next year.

However, Bengu said: "What is clear to me is the fact that next year at government schools, as we said in the African National Congress and which is now a commitment by the Government of National Unity, there will be no children



Education Minister Professor Sibusiso Bengu.

excluded on the basis of failure to pay fees.

"That is the promise we want to try and live up to."

This means that poor families who cannot afford school fees can send their children to government schools and the Government will

pick up the tab. Poverty will no longer be a barrier to education.

Government-aided schools and private schools might still charge fees, Bengu said.

As it is, the education department is facing severe financial problems. Discussions have already started in the Cabinet on the 1995-96 Budget allocations. (50)

Bengu said: "I must say there are serious constraints in terms of money allocated to education. This is a concern I have come to share with you."

### Teacher representative bodies

He is to meet four teacher representative bodies tomorrow. The four bodies would be meeting together for the first time, he said. As from September 19, however, all teachers could belong to one council. When the Council of Educators meets on September 19 moves would be made to introduce parity in teachers' benefits and possible adjustments of salaries, Professor Bengu said.

Bengu also revealed that President Nelson Mandela had asked his Ministers to produce a list of all the people employed in their departments to show the racial and gender compositions of their staffs.

"That must be the starting point for transforming the departments," Bengu said.

*Education programme hitches*

# Children won't be turned away

Star 7/9/94

■ BY CHRIS WHITFIELD  
POLITICAL CORRESPONDENT

Cape Town — Children whose parents cannot afford to pay school fees will not be turned away from school from next year, says Education Minister Sibusiso Bengu.

But the Minister, addressing the select committee on education yesterday morning, signalled that the Government's plan to begin a programme of 10 years of free and compulsory education might not be off the ground by the beginning of next year.

"It is highly unlikely that we will realise this goal in full during 1995 within the constraints of current resource allocations to the ministry," he said.

Bengu, who has been the subject of some criticism over perceptions that his department is not tackling change with sufficient vigour, also fired a broadside at the Public Service Commission (PSC) for "unduly slow" responses to proposals on a new ministry

## GOVERNMENT'S commitment to free and compulsory education is still 'very strong'

of education.

"The delay in approval of the department and regulations around the PSC have retarded our capacity to employ new staff and thus give shape to the transformation of the education system," said Bengu.

Legal constraints emanating from the constitution and education legislation was also "severely retarding the pace of progress in establishing a single, nonracial education system", he said.

However, a Green Paper on policy proposals would be released this month and a subsequent White Paper would be put before the Cabinet in November.

January 1 next year had been set as the target for "the

establishment of a single education department and nine provincial departments".

Pressed on the issue of the proposed 10 years' free and compulsory education, Bengu said that while the Government's commitment was "very strong", there were financial restraints. But he stressed that from next year "there will be no child that will be excluded on the basis of inability to pay fees".

Government-aided and private schools might still be charging fees from next year.

Bengu announced a range of steps he has taken to drive change in education. **SO**

They include the imminent creation of a Commission for Higher Education, steps to dovetail education with the Reconstruction and Development Programme, an inter-ministerial committee to facilitate an integrated education system, and a set of short-term interventions to address areas of critical need in schooling.

# Govt assures on school fees

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CT 7/9/94

Political Staff

NO child will be excluded from a government school next year because of the "inability to pay fees", Education Minister Professor Sibusiso Bengu told the Select Committee on Education yesterday.

He also said it was highly unlikely the plan for free and compulsory education for 10 years would be introduced next year.

In a wide-ranging briefing to the committee, Professor Bengu said January 1 remained the target date for establishing a single education ministry and September 15 was the target date for transferring powers to the provinces.

Prof Bengu said there were legal constraints in reducing staff in the 19 different education de-

'No child  
will be  
excluded'

partments and it would be some time "before we realise the cost benefits from a single department".

He said the cabinet had agreed to the transfer of powers at the end of June, but the Public Service Commission (PSC) was retarding its progress. If there was no improvement, "something will have to be done by the cabinet or the president", he said.

Prof Bengu acknowledged if the powers were not transferred

by the end of the month, it would affect the target date for the creation of a single ministry.

Regarding future appointments, Prof Bengu said he had met the heads of education departments and it had been a "pathetic scene. They know they were on the march — out."

He said there were no plans to phase out Model C schools.

● State spending cuts have seriously disrupted education plans for the Western Cape, local Education Minister Mrs Martha Olckers said yesterday.

She was responding to an announcement by Prof Bengu that the cuts had made the provision of free and compulsory education by next year unlikely.

Mrs Olckers said it was a pity the announcement came after high expectations were created by the government's RDP.



# Inspiring fruit of sharing

ARLS 7/9/94

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In any country, literacy is a political issue. In South Africa, with its legacy of apartheid education, it is even more so. And with the country entering a new era of democracy, reconstruction and development, literacy is likely to take centre stage. Thursday, September 8 is International Literacy Day, a day on which extra attention will be focused on this most basic developmental skill. Yet the issues surrounding literacy need constant attention, reports GILLE WEINTROUB.

THE United Nations declared 1990 International Literacy Year in order to focus attention on the millions of people throughout the world who could not read or write. The UN and its member countries dedicated themselves to spending the next decade fighting illiteracy. On one tiny front, in the town of Somerset West, the fight is being taken forward.

Four years ago, community workers started a literacy school called Share School — and this year some 250 learners will be celebrating their achievements on Literacy Day.

Former teacher and Black Sash community worker Ian Helme helped to establish a creche in Lwandle near the Strand in 1987. She was there when the Share School project first got off the ground too.

Today, she is co-ordinator at Share School. She tells of the vast commitment and inspiring rewards that have been reaped by her teacher and

learners over the years: "There's a high degree of commitment among the women who work here. It's not just a job. As well as teaching we do continual fund-raising, we need support from the community and the wider public."

All the teachers at Share School are women, says Ms Helme. Does this signal a trend? Ms Helme suggests that women seem to predominate in literacy projects in the Western Cape, but she says the opposite seems to occur in other areas. She says more men are involved in literacy projects in the Eastern

possibly because of the lack of employment in those areas, so that the literacy field offered men an opportunity for work.

Share School teaches English second language and mother tongue literacy to Xhosa and Afrikaans speakers. While the school started out teaching literacy skills only, they now teach right up to matric level — due to the demands of students. Two students will receive their matric certificates on International Literacy Day.

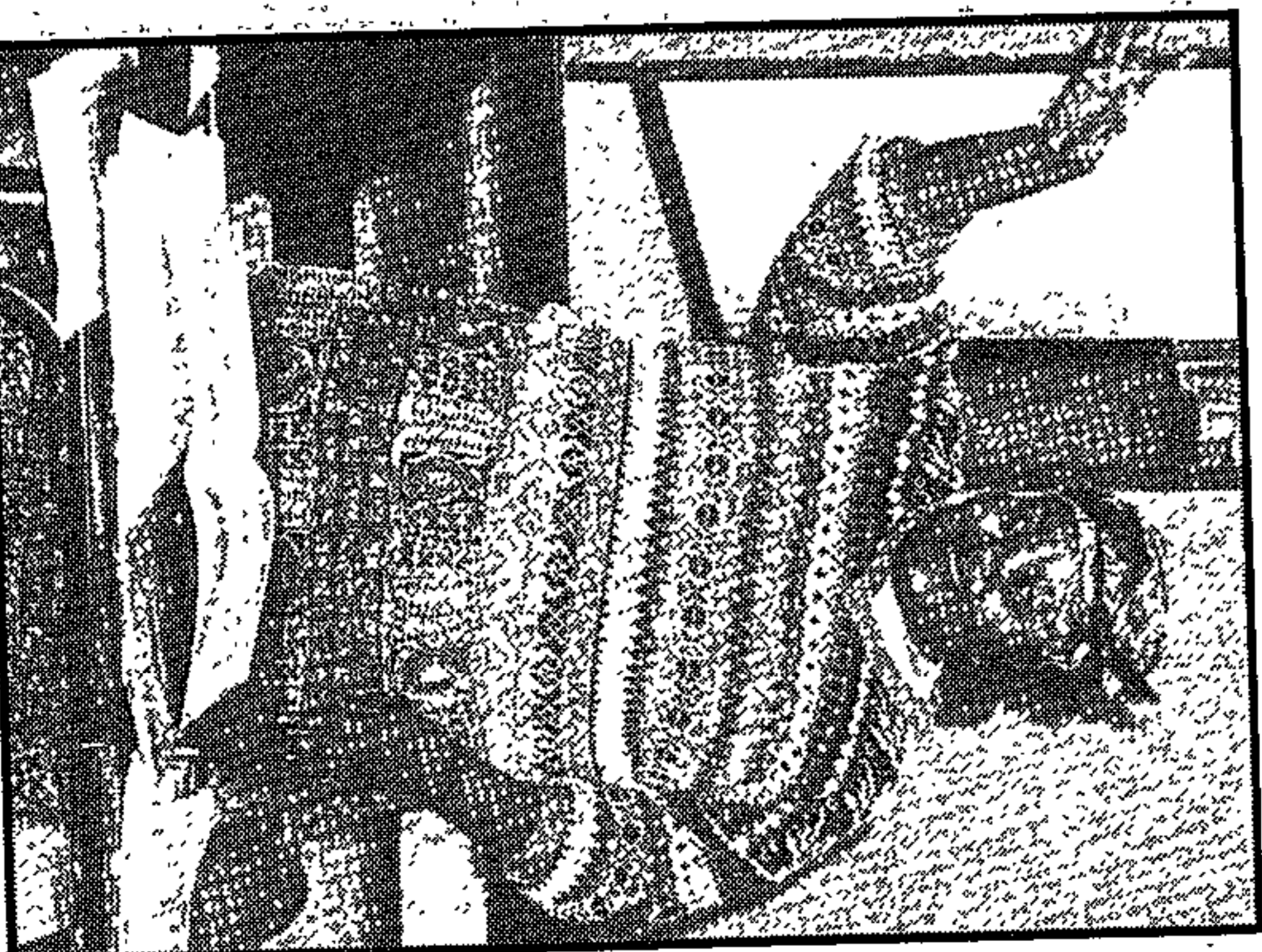
An interesting offshoot of literacy activities has been the teaching of driving skills. "That's an incredible skill to have if you want a job," comments Ms Helme. "One of our teachers is a driving teacher, and we have been helping some of our students take their learner's licence tests. We also plan to teach practical skills." But, she says, learners are there for more reasons than to enhance their

chances of employment. Like anyone working in the literacy game, Ms Helme is moved by the growth in confidence of learners: "Their dignity is improved — and that makes a difference to the whole family."

Social research has long emphasised education and literacy as the key to the empowerment of women, and thence to an improvement in communities in general. Ms Helme comments that the sense of pride attained from literacy is important to both men and women: "Certainly there are undercurrents with women becoming literate that are not there with men necessarily. But the sense of pride is there whether the learner is male or female. And it helps everyone when men are exposed to life skills classes."

"Yes, it's important to empower women. But men also need to be empowered to have a greater understanding of their relationships with their families."

What about the children? "Whether parents are literate or illiterate, there is still a genuine concern that children go to school. But if parents are going to school, it contributes to the learning culture in the family, to an overall increase in confidence, and pride, and shows that learning is possible at all ages."



Xhosa literacy teacher Maggie Hermannus makes a point to her students.

## Joint plan to combat illiteracy

LITERACY projects across the country are joining forces to fight illiteracy.

Their aim is to reach 3 million of South Africa's estimated 15 million illiterate people by 1999. With this in mind, organisations came together in 1989 to form the National Literacy Co-operation (NLC).

Initially a loose network of literacy groups, the plan is to eventually merge all literacy projects into one organisation able to combat illiteracy more effectively.

Today, the NLC has 100 member organisations spread across the nine provinces of South Africa. Its Western Cape branch has nine affiliates, among them the Share school in Somerset West, and the aim is to reach 30 000 learners in the province in the next five years.

Along with providing services like literacy centres, training courses for the teachers, the development of materials and resources and administrative support, NLC Western Cape is assisting with the process of developing a national adult basic education and training system.

Together with other progressive literacy organisations and education bodies, NLC Western Cape aims to take part in the shaping of a national curriculum for adult basic education and training, to make its materials and courses widely available to learners, to assist with adult education in rural areas, and to train teachers in the communities where learners are based.

For further information contact Sandra Gabriel, ☎ 696 9791/2, or Jolene Gabriel, ☎ 689 3159.

# 10-m SA citizens can't read or write

(50) ARG 8/9/94

**JOHN VILJOEN**  
Education Reporter

INTERNATIONAL literacy day today should serve as a reminder that nowhere in the world is illiteracy a more serious problem than in South Africa, according to education agencies.

Cape Town-based Use-Speak and Write English (Uswe) conservatively estimates that 15 million South Africans need basic education.

Of these, about five million have had some schooling but are functionally illiterate. The other 10 million are unable to read or write.

The United Nations-designated day will be marked around the world in an effort to focus attention on the illiteracy scourge.

Uswe has arranged pickets in Peninsula townships and the Cape Town city centre in a bid to raise awareness.

The government had declared fighting illiteracy a priority but had not yet said how much money would be spent on this effort, Uswe director

Heather Garner said.

President Nelson Mandela highlighted adult education in his 100 Days address, said Jolene Gabriels of National Literacy Co-operation (NLC).

"Hopefully the government and adult basic education non-governmental organisations can work together to build a literate society."

NLC national director Kumi Naidoo said he hoped the government would give adult basic education "the highest possible" priority as part of the Reconstruction and Development Programme.

His organisation planned to work closely with the national and regional education and RDP ministries to ensure a synchronised programme, Mr Naidoo said.

The NLC plans to reach three million illiterate people countrywide in the next five years.

These objectives have been presented to international and South African funders and the NLC hopes to implement its programme in January.

## Costly attempt to give matric exam papers a new look comes 'unstuck'

JOHN VILJOEN (50) *ARL 8/9/94*  
Education Reporter

AN expensive attempt to give this year's matric exam papers a uniform look has proved only a partial success.

The Department of Education and Training spent R300 000 putting stickers reading "Department of Education" on 2,5 million matric exam papers to be distributed countrywide.

The move followed a request from the national education ministry that this year's exam papers demonstrate the move from racial divisions to a uniform education system, a DET spokesman said.

But thousands of Western Cape pupils will not notice anything different when they sit down for their matric finals crunch from next month.

Coloured matrics will still read "Education and Culture Service, ex-House of Representatives" on their papers, because the department de-

cided against the stickers.

Three-quarters of the department's papers had been printed by the time the stickers request came, spokeswoman Theresha Hanekom said.

"It would have been very expensive and labour-intensive to put stickers on. There is always the security risk, too," she said.

Indian pupils will also have sticker-free exam scripts at the year-end. Exam question papers for the March supplementaries would reflect the new, unified education dispensation.

The Cape Education Department met the ministry's request and stickers reading "Department of Education" will obscure the CED's name on the papers.

CED spokesman Orland Firmani said 147 000 of the department's matric question papers had been printed by the time the request came to cover up. Stickers cost the CED R3 594.

**NATIONAL LITERACY DAY** *Basic education a priority for an emerging democracy*

# 15-m reasons to mark Literacy Day

By Glenn McKenzie

■ **PRIMARY NEED** Millions are

*illiterate or still only semi-literate.*

**S**OUTH AFRICANS HAVE more than 15 million reasons to recognise September 8 as International Literacy Day.

According to the National Literacy Co-operation, more than 15 million South Africans are illiterate or semi-literate.

"These people cannot contribute fully to social, political and economic facets of society because they do not have a basic level of education," said NLC national director Kumi Naidoo.

In the mining industry alone, 422 000 workers are functionally illiterate in either their mother tongue or English, according to the National Union of Mineworkers.

Today the NLC will bring together groups of learners throughout the country to celebrate International Literacy Day with dances, songs and drama.

## Highlighting plight

"We hope to highlight the plight of the illiterate in a country where education will play a major role to develop and rid its citizens of the legacy of apartheid," said Naidoo.

The NLC will also "symbolically unveil" its plans to deliver basic adult

education and training throughout the country.

While the United Nations, which founded Literacy Day, does not have adult education initiatives in South Africa, groups like the NLC have embraced the idea of a day to pay tribute to non-literate people.

Last week the NLC presented a submission to the Minister of Home Affairs to declare September 8 a nationally recognised holiday.

"We are pleased that President Nelson Mandela, in his 100-day speech, identified basic education for adults as a key priority facing our emerging democracy."

We hope that this sentiment will ensure that adult basic education receives the highest possible priority," said Naidoo.

"The pain of the parent who cannot provide educational support to his or her children, let alone understand or sign their annual report cards; the pain of the worker who cannot fill in a job application when he or she is desperate to enter

employment; the pain of the mother or father who cannot read a medical prescription when their children are critically ill; the pain of people who get ripped-off by unscrupulous people in fraudulent home sales and a range of other ways ...

"This pain must be addressed in a manner in which both literate and non-literate South Africans are able to say there can be no participatory democracy unless our society levels the educational playing fields."

## Workers' rights

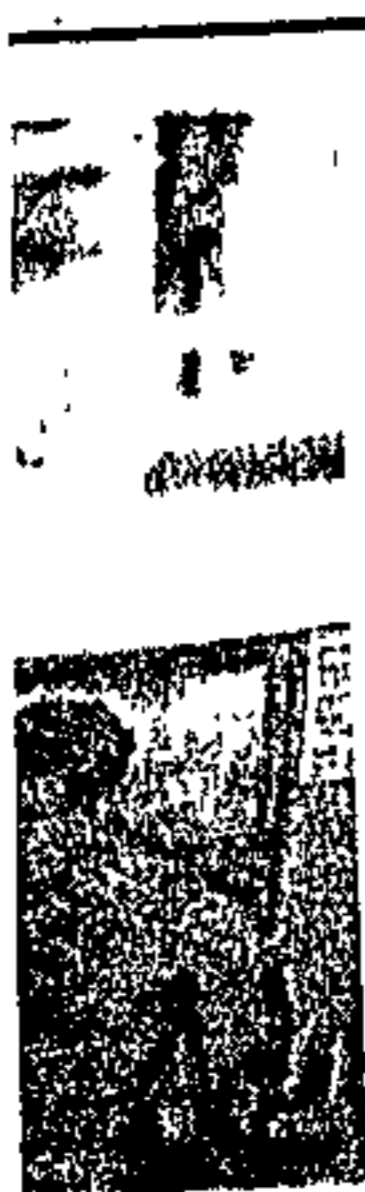
NUM also takes the problem of adult literacy seriously, says union organisers.

The union has called on the government to recognise the International Labour Organisation Convention, which says workers have the right to paid education and training leave.

To do so will increase both the safety and efficiency of South African mines, according to NUM president James Motlatsi.



Basic education is what all South Africans need.



the German nude photos.

## 'Lucky' statue

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# 'Lack of progress in school education slammed

JOHN VILJOEN  
Education Reporter

THE Western Cape education ministry under Martha Olckers today came under attack from teachers, pupils and the National Education Co-ordinating Committee.

Anger and frustration at the lack of progress in reforming education had reached "explosive proportions", said NECC regional secretary Sihle Moon.

"We have been telling people to be patient. We refuse to play that role any longer. Pupils see no changes in their daily lives."

"Stronger action" — to be decided by teachers, pupils and communities — would have to be taken, Mr Moon said.

The Congress of SA Students and the SA Democratic Teachers' Union joined the NECC in condemning Mrs Olckers's ministry for producing "no meaningful activities" in the province aimed at saving this year for the majority of pupils.

The three organisations chose International Literacy Day to voice their anger, saying there was "very little to celebrate".

Major concern emerged today over the "congested" matric timetables for black pupils.

Some matrics had to write seven exams in the first week of exams, with major learning subjects on successive days, NECC organiser Zolile Siswana said.

The timetable was "so intense" that it could lead to poor results.

Mr Siswana called for some subjects to be shifted to the third week of exams.

Cosas, Sadtu and the NECC slated the government for spending "millions" of rands on stickers reading "Department of Education", which had been fixed to millions of matric exam papers.

"This action is clearly designed to fool us into believing that we have a single united department of education," said Mr Moon.

The organisations said they doubted Mrs Olckers's competency and commitment to effecting change in education in the Western Cape. They accused her of trying to retain apartheid education in the province.

But the organisations also lambasted teachers and pupils for lacking discipline and arriving late for school. They criticised the virtual absence of inspectors and departmental officials.

The downward spiral of black education continued unabated, the organisations said.

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## Cash allocated to implement language deal

Political Correspondent

CASH has been set aside to implement the new multilingual policy in government departments, Arts and Culture Minister Ben Ngubane announced in the senate today — though he did not say how much.

The public service had been advised about facilities that would enable citizens "to exercise their democratic right when dealing with government institutions", he said.

The constitution gives the right, where practicable, for people to use their home language — provided it is one of the 11 official languages — in dealings with public servants.

Dr Ngubane said the government was committed to the democratic spirit of the constitution's language provisions.

(50) AR 69/9/94

## Education boss 'still waiting for reform powers'

**JOHN VILJOEN, Education Reporter**

**WESTERN CAPE** Education Minister Martha Olckers hit back today at critics who claim reform is coming too slowly, saying she was still waiting to be given powers to deal with critical issues.

The accusations made against her by the National Education Co-ordinating committee, the Congress of South African Students and the South African Democratic Teachers Union were based on the false assumption that she had the powers to deal with practical problems in Western Cape education, she said.

(50) ARG 9/9/94  
"It must be clearly stated that I have not yet been vested with these powers. As soon as this has been done I will be in a position to address the critical issues facing education in this province."

Despite the lack of provincial powers, significant developments had taken place through the efforts of her strategic management team, Mrs Olckers said.

# Consultation on education labour law changes pledged

EDUCATION Minister Sibusiso Bengu yesterday assured teacher organisations a revision of labour legislation affecting education would be characterised by consultation and transparency.

Bengu met representatives of the Union of Teachers' Associations (UTASA), the SA Democratic Teachers' Union (SADTU), the Teachers' Federal Council (TFC) and the National Professional Teachers' Organisation (NAPTOSA) in Cape Town for discussions on matters affecting teachers.

Spokesman Lincoln Mali said Bengu had told the associations regular meetings between the ministry and the organisations were essential.

The school calendar for next year had been discussed and more talks would take place to determine the drafting of the calendar.

Delegates agreed that appropriate consultative structures had to be created to discuss all policy matters.

"The meeting agreed that the Minister would meet teacher organisations collectively or individually on a regular basis in order to facilitate sound professional relations within

Business Day Reporter

the education sector," Mali said.

Meanwhile our political staff reports that the heads of private schools are to meet in Cape Town next week to discuss the role of independent schools in SA.

"With the dramatic changes occurring in SA it is appropriate that schools should be striving to prepare pupils to take their places as skilled and contributing citizens in a new society," they said.

One of the keynote speakers would be Independent Development Trust education director Prof Merlyn Mehl, who was to speak on "the centrality of the school in the RDP".

□ More than 44 000 school children in the northeastern Cape and 56 951 in East Griqualand were benefiting from the school feeding scheme which was introduced last week, Health Minister Dr Nkosazana Zuma said yesterday.

The primary school nutrition programme, which was introduced on September 1, was launched at 231 schools in the northeastern Cape and 161 schools in East Griqualand.



# Principals evicted from schools

CT 9/9/94

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JOHANNESBURG. — An estimated 200 Soweto school principals and their deputies have been evicted from schools by students and teachers following a dispute over the control of school assets.

The Johannesburg Principals Forum has accused the South African Democratic Teachers' Union (Sadtu) and the Congress

of South African Students (Cosas) for being responsible for the evictions.

But Sadtu denied it was involved.

Yesterday thousands of pupils milled around while a few teachers tried to continue with normal schooling.

The forum yesterday demanded a response from PWV

Education Minister Ms Mary Metcalfe.

Ms Metcalfe reacted at a Johannesburg news conference by announcing the formation of a team to investigate education problems in Soweto.

It is headed by Member of the Provincial Legislature Mr Mondli Gungubele and includes other MPLs and officials

of the Soweto Civic Association and National Education Co-ordinating Committee.

It will report to the PWV education ministry within a week.

● In Katlehong on the East Rand, teachers yesterday occupied Department of Education and Training offices to protest against the shortage of teachers. — Sapa

# Crisis faces Cape's million illiterates

Department refuses to cough up cash for adult basic education

## Staff Reporter

THE educational fate of nearly a million illiterate people in the Western Cape hinges on an investigation by provincial education authorities into existing facilities and programmes for literacy and adult basic education.

The National Literacy Co-operation (NLC), an umbrella body comprising more than 100 non-governmental organisations (NGOs), has been denied funding by provincial education authorities.

An estimated 15 million South Africans are illiterate or semi-literate and only one percent of that number are touched by literacy projects.

Close to a million people in the Western Cape cannot read or write.

A Press conference called by the NLC to mark International Literacy Day last week was dominated by money worries.

Co-ordinator Joleen Gabriels said the Western Cape education department had refused to provide funding to the NLC.

An NLC delegation met provincial Education Minister Martha Olckers last week and argued that their experience and research warranted the organisation's inclusion in state literacy programmes — and, a slice of the education budget.

Mrs Olckers' refusal led to Ms Gabriels accusing the ministry of having "no clear direction" on literacy, although the NLC maintained it wanted a "working partnership" with government.

Mrs Olckers was not available for comment.

Cape Education Department chief director J Vosloo said "a full audit of existing programmes and facilities seems to be essential" before education authorities considered funding literacy projects.

Meanwhile, he said, "the ideal would be to set up a task team to investigate adult basic education in the Western Cape".

Mr Vosloo's caution reflects the growing belief by officials and donors that many of South Africa's NGOs have outlived their usefulness and that their functions would be better performed by the government.

Ms Gabriels confirmed this, saying foreign donors now "would rather give money to the government than to NGOs like the NLC".

The NLC's R30-million Western Cape literacy proposal, although aimed at "delivery on a mass scale", would reach only 3 000 learners next year, a figure which would rise to 30 000 by 1999.

Western Cape director of the Department of Education and Training (DET) Dr Johan Brand said they had a literacy programme in place, but this could not be extended as far as was needed until the outcome of a funding request by his department to the Reconstruction and Development Programme was known.

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APR 12/9/94

# Education White Paper out this week

Own Correspondent

JOHANNESBURG. — Education Minister Mr Sibusiso Bengu will release his White Paper on education on Friday.

It will spell out the details of a campaign for restructuring education which he launched last week.

During the launch, he said the campaign aimed to publicly mark the beginning of a new culture in education

— a culture characterised by broad participation, unity of purpose and constant engagement.

The campaign, which will run until mid-October, would focus on mobilising the community to create minimum conditions for learning and teaching, and stimulating community involvement and participation.

It would also empower communities to move into the educational arena, as well as asserting the minister's role in

driving the process of reconstruction.

The campaign, along with the White Paper on education, will be unveiled when Mr Bengu presents his budget speech to parliament on Friday.

Mr Bengu said the likely budgetary constraints for 1995/96 would retard the objective of establishing an integrated education and training system.

"We would thus need to actively explore partnership through development aid and the non-state sector to

realise progress towards some of our educational goals in the short- to medium-term," he said.

Meanwhile, the first steps towards a network of teachers and principals across Africa were taken at a conference in Johannesburg last week.

The conference was organised by the Commonwealth Secretariat and hosted by the National Education Ministry.

(50) CT 12/9/94

# State of black schools 'shocking'

(50) CT 14/9/94

By CHRIS BATEMAN

BLACK schools in the Western Cape were officially operating with just over 28% of the teachers required and rumours of a four percent national education budget cut this Friday gave her "the shivers".

This was said yesterday by Western Cape Education Minister Mrs Martha Olckers during a tour of three local black schools, the first since her appointment. Revealing that she intended to make

weekly visits to Western Cape schools, Mrs Olckers said she feared that a formula where relatively "well off" provinces were penalised might result in a bigger local cut than four percent.

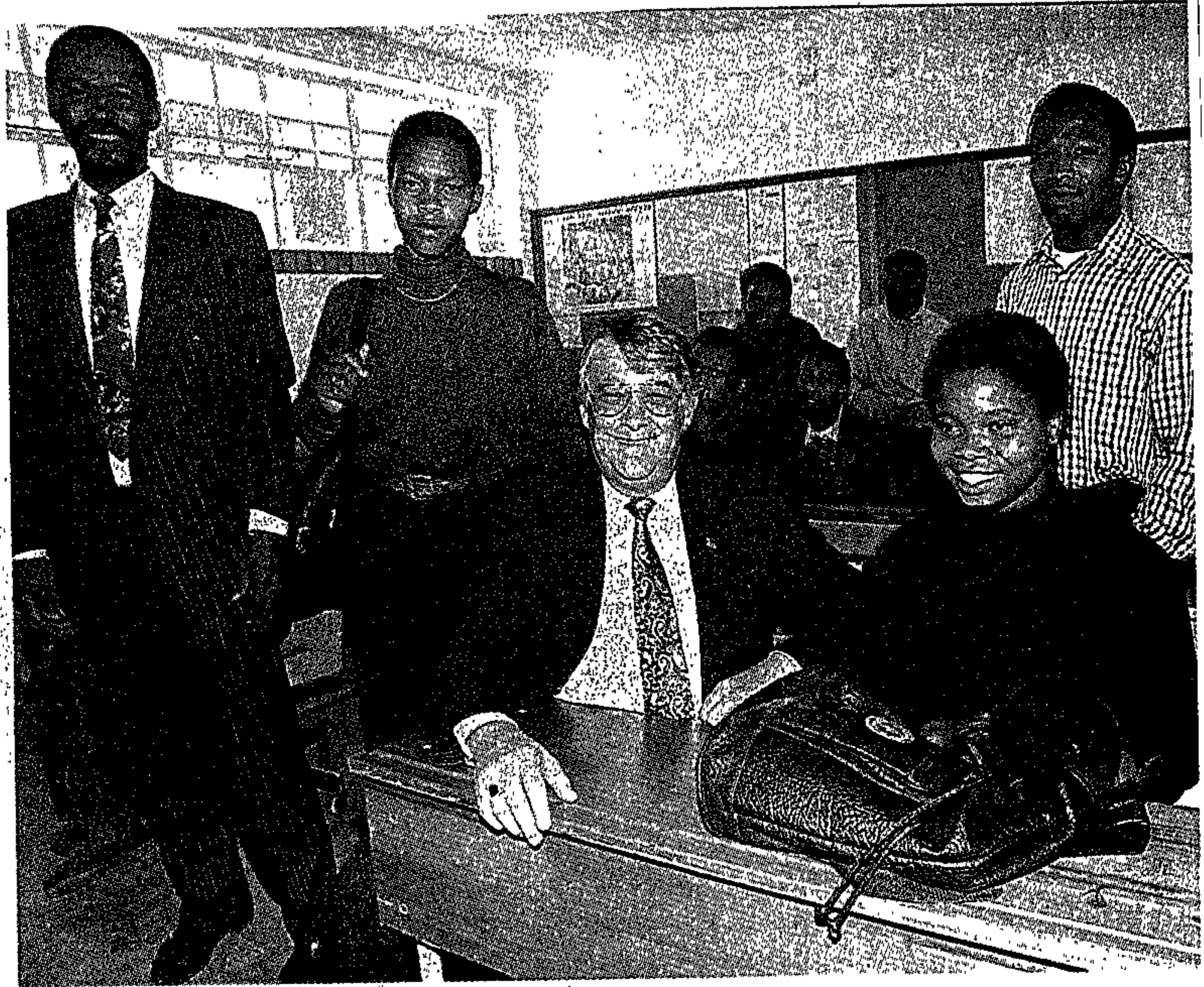
Mr Lincoln Murray, a spokesman for her national counterpart, Professor Sibusiso Bengu, said the minister would "deal with this matter on Friday".

Mrs Olckers visited the Umncophiso Intermediate School (Strand), where she

counted one of eight staff members teaching 106 Std 6 pupils — and found 25, mostly empty, classrooms.

While she was "not so shocked that I was in tatters", Mrs Olckers described her tour as "not a nice experience".

"Now when I hear through the grapevine a story that the education budget will be cut by four percent it gives me the shivers," the former teacher and Grahamstown mayor said.



Picture: OBED ZILWA, The Argus.

**SCHOOL TOUR:** Deputy education minister Renier Schoeman and Ikamvelethu Finishing School principal Liwa Gunguluza with pupils Nomveliso Maxebengula and Constance Msuthu.

## Education budget fears premature, says minister

JOSEPH ARANES, Staff Reporter

FEARS about a cut to the national education budget are premature as the budget is far from being finalised, says deputy National Education Minister Renier Schoeman.

Speaking after a tour of four Cape Flats schools, Mr Schoeman responded to a statement by provincial Education Minister Martha Olckers two days ago that she had heard "through the grapevine" that a four percent cut in the budget was likely.

"The only thing that needs to be cut is the grapevine because rumours do no good at all," Mr Schoeman said.

Mr Schoeman visited Kasselsvlei, Tuscany Glen, Siyazingisa and Ikamvelethu schools to gain a personal

impression of their difficulties and successes.

"What struck me was the high level of expectations the staff and pupils had. They are waiting for us to deliver the service to them," he said.

"The schools have tremendous needs and although some of their needs are being taken care of, problems like the shortage of staff and getting the schools up to acceptable physical standards will require great costs.

"What was clear is that a massive effort, not only from the government but from parents and the private sector, was required to overcome this challenge."

He added: "We must deliver services to all schools so that education becomes available to everybody."

(50) ARG 15/9/94

# Fears for

# gifted

# children

CT15/9/94

(58)

By CLAUDIA CAVANAGH

EXPERTS in the field of gifted child education are concerned new national education policies will not make provision for gifted children which, they claim, could ultimately hold serious consequences for the country.

Dr Shirley Kokot, who runs two teacher training courses on the subject at Unisa, said she was involved in research on the status of gifted child education in the country.

"We are not looking at an elitist group of children but rather at all the potentially able children in all communities." She believed about 15% of all children had the potential to achieve highly in one of many areas. Concern exclusively about the upliftment of the lower achievers could result in the loss of the most able children, resulting in "serious consequences for the whole country".

She explained that education is concerned with equity, excellence and economy and that gifted child education can make a significant contribution to excellence in education.

The system in the Western Cape had impressed her in that in many schools the emphasis had been taken away from the content of the syllabus, teaching skills instead, thereby breaking a mould which forced all children to try and be the same. This is an economic way of importing excellence into the entire system.

They do not just include the brightest children at school, but also future leaders, sportsmen, those with enhanced social skills and children talented in the performing arts.

"These children will suffer more than anyone can believe — from stress, frustration, screaming boredom, depression and can even become withdrawn, aggressive or disruptive — if their needs are not accommodated."



**DEAL DONE . . .** South African deputy Foreign Minister Mr Aziz Pahad shakes hands with Swiss Foreign Minister Mr Flavio Cotti (right) after signing an agreement in the city yesterday. The Swiss government has pledged about R205m to assist the RDP.

Picture: AP

**VUYO BAVUMA**  
Political Staff

**PLANS** to give all South African children 10 years of free and compulsory schooling were announced today by Education Minister Sibusiso Bengu.

He presented guidelines in parliament for the new non-racial and non-sexist system and indicated how it would be paid for.

Full details, due to be released next week, would be published for comment from parents, educationists and other interested parties before the government made a final decision on implementation.

Speaking during his education budget vote in the national assembly, he said the education ministry had reallocated R20 million to the tertiary loan fund and was seeking support for needy pupils from the "donor community" as interim measures for the rest of this year and next year before a more permanent national system of support was established.

The National Education and Training Forum was helping the ministry to develop mechanisms to screen old syllabuses and monitor this year's standard 10 examinations, he said.

Referring to devolution of powers to the provinces, Professor Bengu said this logjam would be broken soon and the various education departments would be allowed to operate as a matter of urgency.

The ministry would also tackle the issue of gender equality. He noted that women were overwhelmingly represented in the teaching service but poorly represented in the ranks of school principals as well as middle and senior management positions.

Professor Bengu said the ministry would build a new partnership for governing and funding education. Future funding of state and state-aided schools would be based on an equity principle.

Turning to the reconstruction and development programme, he said the ministry was working closely with the ministry of labour and its social partners to develop a national qualifications framework.

A commission on higher education to guide the ministry in future policy on tertiary education would be established, he said.

□ Minister's guidelines for new system

# Ten-year free schooling plan

(50) MRG 16/9/94

# New hope for overcrowded schools

**JOHN VILJOEN**  
Staff Reporter

THE 720 pupils at Langa's Zimasa Primary School have to share just 98 desks, leaving many sitting on the floor of their dilapidated school.

Principal Mxolisi Njengele says the school was given desks by the old Bantu Education Department back in 1963. These had all but fallen apart by the time authorities gave the school a further 98 two years ago.

But only about 200 pupils can be seated, leaving many to attempt to try to learn in difficult conditions.

"This affects the children physically. It's bad for their health and their physique and it is difficult for them to write and see the board at the same time," Mr Njengele said.

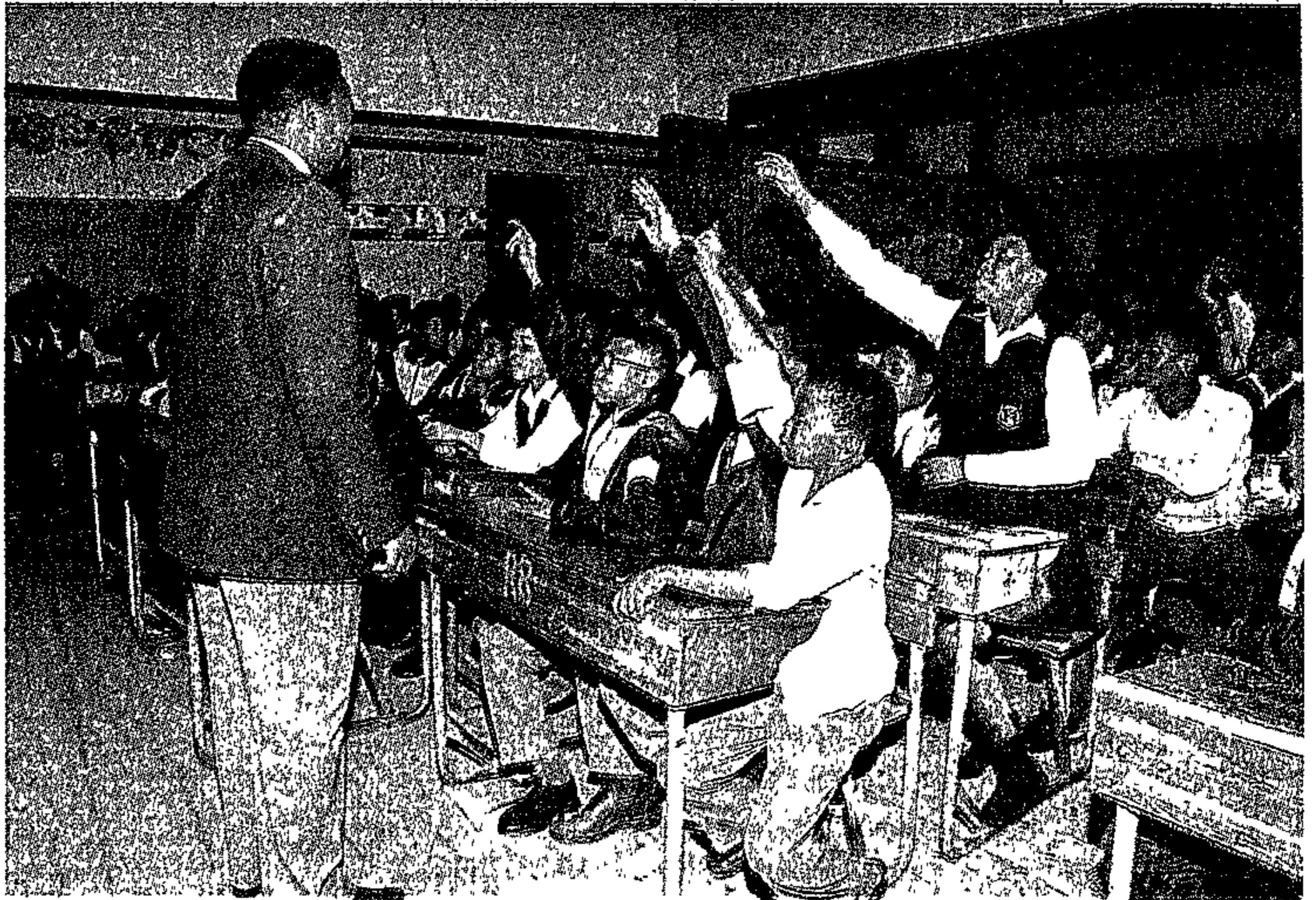
But there is a glimmer of hope for Zimasa and other schools with a chronic shortage of desks — Millionex 8 and the Desk-a-Child project.

Millionex has grown to become South Africa's most eagerly-awaited annual fundraising event, grossing R25 million in its first seven years and generating millions for a host of worthy beneficiaries.

The Argus Teach Fund, dedicated to improving the education of disadvantaged children, is again a major Millionex beneficiary.

This year, a significant proportion of the Teach Fund's Millionex earnings will be going to the Desk-a-Child project, a campaign to provide desks — costing R70,95 each — for South Africa's thousands of needy pupils.

Millionex 8 project leader Shardi Miller said: "By buying a Millionex share, you not only



Picture: OBED ZILWA, The Argus.

**SEATING CRISIS:** Zimasa Primary principal Mxolisi Njengele and some of his pupils who are forced to cram into desks or sit on the floor. Their plight could be eased by people who buy Millionex share certificates. Part of the proceeds from Millionex 8 will go to the Desk-a-Child project.



**MILLIONEX 8**

put yourself in line to win R1 million in cash, but each share bought will also help to provide a desk for a needy child.

"Education is a cornerstone of the Reconstruction and De-

velopment Programme, and is the key to the equitable participation of all our children in our new society," she said.

Argus managing editor Tim Patten said the newspaper had given its full support to Desk-a-Child. "This worthy campaign provides a practical solution to at least one aspect of the crisis in education facing the new South Africa."

"No schoolgoing child, of whatever age, can be expected to learn if the school he or she

attends is lacking even the most basic of education tools — a desk to sit at," Mr Patten said.

"But yet there are many schools in the Cape area, and elsewhere in the country, where thousands of children are forced to use cold cement floors to sit and to write on."

Millionex 8 shares can be bought from all branches of Nedbank nationwide, or directly from Millionex on 011 887 2462.



# Model C schools are to go

Star 17/8/94

**CHRIS WHITFIELD**

POLITICAL CORRESPONDENT

CAPE TOWN — Education Minister Sibusiso Bengu has indicated that the controversial Model C schools are to be replaced — sparking some sharp reaction from the National Party in Parliament yesterday.

Bengu told a National Assembly debate on his budget vote that inherited models of schools, "of whatever type", must be replaced. He would be appointing a specialist group to review the apartheid-era school models.

Stakeholders and interest groups would be given an opportunity to participate. He added that in undertaking this review, "I shall be fulfilling a policy commitment of my party to undertake reviews of the Model C system, the farm school system and of the subsidy system applying to private or independent schools".

Former education minister Piet Marais (NP MP), warned his party was "very, very serious about the continued existence of present institutions". He also charged that the interim constitution demanded

that changes to education be negotiated.

The DP welcomed the Minister's broad outlines on how education would be transformed, but expressed concern over his announcement that he would appoint the specialist group himself.

"This announcement has ominous tones of a top-down approach," said DP education spokesman Mike Ellis. Bengu had been expected to unveil a white paper on education, fleshing out the Govern-

TO PAGE 2

## Star 17/9/94

# ◆ Model C set to go

Government's education policy, today. This has been delayed by a week.

Bengu said: "The ownership, governance and funding of schools, which currently derive from the apartheid era, must be brought within a coherent, national, non-racial framework in which constitutional rights are fully upheld and which is acceptable in a democratic state. The inherited models of schools, of whatever type, must therefore be replaced."

The chairman of the National Assembly's select committee on education, ANC MP Blade Nzimande, said the Model C schools had been introduced to secure privileged education for whites.

Marais said 100 000 children who were not white were attending Model C

schools and parents were contributing more than R700 million to these schools.

Ellis agreed with Nzimande that most Model C schools were not truly non-racial. But he urged the Government to look at what was good about the schools and what their potential was: "Firstly, (because) parents have to pay for at least 20 percent of the school running costs they relieve the State of an important financial burden."

"Secondly, many such schools have moved rapidly to encourage pupils from all races to be admitted, making them more non-racial than most other schools in the country, and thirdly, they have the potential to become centres of excellence upon which we can build our future schooling systems," he said.

# Model C schools in the firing line

CHRIS WHITFIELD <sup>(50)</sup>

Weekend Argus Political Staff *ARG 17/9/94*

EDUCATION Minister Sibusiso Bengu has indicated that the controversial Model C schools are to be replaced — sparking some sharp reaction from the National Party in parliament.

Mr Bengu told a national assembly debate on his budget vote that inherited models of schools, "of whatever type", must be replaced. He would be appointing a specialist group to review the apartheid-era school models.

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NP's Piet Marais MP, the former education minister, warned that his party was "very, very serious about the continued existence of present institutions".

The Democratic Party welcomed the minister's broad outlines on how education would be transformed, but expressed concern over the minister's announcement that he would appoint the specialist group himself.

The chairman of the national assembly's select committee on education, ANC MP Blade Nzimande, said Model C schools had been introduced to secure privileged education for whites. Mr Marais said 100 000 children who were not white were attending Model C schools.

# State schools will be forced to admit pupils who can't pay

ST Times  
18/9/94

By EDYTH BULBRING  
Political Correspondent

STATE-AIDED schools will not be able to turn children away from classrooms next year simply because they cannot pay school fees.

All schools will also be required to comply with a strict teacher-pupil ratio — those that don't will lose part of their government subsidy.

The government also plans to take steps to place teachers' salaries on an equal footing, freezing top salaries and raising the earnings of the lowest-paid.

These, according to educationists, are some of the guidelines of a new schools policy contained in a white paper to be gazetted on Friday. The paper was to have been presented last week, but was delayed after provincial education ministers complained of insufficient time to comment on the draft.

The final document was also returned to the drafters on Tuesday for reworking after Education Minister Dr Sibusiso Bengu pointed out some potentially embarrassing inconsistencies. (50)

Addressing Parliament this week, Dr Bengu gave a broad outline of sweeping changes for non-racial and equal state schooling.

He said that, because of the lack of resources, it would not be possible to provide 10 years of free education from next year.

Speaking after his budget debate, he said this did not mean there would be no free education at all.

"The commitment is there that we will provide free and compulsory education, but the question of starting with the system fully covering 10 years at the beginning of next year, is not possible. The resources are not there."

It would take two to three years to institute free education for all children.

However, all six-year-olds would have to attend school next year. The government was confident that resources existed to cater for free education for this age group, Dr Bengu said.

He added that paying fees was an option for parents and communities that could afford it.

In his budget speech, Dr Bengu said that from next year, funding of state and state-aided schools would be based on the principle of equity.

Governing bodies of state or state-aided schools which were not teaching as many pupils as their schools could hold, should make plans to increase their enrolment, he said.

State funds would be made available for an "acceptable level of educational provision", Dr Bengu said.

Educationists said yesterday that this phrase was the key to the government's new approach to funding schools.

It intended providing equal funds for what would be defined in the white paper as a uniform minimum acceptable standard.

To Page 2

## State schools to teach kids who can't pay

ST Times 18/9/94

From Page 1

This could include funding for a set number of children per teacher and staff, a set number of text books and a set contribution to the upkeep of the school. Parents who wanted extras would have to foot the bill.

Dr Bengu said race

would no longer be a criterion for the staff-provision scales on which state funding was based. The scales would also be rapidly changed to full equality.

Educationists said that to achieve this, the government would move toward a salary system based on teachers' duties and re-

sponsibilities rather than their qualifications.

This would effectively level salaries, which in turn would reduce imbalances in the per capita spending on each child.

Dr Bengu also warned that the ownership, governance and funding of schools which came from

the apartheid years would be brought into line with a national, non-racial framework which would protect all constitutional rights.

He said the Model C system, the farm-school system and the subsidy system applying to private or independent schools would be reviewed.

(50)

# Affirmative action on cards for Cape schools

By AYESHA ISMAIL

AFFIRMATIVE action will be enforced at schools "where teachers do not conform with the communities they serve" when a single education department for the Western Cape begins operating next year.

The new department, to be called the Western Cape Education Department, will provide for maximum decentralisation in respect of executive powers and decision-making, a spokesperson said this week.

It will be formed from the amalgamation of the Department of Education and Culture, the Department of Education and Training, the Cape Education Department and the Department of Education and Culture, each of which at present serves a different race group.

This necessarily implies that the head office staffing will be smaller, but that additional posts will be created at re-

gional and area offices to facilitate decentralised administration," spokesperson Theresha Hanekom said.

The new department would be a single integrated department and access to schools by teachers would be free of any discriminatory practice.

"It can therefore be expected that over a period of time a school's population, which includes pupils and educators, will reflect the whole community.

"Where teachers employed at schools do not conform with the community they serve, it can be expected that the necessary affirmative action will be pursued.

"Such affirmative action will obviously be phased in over a period of time," Ms Hanekom said.

The Western Cape Education Department would formulate its own employment policy for the future, she said.

The amalgamation of all of the staff would not necessarily lead to a reduction in personnel, although some could be relocated to other areas.

The creation of new teaching posts as a result of the amalgamation would depend on "available finances", Ms Hanekom said.

# Good intentions cannot stave off education chaos

STimes 18/9/94

No money, no power, just good intentions. RAY HARTLEY reports on the troubled North West province's attempts to get to grips with the education crisis.

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**NORTH West Education Ministry official David van Wyk does not fit into the traditional civil servant mould. His bushy beard, round glasses and an office knee-high with paperwork in progress set him apart.**

One of the new appointments in the administration of Premier Popo Molefe, Mr van Wyk has been devising plans to deal with an expected influx of an estimated 300 000 new pupils into North West schools in January next year.

The walls of his small office in the government's circular Garona building in Mmabatho are lined with files filled with maps, data and strategies to cope with the looming crisis.

"We don't have powers, yet we are here to deal with issues which need powers. We have to cater for those categories of children who have been denied a proper education in the past," he says in frustration.

Without powers and the money to implement new education policies to the full, the new administration's good intentions are in danger of vaporising before its eyes.

Then there is the civil service inherited from Bophuthatswana. Gesturing across Garona's paved courtyard, Mr van Wyk can barely contain himself. "They are sitting there playing cards," he says.

Driven by a combination of fear and generous remuneration policies, the old Bophuthatswana civil service was regarded — even in some ANC circles — as the best to come out of the old homelands:

But, since the revolution that drove Lucas Mangope from the capital, a significant section of the old civil service has lost direction and has been idle, lounging around in the shade of its five-year job guarantee under the new constitution.

Among the education ministry's plans is a scheme to cut the fat-off government, changing the balance of spending from salaries to projects such as building schools and transporting pupils.

One of the first steps will be to reduce the 55 directors inherited from the old administrations to just 12.



## FRUSTRATION ... David van Wyk

Mr van Wyk says: "Salary packages must be reduced to not more than 35 percent of the budget. In the old, white education department, it was about 80 percent of expenditure."

A further R30-million will be saved by reducing the number of repeat students. While one in 50 white pupils repeats classes, the ratio for black pupils is upwards of one in 35, he says.

Coupled with an initiative to move over-age scholars into adult education programmes, Mr van Wyk says significant space will be opened up in schools.

Another plan involves the re-opening of 28 former whites only schools that have been closed due to low attendance and security considerations. This will create space for around 10 000 pupils.

Typical of the problem is the school in the town of Bray, west of Mmabatho on the Botswana border. When Botswana was identified as a military threat, Bray High School was turned into a military camp and renamed Fort Bray.

Now Mr van Wyk has been negotiating with Defence Minister Joe Modise to have the school returned to its proper function.

"I've got a whole file of plans. If only the minister had the power," says Mr van Wyk.

# Storm over schools

By Own Correspondent

A STORM is threatening over the government's intention to scrap the system of school models.

Education Minister Sibusiso Bhengu announced this intention in parliament on Friday.

Immediately after the announcement the National Party said it would fight for Model C schools and would insist that the letter and spirit of the constitution be followed in full. The Democratic Party also expressed its strong opposition to the plan.

In the debate on his budget, Bhengu lifted the veil on the proposed new education policy and made important announcements on restructuring education.

The draft white paper on education will only be published on Friday. A reviewed version will be presented to the cabinet for approval in November.

The minister also announced that a committee would investigate equal equality in education.

It's high time to scrap the old model system, says Bhengu

CHR 18/9/94

■ Totally free education for all was not possible from next year as the ANC had promised during its election campaign, and;

■ Plans are underway to give education a boost by restructuring, rationalisation and the recruitment of well-qualified senior and other staff from the disadvantaged communities.

Bhengu said: "The ownership, administration and financing of schools that come from the apartheid era must be placed within a coherent national, non-racial framework in which constitutional rights fully come into place and which will be acceptable in a democratic state."

"The inherited school models, of whatever kind, therefore have to be replaced."

The white paper, however, suggests that paying school fees should be an option for all parents who can afford it.

Bhengu will soon present suggestions on the review of these matters to the Council of Education Ministers. He will appoint a group of specialists to review educational matters, guided by the broad principles set out in the draft. The group will report back to him within a set period.

id. This will give interested groups a chance to "calmly take part in a continuing investigation of all aspects of these matters."

Bhengu said: South Africa had to be transformed into a nation that studied.

"We cannot permit it that the nation is half-free and half enslaved. We cannot permit it that a fully free nation is half educated."

People will be encouraged to enroll all children over six in school next year. Plans to provide schooling for five-year-olds would be drawn up.

■ Meanwhile, the Education Standing Committee in parliament has decided to hear public opinion to help shape government policy on education.

The public hearings will take place in Johannesburg and Cape Town on October 11, 12 and 13 at venues still to be decided. Teacher, student and parent organisations are expected to be among those who will make submissions. Academics and education research institutions may be invited too.

# NP: Model C saves billions

CT 19/9/94 (56)

## Own Correspondent

**DURBAN.** — The NP last night warned that tampering with Model C and private schools would cost the state billions of rands which could otherwise be spent on uplifting poorer schools.

This follows remarks in education minister Professor Sibusiso Bengu's budget speech to Parliament on Friday

that school models inherited from the apartheid era must be replaced.

The DP pointed out the constitution required that changes in policy on Model C schools had to be the results of consultations with school councils.

One government source said it is unlikely the ANC would wish to undermine private schools but that subsidies to wealthy colleges would be cut or abolished.

DP education spokesman Mr Roger Burrows said Model C had merits as well as drawbacks such

## Call to 'expel' white teachers

**JOHANNESBURG.** — White teachers will be expelled from black schools, says the Azanian Youth Organisation.

"We are going to expel white teachers from our schools," Azayo president Mr George Biya said in a statement here on Saturday.

He called on the government to immediately replace white teachers with their black colleagues in black areas.

Mr Biya criticised ANC Youth

League president Mr Lulu Johnson for not attacking the "alliance" between the Congress of SA Students and the South African Democratic Teachers' Union, who, he claimed, were expelling black principals from black schools.

"His (Mr Johnson's) allegations of political bankruptcy, racism and thuggery against Azasm (Azanian Students' Movement) are rooted in the ANCYL's love for white people at the total expense of black people," he said. — Sapa

as parental control of teacher appointments and admissions.

He said only 800 of the 2 400 Model C schools had opted for non-racialism.

Transvaal DP education spokesman Mr Jack Bloom appealed to Prof Bengu not "to throw the baby out with the bath water" in his critical comments on Model C schools.

He said parents of pupils at these schools were currently providing almost R2 billion a year.

SA Democratic Teachers' Union spokesman Mr Duncan

Hindle warned that unless stakeholders in education started talking and planning now for next year, there would be a crisis.

Prof Alec Thembela of the University of Zululand said the idea of compulsory and free education assumed SA had the facilities for it.

"The minister's statement is politically correct, but it is educationally unsound to expect children who cannot afford to pay fees to arrive and not be chased away."

## No free education next year, Bengu says

CAPE TOWN — There was no possibility whatsoever that totally free education could be provided next year, Education Minister Sibusiso Bengu told the National Assembly on Friday.

Bengu said he was disappointed at the level of resources made available to his department.

While the Department had been awarded R29,2bn, or 22,5%, of the national Budget for this financial year, the education system was the single largest organisational endeavour in SA, catering for 12-million students and 470 000 staff members at 27 500 institutions, Bengu said.

On the funding of state and state-aided schools, Bengu said four basic guidelines would be adopted from the next financial year. These were that all educational

ADRIAN HADLAND

services to schools and colleges, such as libraries and guidance, would be deployed for the benefit of all learners.

All non-salary costs would be funded on a non-racial, non-ethnic basis. All staff provision scales would be deracialised.

Schools which were not fully enrolled should plan to increase their intake.

The inherited models of schools, of whatever type, would be replaced.

A draft White Paper on education and training would be published next week.

The Paper would explain the changes under way in the education system, outline the Department's vision for a non-

racial, non-sexist system and proposed policy on issues such as transformation and redress.

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# Setback for for free education

By Ismael Lagardien

Sowetan

THE Government has backed down from an election promise of 10 years free education — the programme will therefore not start next year as expected. 19/9/94

This turn around came after "a frank analysis of budgetary possibilities" which revealed that insufficient funds (to facilitate the programme) had been allocated to education, the Minister of Education, Dr Sibusiso Bengu, said last week.

"Based on the funds allocated to my Ministry in 1994/95 and proposed for 1995/96, there is no possibility whatsoever that the totally free general education could be afforded next year," Bengu said.

The payment of school fees thus remains "an option available to parents and communities who can afford it," he said.

Teacher unions meet Govt over pay

# 'Bengu must end Model C panic'

Star 19/9/94

■ BY JUSTICE MALALA

Education Minister Sibusiso Bengu has been urged to act swiftly to quell rumours and wild speculation over the possible scrapping of Model C schools.

The call by DP PWV spokesman Jack Bloom comes as disputes in the education sector heat up, with teacher unions starting salary negotiations with the Government this week.

State-aided Model C schools had "by and large" been a success and Bengu should not "throw the baby out with the bath water", Bloom said yesterday.

Bengu's spokesman, Lincoln Mali, said the minister had met various players in education at the weekend over the Model C schools issue and had made it very clear that "the matter has to be dealt with".

"It is a very sensitive matter in the light of all the constitutional issues that have to be considered," said Mali.

In his budget vote on Friday, Bengu told the National Assembly that school models of the past, "of whatever type", must be replaced.

Bengu angered the National Party, the Freedom Front and the Democratic Party when he said he would be appointing a "specialist group" to review present models and ownership.

Ahead of heated debate expected on the Government's White Paper on education which is due to be released on Friday, Bloom said another issue which had to be cleared up was the

moratorium on promotions in the 14 education departments.

Bengu met representatives of three teacher unions on Saturday to avert a possible court battle over the moratorium.

He declared a moratorium on promotions on September 5, saying proper procedures for the filling of all posts should be negotiated.

The three — the National Professional Teachers' Organisation, the Teachers' Federal Council and the United Teachers Association — last week threatened to take legal action to force Bengu to lift the moratorium.

## Agreements

Mali said the threatened interdict against Bengu by the teachers was averted after "certain agreements were reached".

Salary negotiations between the new Department of Education and the four major teacher unions begin today.

The South African Democratic Teachers' Union has said it would consider strike action if its salary demands are not met.

Meanwhile, schools in Diepkloof, Soweto, enter their third week without principals after about 40 principals were expelled by teachers and pupils.

No end is in sight to the conflict after one of the principals was assaulted by a teacher and pupils on Thursday when he tried to return to Fons Luminis High School.

Education in the area has been teetering on the brink of collapse since their expulsion,

and final examinations are only weeks away.

President Mandela yesterday warned schoolchildren who chased principals out of classrooms and held teachers hostage that his patience with them was wearing thin.

Addressing the annual conference of the Methodist Church in Umtata, Mandela said millions of children and youth needed to be specially nurtured to restore their dignity and to afford them opportunities to make a constructive contribution to society.

Abbey Makoe reports the Soweto Education Co-ordinating Committee (SECC) has thrown its weight behind the dismissal of principals from the Diepkloof schools and warned it may campaign for their "permanent expulsion".

SECC spokesman Jolly Matongo said on Friday that, for now, the decision by the SA Democratic Teachers' Union (Sadtu) and the Congress of SA Students (Cosas) to keep principals out of schools had to be kept standing.

Sadtu and Cosas ejected the principals from their schools after demanding that the headmasters disband their organisation, the Principals Forum (PF).

Matongo emphasised that the PF would only be allowed to exist if it first submitted its credentials to the "democratic forces" in Soweto.

When asked which were those, he replied: "The SECC, Sadtu, Cosas, the ANC and the civic."

► Key papers to be released — Page 5

# Parents told not to panic

ET 20/9/94

## Political Staff

PARENTS of children at semi-privatised Model C schools should wait for the government's education White Paper to be tabled on Friday, before getting into a panic, National Party sources said last night.

This follows the controversy over Education Minister Professor Sibusiso Bengu's announcement last week that Model C schools would be replaced and the present system of private schools reviewed. (50)

One senior NP source said there was a realisation among ANC MPs on the education standing committee that the Model C system should not be undermined "as it works well".

...should also be given the drug for the first time... with former US president Jimmy Carter ended.

He said the municipality had not given permission for the march but police had allowed it to proceed "so that the matter could be over and done with".

### Council will not scrap arrears

EDWARD WEST

CAPE TOWN — The city council would not write off electricity arrears as such a move would be unfair to its paying consumers, city treasurer Eddie Landberg said yesterday.

The council was aware of an agreement by government earlier this year that services arrears would be written off before January 20. The council had not yet recovered funds from government in terms of this agreement, but the amount was likely to be only a small portion of the arrears.

Total arrears in Cape Town had risen to R58,8m at the end of July 1994 from R44m at the end of July the previous year. There were about 90 000 consumers in arrears, 86 000 of which were domestic consumers.

At the end of July 1994, the Langa/Guguletu area owed R21,5m in arrears, R22,8m was owed in sub-economic housing areas where the council had made repayment arrangements, while the rest of the city owed R14,5m.

Landberg blamed the arrears on political factors and the economy. Communication between the council and consumers would be improved.

□ Sapa reports that Transvaal Local Government Association head Frans Lourens said Eskom should write off all electricity arrears.

Lourens said the issue was a matter of contention in many local government negotiating forums and was delaying local government reforms.

# Education spending problems identified

KATHRYN STRACHAN

NEW research on SA's education system, conducted by the World Bank and the ANC-linked Centre for Education Policy Development, has identified many areas of inefficiency despite the substantial increase in education spending in recent years.

The study, released last week, identified inefficiencies in teacher education colleges, where in some departments' per capita costs had risen to well above the level of public spending in SA's best universities.

SA had spent a significant and growing share of total budget resources on education over the past seven years.

Public education spending had grown from nearly R10bn in 1987 to more than R27bn this year, representing a rise in education's share of total budgetary resources from 22,9% to 24,4%.

As a percentage of GNP, education spending increased from 5,8% to 7,3% over the study period. Comparisons with other middle-income countries indicated that this level of spending was relatively high.

In real terms, spending had increased at approximately 5,2% annually, outpacing annual population growth of 2,2%.

Racially, spending remained extremely unevenly distributed and had not kept pace with inflation.

Despite progress towards equalising recurrent expenditure in the various racial departments over the past five years, spending continued to be characterised by glaring disparities.

The study was undertaken because of concern about the quality and availability of information on public expenditure on education. The research allowed education planners to recognise the enormous effect of past spending patterns.

"It provides the most comprehensive picture yet of the scope and patterns of education spending in the past, and provides a solid basis for assessing proposed policy changes in the future," the researchers said.

The study found that as education in SA historically had been racially divided, spending had been inequitable and planning had been based on ideology rather than on need.

The study also found that the schooling sector absorbed more than 70% of total recurrent expenditure, rising steadily from 71% to over 76% during the study period. The largest single share was allocated to primary education.

Spending on universities was next in line, although the share spent on this programme had fallen from 13% in 1987/88 to 10% in 1991/92.

Public spending on teacher education and technicians remained fairly constant at about 3% while the budget share targeted at technical colleges fell from 2% to 1,5% between 1987/88 and 1991/92.

However, very limited public resources had been allocated for pre-primary and remedial education (around 0,4% for each) and adult and vocational education (down from 0,5% at the start of the period to 0,3% at the end).

Spending on teacher salaries had grown faster than overall education spending, with some departments' salaries constituting more than 90% of schooling.

This trend meant there were very few resources left for capital development, educational materials and support.

## School feeding scheme in trouble

NOMAVENDA MATHIANE

THE school feeding scheme which kicked off on September 1 has already run into problems, according to submissions made yesterday to the PWV health standing committee by the National Nutrition and Social Development Programme.

While more than 20 companies have applied to service 146 schools in the PWV region, only two have the capacity to do so, while a lack of telephones at schools, bad roads and poor directions to schools have caused delays in the distribution of food to some outlying areas.

Programme director Marie Steyn said her organisation was looking at obtaining the services of local entrepreneurs and food vendors to prepare and distribute food at schools.

In some areas, children received

stale bread because the slices of bread had been buttered days before they were served.

Regarding the adult feeding scheme, she said her department had a budget of R68m, but had already received applications for R300m in assistance for next year.

Steyn said unemployment was the major cause of the hike in the budget.

Although the scheme was funded by the nutrition programme it was operating through non-governmental organisations which sometimes experienced problems from political parties. "Before the elections some people pressurised non-governmental organisations into not catering for

other groups of people."

Recipients of funds from the programme are trained in bookkeeping, encouraged to obtain three quotations before making purchases, and encouraged to buy from local retailers. They are then given a "kickstart" advance of 25% of their budget.

The programme targets families living below the subsistence line, children under two, the chronically ill and the unemployed.

The food parcels consist of milk, maize meal, bread, sunflower oil, sugar, coffee or tea, syrup or jam, tinned fish and vegetables.

Strict monitoring controls on distribution and accounts had been instituted, Steyn said. In the Orange Farm district alone, 18 cases of fraud were reported to the police.

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# New govt move on Model C

By ANTHONY JOHNSON  
Political Correspondent

EDUCATION MINISTER Professor Sibusiso Bengu appeared to back away yesterday from his statement last week that Model C schools would have to be replaced.

Replying to the debate on his budget vote in Parliament, Prof Bengu said existing models for South Africa's schools "cannot remain unchanged".

But he emphasised he would uphold the constitution while considering the future of state-funded schools.

This was welcomed by the NP last night.

Prof Bengu, whose statement last Friday on the imminent de-

ET 21/9/94 (50)

## Pledge to uphold charter

mise of Model C schools sparked an outcry among educationalists and political parties at the weekend, claimed sections of the media had reacted "in a highly emotional way" to his remarks and said they should read the text of his earlier speech.

In his Friday speech, Prof

Bengu said school models inherited from the apartheid era "of whatever type" would have to be replaced.

He also announced he would appoint a task group to review school models from the old order and the subsidy system for private or independent schools.

Yesterday, the minister said to cheers from ANC benches it seemed certain people felt because he was black he should not speak about white schools.

He said he would not be influenced by threats from those who wished to keep privileged white schools.

The White Paper on education, due out on Friday, is expected to clarify the status of Model C and other schools.

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# Model C: 'Don't panic'

Political Staff

PARENTS of children at semi-privatised Model C schools should wait for the education White Paper to be tabled tomorrow before getting into a panic over the government's policies, NP sources said last night.

This follows the controversy over Education Minister Professor Sibusiso Bengu's announcement last week that Model C schools would be replaced and the present system of

private schools should be reviewed. One senior NP source said ANC MPs on the education standing committee realised that the Model C system should not be undermined "as it works well".

The system would probably be revised and a new model implemented.

Meanwhile, broad consensus was developing between the ANC and NP over the need to focus development initiatives on farm schools and rural black schools.

## Students march for more funds

Staff Reporter

ABOUT 300 university and technikon students, members of the South African Students' Congress, marched to Parliament yesterday to hand over a memorandum demanding that the government spend more on tertiary education.

The students shouted and jeered when they were told Minister of Education Professor Sibusiso Bengu could not receive the memorandum personally.

Student demands included that the government:

- Increase spending on tertiary education loan funds from R20 million to R80m.
- Establish a central admissions unit to look at the admission of black students to universities.
- Review subsidy formulas and the "apartheid education budget".
- Develop a strategy to employ graduates.
- Establish a national bursary scheme.

The memorandum added: "Failure on the part of the ministry to respond within a week will be viewed as nothing else but student-bashing."

Prof Bengu said the department:

- Had allocated R20m to the tertiary loan fund.
- Was seeking support for needy students.
- Was setting up a commission for higher education.
- Was planning to host a national conference on funding tertiary institutions.

CT 22/9/94  
PWV warns on school disruptions

Own Correspondent

PRETORIA. — The PWV education ministry would be forced to take harsh steps against anyone who disrupted schooling, Minister Ms Mary Metcalfe said yesterday on the developing crisis in schools.

The focus should be to prepare for the end-of-year exams, she said.

Ministry spokesman Mr Robinson Ramaite said: "We are no longer prepared to sit in meetings being persuasive when there are people with a clear agenda to disrupt schooling."

● The Northern Transvaal education ministry has blamed the closure of two schools for the handicapped on a lack of commitment by education directors. Pupils had demanded a representative council.

# focus on education

**E** DUCATION MINISTER DR Sibusiso Bengu's White Paper — to be tabled in Parliament tomorrow — will hopefully set out a detailed framework for a new education policy.

"This is the big moment," said Mr Desmond Thompson, information officer of the National Education Co-ordinating Committee. "It comes only once in a lifetime."

There are high expectations about the White Paper. "The majority of the problems stem from the past, so we can't expect overnight change," Thompson said.

"But we expect a definite indication of how changes are going to be achieved. We expect vague notions to be turned into reality."

"We want to see action coupled with a timetable so that the public should know when to expect changes. We want an indication from the White Paper of when and how."

A key priority is the physical provision of education. "The main thing is, of course, classrooms, books and teachers."

He also singled out the provision of resources such as laboratories, sports facilities and other extramural facilities as important.

But, he stressed, teacher training should be a priority. "Teachers form the key to any kind of educational system."

"A lot of the problems we have in education can be attributed to poor-quality teaching, which can be attributed to poor training."

As a result, he said, training — and even retraining — would be necessary. "All our teachers were trained in the ethos of apartheid education."

"It's a credit to them as individuals if they managed to transcend that."

Thompson regards the democratisation of education as a priority — "the governance of education, who controls it, who owns it, whose interests does it serve, how it is managed".

He believes democratically elected and representative bodies must be established to influence decision-making.

"That is the key to the culture of learning and teaching. There is that responsibility that seems to be missing."

"And it only comes through making people part of, giving them a stake in, their system; giving them control of their system."

And, he cautioned, this should not only be done as a gesture. A real commitment is necessary to help establish such structures. People taking part in the structures have to be trained and equipped with powers.

There are a myriad of other problems the White Paper is expected to grapple with. Outlining a new language policy for education is another example.

"We need an overall language policy," says Thompson. "South Africans need to be multilingual and their education should reflect that."

"At the same time, however, there is sensitivity about mother-tongue education, so the White

*Sowetan 22/9/94*  
Tomorrow South Africa discards yet another shameful part of its past when the Government of National Unity outlines its vision of a new education system.

Features writer **Tyrone August** reports:



**Sibusiso Bengu**

Paper should spell out how decisions are going to be taken.

"We expect the greatest possible degree of democracy within the process of deciding upon language." Each school, for example, could be allowed to choose its own language medium.

Changing the school syllabus is another daunting task. "We expect a replacement of the syllabus in due course."

"In the meantime we want to see the worst of the worst being replaced and teachers being equipped to teach the new syllabus."

Thompson says the curriculum should be "relevant, meaningful, empowering". But the NECC recognises this will take time.

"If you want to do it properly, you have to allow time for trial and redesign. It will be a lengthy process," Thompson says.

The NECC believes it will only be possible to replace syllabi completely in three years. But it wants to see clear plans of how this will be achieved.

Free and compulsory education is another major issue. The NECC feels this should last 13 years (pre-school, primary school and high school).

**“We believe it is the right of teachers as well as workers to strike. But it is a last resort and must be weighed up against the interests of other constituencies.”**

The NECC acknowledges there are various debates about this, including financial considerations.

"We'll accept a phased approach but there must be a clear commitment."

Tackling labour relations in education is another major challenge. "We unequivocally believe it is the right of teachers as well as workers to strike," Thompson says.

"But it is a last resort and must be weighed up against the interests of other constituencies as well because teachers deliver a service."

"The other major counterbalance is that the educational process is a value and should be disrupted as little as possible."

To this end structures should be developed for negotiations: "It is possible to develop such mechanisms. That's what we want to see in the White Paper."

The NECC believes better remuneration and a just salary structure are part of the answer.

At the heart of all these expected changes is the need to make education equal in South Africa. "Achieving equality is a major aim," Thompson says.

"We want to see major steps being undertaken to equalise the educational playing fields so that all people will have equal access to equal educational opportunities."

"We expect a timetable and plan according to which this equality is going to be achieved."

"We want an indication of how the old is going to be phased out and the new phased in."

The NECC's list of expectations is, understandably, very long. But Thompson is confident that the White Paper will address their concerns adequately.

"Even if there are problems in the White Paper, we will be able to address them," he adds.

## EDUCATION

ARL 22/9/94

# how they fare . . .

## Minister's axe poised over school model claimed to perpetuate white privilege

JOHN YELD  
Staff Reporter

**R**ACIST, elitist, a trans-parent National Party ploy to maintain white privilege in education after the demise of the tricalmeral system . . .

Charges against Model C schools have been vehement and varied since the controversial system was introduced in the dying days of the apartheid government in 1991.

But do these charges hold? There is strong evidence from those most intimately involved — principals, teachers, parents — that while some of the criticisms are valid, the educational experi-

ence at many Model C schools has been for the better.

Faced with mounting pressure to allow mixed classrooms but also fearing a right-wing backlash if they were seen to capitulate, the De Klerk cabinet approved a new policy designed by then Minister of Education and Culture in the House of Assembly Piet Clase.

In terms of this new policy which immediately attracted strong criticism from many quarters — individual schools could request permission from Mr Clase to change from being ordinary, whites-only public schools into one of several models:

● **Model A** — a private school could be established after the closing of the existing school and would receive a subsidy equivalent to 45 percent of operating costs, as was the case with existing private schools;

● **Model B** — An ordinary public school which would determine its own admission policy "within the provisions of the (tricalmeral) Constitu-

tion" and continue to be subsidised to the same extent — dubbed "status quo" schools; and

● **Model C** — An ordinary public school which was a declared state-aided school and where the state pays staff salaries (approximately 75 percent of operating costs).

Mr Clase announced that, in terms of the new policy, no school would be obliged to change its present status or undertake an opinion poll on the subject.

Facilities, accommodation and transport arrangements would not be expanded beyond their present levels if a school were to adopt an alternative model.

A community considering change would have to undertake an opinion poll in which each parent or legal guardian of pupils at the school would have one vote, regardless of the number of children they had at the school.

To change the status quo, at least 80 percent of this constituency would have to vote and 72 percent of them would have to be in favour of

changing to a different school model.

If this majority was achieved, "then the minister maybe asked for his permission to have the school's status changed", Mr Clase said.

After much heated debate and slow and cautious start, the nationwide campaign by white schools to adapt to a non-racial — or at least less racially exclusive — system rapidly gathered momentum.

In January 1992, only 304 of the Cape's 719 white schools — fewer than half — had voted to open their doors.

By May, 2 044 white schools countrywide — just under 96 percent — had accepted Model C status. Only 90 white schools had opted for a different status.

In the Cape, 656 schools changed to Model C, while 40 decided to operate as Model B schools.

Under the Model C system, parents manage and control many aspects of the school through a governing body.

Teachers' salaries are paid for by the state — estimated

at about 75 percent of the running costs of a school — while the school pays the rest, including rates, water, electricity, sports facilities, extramural activities, insurance, teachers' salaries for non-exam subjects and for additional teaching posts over and above the education department's approved quota.

Land and facilities of Model C schools were transferred to the individual governing bodies.

There were cases where white parent bodies tried to use the Model C system to keep pupils of other races out of their schools — notably in Hermanus, Bryanston, Vryheid, Hluhluwe, Jeffrey's Bay and Barberton.

The Barberton case was eventually taken to the Supreme Court, which ordered the primary school to admit seven black pupils.

From the outset, the ANC was opposed to the Model C system, saying it was not the organisation's policy to "privatise" education.

But senior ANC leader

Steve Tshwete, now Minister of Sport, had no hesitation in sending his children to Dale College and Kaffrarian High School in King William's Town after they had voted overwhelmingly to become Model C schools.

The National Party insisted that Model C schools were guaranteed by the Constitution.

Recently, PWV region education minister Mary Metcalfe said Model C schools would have to defend themselves against accusations that they were underutilised and prepare themselves for a far higher intake of pupils.

"There is no intention to over-crowd these schools . . . (But) there is no way we can defend some government schools having far lower pupil-teacher ratios than others," she was quoted as saying.

There was also an inherent contradiction in the Model C system in that parents were legally compelled to send their children to school, yet at the same time a school could sue parents if they did not



## PLUMSTEAD

# It's working well ... and school spirit is fantastic

PLUMSTEAD High was one of the first Peninsula schools to opt for the "open" system, and the change has worked "extremely well", says chairman of the governing body Alan Bryant.

The school, which charges R1 080 a year, is virtually overflowing: originally built to accommodate 600 pupils, the present enrolment is 977.

"It's a major problem," Mr Bryant said.

"The present racial mix was pretty close to 50/50".

"But we don't like talking about colour — we're simply an integrated school and they're all Plumstead High pupils," he insisted.

"There had been 'fantastic' results on the sports fields, and academic results were definitely improving.

"A lot of people thought academic standards would drop, but they haven't. And last year we had a 100 per cent matric pass rate — that's something we're very proud of."

Principal and former Teachers' Federal Council chairman Allan Powell said the school's academic standards had been improving each year for the past three or four years.

"But it would be a bit of a sweeping statement to say that it's only because of the influx of new pupils," he added.

For exam subjects, there were 93 teaching units with classes of between 21 and 30 pupils and 74 units with 31-40 pupils, making an average teacher-pupil ratio of 1:26.

If "open" schools were scrapped and the system reverted to state schools, all that was likely to change would be the state paying for expenses such as rates, elec-

tricity and water, Mr Powell predicted.

"And I presume school fees would not be enforceable by law, as they are now."

The state was already spending about 92 percent of its education budget on teachers' salaries, and the only way it could save enough money to pay for schools' running expenses would be to cut the number of teachers.

"Because the state can't afford this extra expense — there's no fat to cut in the education budget — I can't see them changing the system, and I believe the governance of the school will still be in the hands of the community," Mr Powell said.

The school community was able to use state funds far more cost effectively than had been the case under the old system of state tenders, he noted — "we've just had an example of this in building our new laboratories".

A disadvantage of the "open" system had been a corresponding increase in the number of socio-economic problems as the enrolment had grown, Mr Powell said.

"But there hasn't been any marked increase in these problems from the new community, and of course there's also been a proportionate increase in all the nice effects as well — there's as much caring and ambition and so on."

Mr Bryant said problems anticipated by some sectors of the Plumstead High community at the time of switching to the "open" model hadn't materialised.

"Certain people were waiting to see if there were going to be major problems, but there honestly haven't been. The spirit of the school is fantastic."

## MILNERTON

# Very satisfactory ... parents show more interest

THE Model C system has been working "very satisfactorily" at Milnerton High School, says principal and a former president of the SA Teachers' Association Roger Cope.

"One of the advantages has been the increased interest and support which the parents are now showing towards the school," he said.

"There's been a very substantial increase in their financial contributions — which has caused them to take an increasing interest, and this parent community is looking after the physical amenities of the school very much better than the government ever could."

A substantial proportion of school fees was being spent on maintaining these facilities, and just one teacher was being employed out of school funds.

"It has been a successful transition. The Model C system has made it difficult financially for some parents, but we're certainly not turning anyone away or kicking anyone out because they can't pay."

"There is a very accommodating attitude in the Milnerton community," Mr Cope said.

The school had 640 pupils and could "certainly" take more in the higher standards, although classes in the lower standards were full.

The present teacher-pupil ratio was about 1:18.

Mr Cope said he did not have exact figures for the school's racial composition — "I honestly haven't sat down and counted" — but there was only a "low" percentage of pupils who were other than white.

There were no major black townships nearby and some "coloured" pupils travelled from as far afield as Atlantis and Mammre.

"So that (low percentage) is by virtue of our geographical position," he said.

Although the Model C system was likely to be scrapped, in name, the replacement scheme was not likely to be substantially different, Mr Cope suggested.

"Personally, I don't think for one second that the government will scrap the financial contributions which parents have been making."

Part of the motivation for introducing the Model C system in 1991 had been to save teachers' jobs, he pointed out.

If the system was changed, some teaching posts would probably be lost with a resulting detrimental effect on pupil-teacher ratios.

"Some of the bigger schools may lose two or three posts," Mr Cope said.

"So most of the schools will be trying to enrol more pupils other than whites."

Although there were certainly some schools which were happy to have Model C status as a means of maintaining white education, well-informed ANC leaders appreciated that the Model C system was not necessarily racist.

"Elitism is a problem — it is a contentious issue, but the Model C system can not be blamed for introducing elitism," Mr Cope said.

There were other explanations for this. "I do anticipate some changes, but I think the new system will not be significantly different, except for teacher-pupil ratios."

## RHODES HIGH

# Amazingly easy transition and we're very happy

THE transition to Model C at Rhodes High in Mowbray — one of the most integrated of all former white schools in the Western Cape — has been a "quiet, relative success", says principal Niel Van Niekerk.

"I don't want to create the impression that everything has been hunky-dory — all change has some difficulties and problems, but in fact very little has materialised of what we initially thought might happen or go wrong."

"We're amazed at how easy the transition has been for us and overall this is a very happy school — there's a great deal of positiveness," he said.

The school, which charges fees of R960 a year, has an enrolment of just under 400 and is set to increase its numbers "substantially" next year.

"We are working towards full complement, and we've tried very hard to build in the spirit of what's happening in the country," Mr Van Niekerk said.

"We have a five-year plan (to fill the school), starting with Standard 6 and working through the standards, and in fact we've speeded this plan up, but staffing does become more difficult."

The staff-pupil ratio was "a complicated issue".

"It's all tied up with subject choice and whether you take into account the head and his deputy who do give some classes — I can't give you an average," Mr Van Niekerk said.

He also declined to give the school's racial breakdown. "I honestly couldn't say percentage-wise. The school has changed totally to the

other way, but it's a good mixture and we're very happy with our children."

One of the early concerns had been about the possible dropping of standards, Mr Van Niekerk said.

"We feel we have both maintained standards and achieved things which we've never been able to do before."

"A small enrolment does have a tremendous effect on the ethos of a school, which is probably its most fragile part."

"We've developed a very friendly ethos and the vast majority of our pupils just want to achieve and to do well."

Was Rhodes High concerned about the possible scrapping of Model C — now officially "state-aided schools"?

"It's difficult to comment because one doesn't know what's coming and at the moment we're planning in some thing of a vacuum, but we would like to continue as we are," Mr Van Niekerk said.

"I believe the state-aided system has worked really well for Rhodes — it's given the school a chance to make a real contribution to education in its own modest way."

"We've been allowed to use the initiative of the staff, parents and pupils, so I think a change might mean less autonomy and less involvement by the community."

"I'm just scared that if the wrong moves are made now, the situation will be destabilised."

"We need to stabilise good education and spend more time where there is the greatest need."

payees, Mrs Ntseka fe said.

Roger Cope, principal of Milnerton High and a former president of the SA Teachers' Association, pointed out in a recent analysis that the Barberton court ruling made it quite clear that schools would not be able to refuse to enrol pupils on grounds of race, and that the new Constitution would enforce this.

As Model C schools could not refuse admission to a child for whom it was a "neighbourhood" school, a parent's lack of means was no grounds for excluding that child.

The ANC would therefore not have to abolish Model C schools to achieve educational integration, Mr Cope said. "Race and racism are thus rapidly diminishing factors. Geographical position and the racial mix of our suburbs are more important."

"The single most important point is that the Model C system allows the state to pass on some of the cost of education to the parents."

Accurate figures of the amount paid annually by parents at Model C schools were not available, but the amount was estimated at somewhere between R400 million and R600 million a year, Mr Cope said.

"The pressures on the government to uplift black education are enormous, and if a largely white sector (predictably not ANC supporters) is willing to spend up to R600 million to subsidise education, it is difficult to see the government declining this, notwithstanding ANC promises of free and compulsory education to the end of standard seven."

In his budget speech in parliament a week ago, Education Minister Sibusiso Bengu announced to cheers from ANC benches that school models from the apartheid era — "of whatever type" — would have to be replaced.

Following an immediate outcry, he appeared to back away slightly this week when he said existing models for South African schools could not remain unchanged, but that he would uphold the Constitution while considering the future of schools.

All eyes will be on his White Paper tomorrow.

## 'Short-sighted'

JOHN YELD Staff Reporter

**M**ODEL C state-aided schools provide a high standard of education and suggestions by Education Minister Sibusiso Bengu that they be scrapped are "extremely short-sighted", says the Democratic Party Youth.

Acting Western Cape chairman Denzil Coulson said his party also condemned subsidy cuts in education.

"We repeat this call (against subsidy cuts) in the light of the fact that university students will have to pay higher fees next year and that 156 urgently-needed schools scheduled to be built this year will not see the light of day," he said in a statement.

Model C schools were non-racial and provided education of a "very good standard".

Abolishing these schools would be like "throwing the baby out with the bathwater" and would contribute to a decline in the education standards of these schools.

"But what is even more repulsive is that the ANC has not even consulted the governing bodies of these schools."

DP Youth said the issue of education subsidy cuts had to be dealt with "as a matter of urgency".

"Extravagant" expenditure such as the refurbishment of "palatial" ministerial homes and unnecessary defence spending had to be eradicated.

# New structures proposed Probe starts in three weeks

Political Staff

AN array of new committees and agencies have been proposed to administer the restructuring of education, the White Paper on education, revealed last night.

These include a National Institute of Curriculum Development, (NICD), Education Support Services, (ESS), a National Council for Teacher Education, the National Open Learning Agency, Adult Basic Education, and Training, and a Gender Equity Unit.

23/4/94

The White Paper also calls for a new national department for Early Childhood Development and Lower Primary Education, and for Provincial Education and Training Forums.

The NICD, whose feasibility is to be investigated by the Ministry of Education, would be a professional institute.

The ESS will encompass all education-related health, social work, specialised educational, vocational and general guidance and counselling, and psychological services.

Political Staff

THE cabinet had decided to appoint a national commission into higher education in South Africa, it was announced last night.

The appointment of the commission was proposed to the cabinet by the Minister of Education, Professor Siyiso Bengu, "after a prolonged period of investigation and consultation," it was stated in the White Paper on Education.

The commission is expected to

begin functioning in three weeks, although the White Paper set a November 1994 deadline.

Once its terms of reference have been completed, the President will be asked to issue a proclamation, appointing the commission.

"No official inquiry into the whole of the post-secondary sector has ever been undertaken in this country," said the White Paper.

The commission would be asked to investigate the entire sector.

# 'All have a right to learning'

**Political Staff**  
ALL South Africans had a right to education and equal access to educational institutions, the White Paper on education stated last night.

"Every person has the right to equal access to educational institutions," it said.

This policy statement, if im-

## Sober approach 'positive' — NP

A POSITIVE aspect of the draft White Paper on Education was the sober approach towards unrealistic election promises, the National Party said yesterday.

It was commenting on government plans to overhaul South Africa's education system.

The NP said the government realised many promises could not be achieved overnight.

## Twelve million students in SA

Political Correspondent SOUTH AFRICA has nearly 12 million students at 27 500 educational institutions, according to the White Paper on Education.

This included 330 000 students at 21 universities and 137 000 students at 15 technikons.

They are served by a staff complement of about 470 000, of whom 370 000 are educators.

The 1994/95 budget for this service amounted to just under R30 billion.

plemented effectively, will mean that no one will be denied entry to education facilities on grounds of race or wealth.

The white paper said that every person had the right to instruction in the language of his or her choice where this was reasonably practicable.

"Every person (including a legal person) has the right to establish, where practicable, an educational institution based on a common culture, language or religion, provided that racial discrimination is prohibited.

"The rights of all persons to equality, human dignity, free-

dom and security of the person, privacy, assembly, demonstration and petition, association, political affiliation, access to information and administrative justice, and the rights of children, have a direct or indirect bearing on the administrative and professional conduct of the education system," the White Paper said.

# Matric, JC exams to go

By BARRY STREEK, Political Staff

MATRIC and JC exam certificates are to go and be replaced by FECS and GCEs — and each year of schooling will be known as a "grade" with the final school year to be known as Grade 12, the current matric year.

The White Paper on education, which was released at midnight, has proposed that the FECS (Further Education Certificates) and GCEs (General Certificates of Education) be part of a proposed eight-level National Qualification Framework (NQF).

It said the ministries of Education and Labour were expected to announce a mechanism to draft the government's formal proposal on the creation of the framework. "The ministries are satisfied

## New plan for school grading

that a very broad consensus has developed on the need for the NQF and its main principles of operation," the White Paper says.

The framework was a priority programme for the Ministry of Education and the RDP had specifically endorsed it.

The Ministry of Education was basing its forward thinking on the proposed structure of the framework, which comprised:

- Level 1: The GCE to be achieved after the end of the compulsory schooling phase, one year

of pre-school plus nine years to Grade 9 (the present Std 7) and at the end of the Adult Basic Education and Training phase;

- Levels 2-4: Further Education Certificates, to be achieved through a variety of modes, comprising core units and optional units in different combinations — at the end of senior secondary school, Grade 12 (matric), on completion of technical college and community college programmes, on completion of programmes offered by accredited private providers or non-governmental organisations, or through industry training and regional training centres, and
- Levels 5-8: Higher education and research, comprising professional institute programmes, national and higher national diplomas, initial degrees, higher degrees and research, the White Paper said.

50 CT 23/9/94

# No money for free education

South 23/9 - 27/9/94

By Edwina Booysen

TEN years of free education would not be possible from next year because of a lack of resources, education minister Professor Sibusiso Bengu said.

A definite statement on when education will be free cannot yet be made.

Addressing parliament during his budget speech last week, Bengu reiterated that government is committed to moving toward 10 years of free and compulsory education for all.

Bengu said the ministry has a moral obligation to improve access to education for those who "had been traditionally disadvantaged".

"To achieve this, the draft education policy document which will be gazetted this Friday proposes that government start the movement to free and compulsory education by encouraging all six year olds to enrol next year," Bengu said.

"State funds must be made available to support an acceptable level of education for all."

He also said that fee paying would be an option for those who could afford it.

● Salary negotiations between the new Department of Education and the four major teachers' unions began on Monday.

The South African Democratic Teachers' Union (Sadtu) said it would consider strike action if its salary demands were not met.

## Education focus

A CAMPAIGN around education reconstruction and development was launched nationally on Friday to coincide with the minister of education's budget speech.

The four-week campaign is called "Building a partnership for Education Reconstruction and Development". It aims to encourage community involvement in education and to mobilise the country around reconstructing education.

The campaign will run from September 19 to October 16, and will be divided into weekly themes including making schools habitable and developing a learning nation.

# Schools boost

Sowetan 23/9/94

## SA Press Association

**T**HE GOVERNMENT'S PLAN to overhaul the fragmented and ethnically based education system to meet the needs of reconstructing the country was unveiled yesterday. **(50)**

The draft White Paper proposes to make education and training accessible to children, youths and adults through restructuring education spending.

There is special emphasis on redressing educational inequalities among communities.

Education reform should address the current wasteful expenditure that provides poor yields, and commit the Government to providing quality and affordable schooling to the poor communities, according to the report.

"The State's resources must be deployed according to the principle of equity so that they are used to provide essentially the same quality of learning opportunities for all citizens."

Provinces would be accorded the constitutional responsibility of establishing, running, regulating and financing schools — which they would have to do within the framework of a national policy.

An interactive process between the national Education Ministry and the provinces is envisaged in the future budgetary dispensation.

Provinces would administer 85 percent of the education budget from the 1996/97 financial year when the provincial education system will be in place. The White paper proposes that education and training should also be built

into specific projects of the Reconstruction and Development Programme, such as public works programmes and youth programmes so that participants can achieve a permanent learning dividend from their experience.

Incentives should be given to employers to ensure that they observe their fundamental obligation to invest in the education and training of their workers. "Education and training must become a vital element in national economic reconstruction and development.

"Unless the types and levels of knowledge and skills available in our society are vastly extended and redirected, the low skill, low wage, racially stratified labour market will persist.

"An integrated approach to education and training is essential to enable South Africans to broaden their range of knowledge, skills and competencies, and achieve greater mobility in the education and training system."

A National Qualifications Framework is proposed to facilitate the movement of learners from one qualification level to another and encourage flexible access by learners to different modes of learning based in schools, the workplace, community learning centres or through self-study.

"The curriculum and teaching methods should encourage independent and critical thought, the capacity to question, inquire and reason."

The paper also seeks to establish an open and consultative approach to democratic governance in education that will dispel the alienation of large sectors of society from the education process, and reduce the power of government to intervene where it should not.

January to see the first in a series of dramatic changes

# SA education

Staf 23/01/94

## MODEL C schools appear destined to lose heavily on State subsidies, according to draft White Paper

■ BY CHRIS WHITFIELD  
POLITICAL CORRESPONDENT  
Cape Town — Education in South Africa is to be radically reformed. A levelling of pupil/teacher ratios, class sizes and Government funding will begin in January.

Model C schools — to be reviewed — appear destined to lose heavily on State subsidies. Parents will, however, still be able to supplement the education of their children from their own pockets.  
The draft White Paper on education, to be tabled in Parliament today, envisages sweeping changes to the education system designed to eliminate inequalities from years of apartheid education.

### More reports — Page 10

It states that the pupil/teacher ratios and the sizes of classes in former white, coloured and Indian systems will, in future, be "significantly above historic norms".

But they will be below those that had applied in the former Department of Education and homeland education systems.

Thus "a definite increase in the quality of service for the majority of learners will be made possible".

"Achieving more equitable non-salary expenditure for essential items such as teaching materials, upkeep and maintenance, will require increased budgetary provisions in the largely black parts of the system, starting in 1995."

Referring to 10 years of free schooling, the paper says the State would "provide an acceptable quality of schooling and that fee paying is an option that schools and communi-

ties must consider if they wish to offer a quality of schooling higher than that which the State can afford".

The free schooling system — to which the Government has committed itself — would mean that "African schools would receive a higher level of subsidisation than at present".

Equality of per capita subsidisation would, over time, "be effected through lower teacher/pupil ratios in disadvantaged schools and higher teacher/pupil ratios in the advantaged schools".

"More highly qualified teachers would be required in the erstwhile coloured and African schools."

In comments with clear implications for the Model C system presently enjoyed by most white pupils, the document states: "The State cannot fund all schools at the level of per capita expenditure currently prevailing in those parts of the system which have had the highest levels of funding in the past."

Funding 10 years of free education at the levels enjoyed by former white House of Assembly schools "would increase the financial burden of the State from R12 billion to R34 billion".

The Ministry of Education will invite key stakeholders in the education system to debate and advise on proposals concerning the funding of schools.

■ Deputy Minister of Education Renier Schoeman, (NP) has distanced himself from the draft White Paper.

# Revolution

*Planning for pre-primary year*

# Grade 1s to get free schooling

Star 23/9/99

■ BY CHRIS WHITFIELD  
POLITICAL CORRESPONDENT

Cape Town — Free and compulsory education is to begin with a pre-primary year for five-year-olds, the draft White Paper on education discloses.

However, it proposes the implementation phase should begin on January 1 next year with the enrolment in Grade 1 of all six-year-olds.

At the present time it is not possible to make the pre-primary or reception year compulsory, given the enormous deficits of appropriately trained teachers and suitable facilities for five-year-olds.

“However, the Ministry of Education is committed to a new national initiative in early childhood development, of

which the needs of the reception year for five-year-olds forms an important part.

Given the huge expected demand for schooling, the implementation of the Government's commitment to compulsory education could realistically only be begun on a phased basis in 1995. The enforcement of compulsory attendance could only be phased in once it was clear a capacity for each age group existed.

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In terms of the proposed ten years of free education, all children would be required to be in school from the age of five to 14, or until they had attained the equivalent of what today is known as Std 7.



# NP warns on schools plan

APR 23/9/94 (50)

## White paper 'too keen to change too much, at risk of mistakes'

### CLIVE SAWYER

#### Political Correspondent

THE National Party has criticised the draft white paper on education as too keen to change too much, at the risk of costly mistakes.

And Deputy National Education Minister and National Party MP Renier Schoeman has distanced himself from the white paper, saying it does not represent the views of the government of national unity.

The NP said positive aspects of the proposals were the acknowledgment of the importance of constitutional principles to education, the striving for equity, proposals to negotiate changes to educators' conditions of service, and the sober approach to achieving "unrealistic" election promises.

The ministry had realised many of these promises could not be achieved overnight and that in most cases a phased approach would have to be adopted to reduce the danger of disrupting education.

But the NP was disturbed by the apparent urge to change everything and start from the beginning.

Meanwhile, controversy looms over a proposal to allow schools to charge fees for above-average standards of education — while the constitution forbids them to turn away the poor.

A draft white paper on education released today outlines a plan to drastically restructure schooling.

Plans to change schools are just part of remoulding South Africa's R30 billion education system, which at present is meant to serve 12 million students and pupils.

The ambitious plan aims to offer black pupils standards of education higher than those of the former Department of Education and Training and TVBC states.

All pupils will be given an "acceptable minimum" education.

"Schools will be free to charge fees, the level of which will be determined by the capacity of the community to pay and the quality of schooling which that community deems affordable, beyond what the government provides from public funds.

"To advance equity it is vital to ensure children are not excluded from schools because of an ability

to pay," the draft white paper said.

The government might have to set up a subsidy scheme to enable poor students to get access to Model C schools.

The constitution bars schools from barring pupils on discriminatory grounds.

This could be understood to include a ban on "wealth barriers".

An introduction to the white paper said it was not a statement of government policy, and was subject to comment and review.

While provincial education ministries had been consulted in preparing the report, it was not a joint statement by national and provincial ministries.

The document proposes a national qualification framework with eight levels.

Level one will be a general certificate of education (GCE) equivalent to Standard 7.

Levels two to four will be further education certificates (FECs), given for a variety of forms of education.

This included Standard 10, technical college and community college programmes, and programmes pro-

vided by registered institutions like regional training centres.

The document said there should be an overhaul of curriculums in schools and colleges.

The national education ministry will set standards, with the nine provincial departments having "significant scope" to set learning programmes serving regional interests.

Adult basic education and training, and a "national open learning agency" are provided for.

Commissions will be appointed to investigate higher education and further education.

Provincial education departments will be set up by January next year, but without full powers.

There was a risk of disruption of education because of amalgamation and restructuring of departments, the document said.

"Moreover, the government's commitment to move toward free and compulsory general education from the start of the next school year is expected to put unprecedented pressure on school services."

The national education ministry would do all it could to ensure schooling was not disrupted.

Next year's education budget would be transitional, because the restructuring process would not be complete.

It was expected about 85 percent of future education spending would be at provincial level.

Rationalisation of the 14 apartheid-era departments into nine provincial departments would include costs of redundancy payments, infrastructure and logistical support.

"Estimates of costs are unreliable but are being attempted."

The rationalisation process would also involve disposing of accumulated debts of education services rendered by the department of education and training to former TVBC and self-governing territory administrations.

By 1996 it would be possible to conduct a thorough analysis of staff needs, with a view to possible cuts.

"This is a requirement of government policy and a key strategy of the reconstruction and development programme."

The white paper said implementation of the government's commitment to provide compulsory education could begin only next year.

# Parties give White Paper on Education

By ANTHONY JOHNSON  
and DAN SIMON

THE White Paper on Education was given a mixed report card by political parties and teacher federations yesterday.

A number of parties gave high marks to the goals of equity in education outlined in the 78-page document, but said it was thin on detail when it came to implementation and funding of proposed changes.

National Party education spokesman and former Minister of National Education, Mr Piet Marais, applauded a number

of positive aspects but criticised what he termed "a pervading tendency of wanting to re-invent the wheel".

He said the White Paper reflected an "apparent desire to change everything and start from scratch". Apart from the fact that this was not possible, "it also poses the danger of making expensive mistakes with the resulting disruption and destabilisation".

Mr Marais also expressed concerns that the very broad interpretation of the function of the central department of education could end up frustrating the vital pro-

cess of provincialisation.

He welcomed what he termed "the more sober approach that has emerged in regard to the attainability or unattainability of unrealistic election promises".

The Democratic Party said that there was much in the White Paper that in principle was highly commendable, such as the determination to achieve equality in education for all.

"Just how this will be achieved practically, however, is far from clear in the White Paper," said DP spokesman on education, Mr Mike Ellis.

The Freedom Front expressed concerns that thousands of white teachers would lose their jobs if new teacher/pupil ratios were implemented.

The Inkatha Freedom Party applauded "the bold initiatives" mapped out in the document, particularly its commitment to equity, equal access to education and training and alleviating the plight of disadvantaged communities.

However, the IFP voiced its "grave concern" about tendencies towards establishing a centralised education bureaucracy, and emphasised that curriculum develop-

ment should be seen as a provincial competence.

Four teacher federations said "sacrifices" would have to be made to attain equal education opportunities for all schoolchildren.

And the president of the South African Teachers' Association (Sata) said it was "inevitable" that Model C schools would suffer.

In a joint statement, the National Professional teachers' Organisation of SA, the

Teachers' Federal Council, the Union of Teachers' Associations of SA and the Cape Teachers' Professional Association "endorsed" the principles in the interim constitution which made provision for equal education opportunities for all children.

SA Democratic Teachers' Union general secretary Mr Thulas Nxesi said the whole question of pupil/teacher ratios and remuneration policies had to be urgently addressed.

● How not to communicate — Page 5

mixed reactions

52 24/9/94

# Cosatu moves to centre

*SITimes 25/9/94*

COSATU is at odds with "right-wing" staff associations over a planned strike that would cripple government services throughout South Africa.

Eighteen staff associations have threatened to strike for a 15 percent across-the-board increase and a R1 500 minimum wage.

If the strike goes ahead, it will be the first in South African public service history.

But Cosatu general secretary Sam Shilowa this weekend lashed out at the "right-wing" associations for deliberately aiming to undermine the implementation of the Reconstruction and Development Programme by pushing up the "already inflated" salaries of public servants.

Cosatu, meanwhile, is demanding a wage freeze among high earners and a R1 500 minimum wage.

The congress's attack on the staff associations — and harsh criticism of the left-wing Turning Wheel truckers' blockade earlier in the week — have shifted Cosatu closer to the political centre.

But Mr Shilowa stopped short of committing Cosatu to a strike moratorium, saying the federation objected to the staff associations' demands, not their intention to strike.

The possibility remains that both the conservative staff associations and Cosatu might strike at the same time, but over different demands.

"They are striking for the entrenchment of apartheid privileges. We are go-

By RAY HARTLEY and MARLENE BURGER

ing to mobilise our own members for the closing of the wage gap," Mr Shilowa said.

Deadlocked negotiations between the government and 18 unions representing some 500 000 public servants will resume on October 25 — unless members vote before then in favour of a strike.

Mr Shilowa claimed the staff associations had opportunistically co-opted Cosatu's R1 500-a-month demand despite the fact that their members earned far higher salaries.

A joint Cosatu/National Education Health and Allied Workers Union statement said the staff associations aimed to "resist the democratisation of the public service".

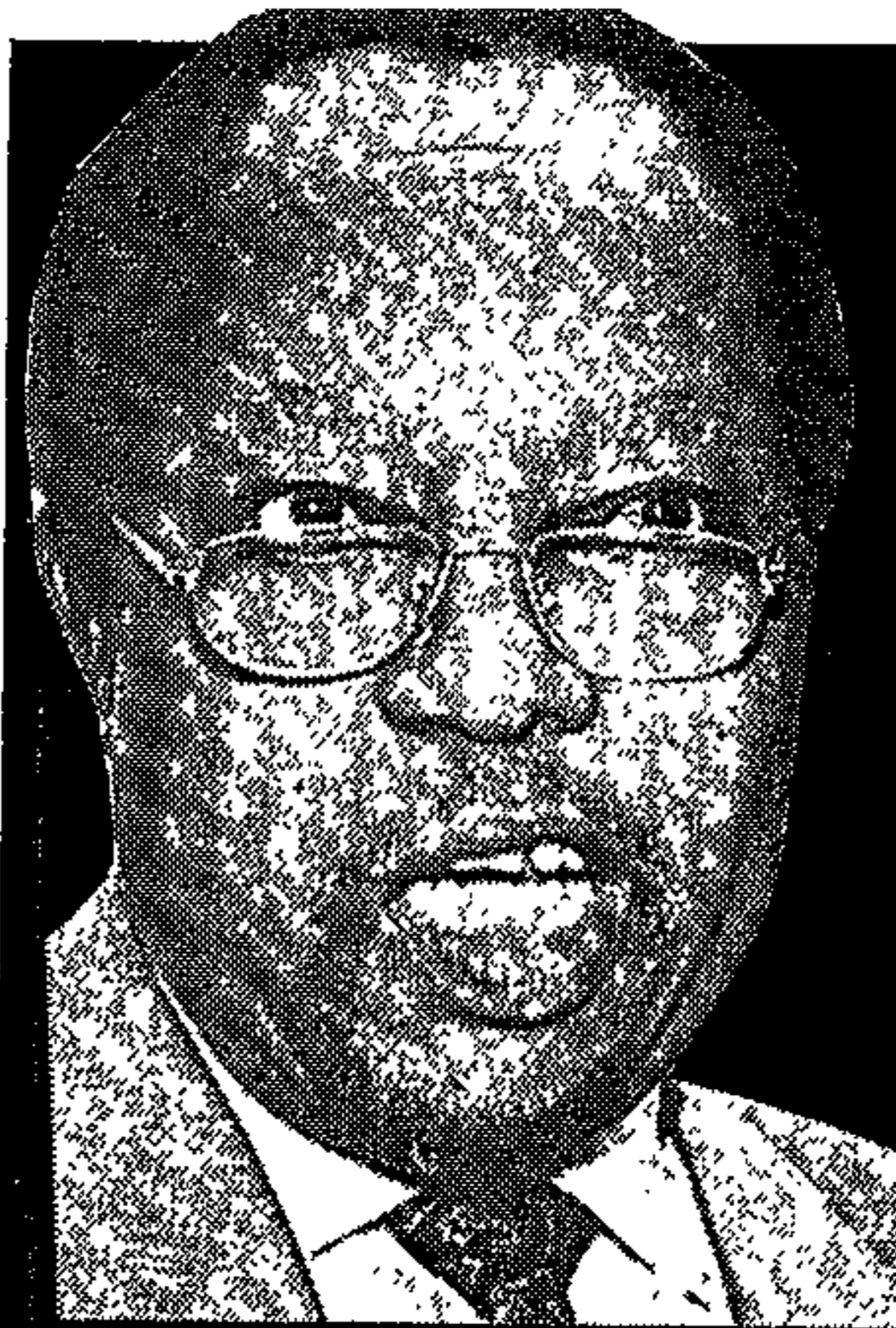
"They are now talking of embarking on strike action, something unheard of during the apartheid years."

The proposed strike by the 18 staff associations could throw provincial governments, battling to incorporate old homeland administrations, into further chaos.

The government has offered a R100-a-month increase on the current minimum wage of R900 and asked for another month to consider the demand for a 15 percent across-the-board increase.

But the public servants, who may legally strike for up to 30 days without loss of benefits or victimisation, rejected the request "because we are not convinced that an improved offer will be presented a month from now", said Miss Eileen Brannigan, spokesman for the newly formed strike committee.

The committee will meet on October 3 to discuss the logistics of a strike ballot.



SIBUSISO BENGU . . . new guidelines

# Guidelines spelt out for new school system

By EDYTH BULBRING  
Political Correspondent

THE Education White Paper released by Minister Sibusiso Bengu on Friday spells out plans for a radical transformation of the school system.

From January next year, the "apartheid juggernaut" of ethnically based education departments will be replaced by a single national education department with nine provincial sub-sections.

The White Paper is not a final document, but lays down policy guidelines which will be fleshed out following further negotiations.

It raises more questions than it gives answers, but these are the principle guidelines.

● The government will provide funds to schools on an equitable basis in order to ensure an acceptable quality of education.

The key to this is the definition of what the government means by an acceptable quality of education, which the White Paper does not spell out adequately.

But what is clear is that all schools will be given equal funding based on laid down criteria for a strict teacher/pupil ratio and basic infrastructure.

Any extras wanted above this basic education that the state funds will have to be provided by parents.

The question arises whether the amount the state pays to schools for teachers' salaries will be based solely on the teacher/pupil ratio, or whether the state will take into account the higher salaries paid to more qualified teachers at traditionally privileged schools.

The White Paper is vague on this, but it does talk of phasing in parity for teacher salaries, raising the lowest-paid and freezing top salaries.

There will be a gradual move towards paying teachers for the job performed rather than solely on the qualifications they possess. The effect of this would be to reduce the present disparity in teachers' salaries.

● The White Paper also says that the patchwork of different school systems — model C, farm schools and others — will be replaced by uniform national school models.

These will include state, state-aided and independent schools.

The different school models will all be funded by the state on the same basis.

● While the constitution protects the right of language, religious and cultural diversity at schools, it rules out discrimination on the basis of race.

Hence, an English-medium school with a Catholic emphasis for French descendants will be able to exist, but it will not be able to exclude a child on the basis of race.

The constitution also provides that if a governing body is challenged in court on the grounds that it has practised discrimination, the onus rests on it to prove otherwise.

● Every person has the right to equal access to educational institutions, the White Paper says. The government will lay down uniform and equitable admission practices in all state and state-aided schools. Criteria for affirmative action will be part of this.

● The White Paper commits the government to free and compulsory education — of a basic standard — to the end of Standard Seven.

The government can only provide free education for six-year-olds next year, and will phase in free education for other age groups as resources become available.

The White Paper says that schools will be free to charge fees, the level of which will be determined by the capacity of the communities to pay and/or the quality of schooling which the community deems affordable beyond the acceptable minimum which the government provides from public funds.

But this does not mean that pupils who cannot pay their fees will be compelled to do so.

The question arises whether a school which demands fees for the extras that it is providing will be able to exclude a child who cannot pay, or legally enforce payment.

The answer is no. This means that in many privileged schools some parents will be subsidising poorer pupils, resulting in the fees going up.

The White Paper does not have a satisfactory answer to this. It suggests state bursaries for pupils that cannot pay, but does not examine how this could impact on its commitment to equity.

Despite the unanswered questions, which which are likely to only become clear with further policy papers, parents and pupils can be sure of one thing . . . change is coming.

## EDUCATION WHITE PAPER

By **THEMBA KHUMALO**  
Political Correspondent

THERE will be no wiping the blackboard clean in South African education.

Despite huge popular excitement about tossing out the hated old apartheid education system, bringing in the new system next year will be a slow, if not somewhat tortuous process - if the White Paper on education is anything to go by.

While the Department of Education would like to say its new system will encounter teething problems, the policy document tabled in parliament on Friday gave the impression that the changes at first would be small, although significant - given the ugly past.

### Blames

The paper blames this on the "structure" of the existing system, which it claims will make it difficult to achieve complete integration of provincial departments in the short term. It states that the process of amalgamating existing ethnically based departments into new provincial education departments was "extremely complex".

"It is perhaps one of the largest and most difficult exercises in organisational change to have been attempted anywhere in a short time. Uniform payroll, personnel, accounting and logistical information systems must replace the variety of management systems

## White Paper says education requires 'massive changes'

which the present departments employ," the paper said.

The reorganising of the 14 previous ethnically based education departments and services into nine provincial departments involved "massive management and services changes. It involves costs for infrastructure and logistical support, plus redundancy payments".

The document, which the department said was a first step to develop a new system and a draft policy for discussion, will be discussed by the Cabinet and will also be debated extensively in the National Assembly and the Senate when parliament reconvenes next month. The paper was gazetted in the Government Gazette on Friday.

It said the Ministry of Education was convinced that until structural amalgamation had taken place, it would be impossible to ensure the development of an equitable, accessible and effective education system. It was important that the department created smooth operation between the department and its nine provincial departments.

To hasten the implementation of the new system of education, it was important that the provincial heads of education

departments, together with key financial and administrative personnel, be appointed urgently to advise their provincial ministers, the paper said.

Turning to the funding and governance of schools, the paper said communities which had been favoured by the past political dispensation would be apprehensive about what was in store.

On the other hand, teachers, parents and students who have had to cope with appalling conditions, the result of decades of under-resourcing, instability, wasted human potential and low morale, had high expectations from a government they believe rightly is committed to redress this, said the paper.

"The government believes that an overwhelming majority of South African parents in all communities accept that schools must be democratically governed and that state funding of schools must be equitable," it said.

It said the Model C schools, comprising 94 percent of the former House of Assembly schools, were the best "resourced" in the outgoing education system and they had the highest concentration of qualified teachers.

"The former House of Assembly subsidy, based on low pupil-teacher ratios, had been the most generous by far of any department. The per student public cost of Model C schools is about three times the national average, despite the fact that school governing bodies are responsible for covering non-personnel costs. Almost half of the difference is attributable to the fact that teachers in Model C schools have qualifications well above the national average, with salaries to match.

### Enrolment

"About 10 percent of total enrolment in formerly white schools comprises students of other population groups. Not all of this enrolment is in Model C schools. Since the white population is not growing overall, and is in fact declining in many rural communities, some Model C schools have recruited students from other communities in order to keep the teaching strength at a sustainable level," said the document.

It said for the time being the Department of Education would be organised in three branches, namely Education and Training Systems and Resources, Education and Training Programmes and Education and Training Support for planning and evaluating the new design, co-ordination and performance of the education system.

CIPress 2519194

SCHOOLS' SLOW  
DIRTY

# Prof Bengu: 'Subsidies will remain'

SPECULATION that the government might scrap subsidies to private schools has been scotched by Minister of Education Professor Sibusiso Bengu.

Replying to a question tabled in Parliament yesterday by Senator William Mnisi of the Democratic Party, Prof Bengu said the government would continue to subsidise private schools.

The existing subsidy basis for

private school education would be supplied to Senator Mnisi.

● The South African Democratic Teachers' Union yesterday said it was concerned Prof Bengu had given the go-ahead to prepare for the filling of promotional posts in education.

Sadtu said in a statement it believed this contravened agreement on a moratorium on promo-

tions reached between the minister and Sadtu on August 30.

It had been agreed that a committee representative of all parties be set up by the state to work on acceptable procedures. This was to be treated as urgent.

Sadtu said it appeared circulars had been released instructing officials to go ahead with the preparatory processes. The union's

national office had therefore decided to call for an urgent meeting with Prof Bengu and the heads of departments of education to discuss the matter. (SO)

"The union maintains its position on the moratorium, subject to agreement being reached at a national level on procedures for the filling of posts," Sadtu said. — Political Staff, Sapa

## Education: Give your viewpoint

Political Staff

THE parliamentary committee to review the draft White Paper on education is in a hurry to begin public hearings.

The chairman of the National Assembly's Select Committee on Education, Dr Blade Nzimande, said those wanting to submit representations on the White Paper should do so in writing by October 7.

The committee wanted 40 copies of the representations (if possible). Correspondence should be addressed to the Secretary to Parliament, PO Box 15, Cape Town, 8000 or sent by fax to (021) 461-7989.

## Police reported Zulu threats

Political Staff

REPORTS of threats to the life of President Nelson Mandela if he attended the Shaka Day celebrations were made by the police before any press speculation, Safety and Security Minister Mr Sidney Mufamadi said yesterday.

"The information, which is of a sensitive nature, is receiving the necessary attention," he said in reply to a question tabled in the National Assembly.

Mr Mufamadi refused to make any further comments about the matter.

# PWV Minister denies promise

Own Correspondent

JOHANNESBURG. — In an apparent retreat from earlier statements, PWV Local Government and Housing Minister Mr Dan Mofokeng yesterday denied having promised that state-owned homes in coloured areas would be handed over free of charge to their occupants.

He was guided by government policy drawn up last year that aimed at extending benefits to promote home ownership in terms of a capital discount of up to R7 500.

He apologised if his statements were misinterpreted by residents and said benefits would be extended to those residents of "family housing units erected before July 1, 1993".

Mr Mofokeng said handing over houses as gifts was not his intention.

He referred to former housing minister Mr Louis Shill's capital subsidy scheme on state-financed houses finalised last October and which was estimated to have cost the government R2bn.

In terms of the scheme, if the

## Coloured protest for scrapping arrears

Municipal Reporter

ABOUT 40 demonstrators from the Cape Areas Housing Action Committee (Cahac) demanded yesterday that all rent, water and electricity arrears in Western Cape coloured communities be scrapped.

The protest, outside the Provincial Administration Building in Wale Street, ended in loud arguments with local ANC leader the Rev Chris Nissen over whether the demonstration itself was racist.

Cahac leader Mr Warren Morris said: "If they can do it (scrap arrears) in Soweto and Guguletu, they can do it in Lavender Hill and

Retreat," referring to an agreement reached in Kempton Park last year.

"The reality is that when coloured people have needs, the ANC says we are racist. They exclude us. We are sick of it. We don't want white domination to be replaced by black domination."

Mr Nissen agreed, but said local authorities rather than the province should bear the cost. In his view, the protest itself was racist.

● A separate group called the Interim Steering Committee in Tafelsig, Mitchells Plain, has called a meeting this evening about "rent, rates, arrears, water, electricity" and other matters.

house's selling price was R7 500 or less, the occupant could take ownership "without making a further capital contribution, but if the price exceeds R7 500 then the occupants would have to pay the excess".

South-western Joint Civic Association chairman Mr Basil Douglas said the pressure on the PWV government would be intensified because residents expected handovers as promised and not a referral to Mr Shill's policy, which they were aware of.

"Residents have decided to embark on a peaceful process of boycotting all payments on municipal services," Mr Douglas said.

Westbury residents had already begun a boycott. It would continue until residents in coloured areas received the "same write-off" as Soweto residents, as well as the houses promised by Mr Mofokeng.

Mr Mofokeng also said only coloured, Indian and black areas qualified for the scrapping of service charge arrears, in terms of an agreement signed by President Nelson Mandela and then-president Mr F W de Klerk.

The Freedom Front in the PWV said a uniform code of conduct should apply to all residents within a specific local authority.

# CP plan 'violates SA constitution'

*S. Bey*  
KATHRYN STRACHAN

THE Education Department said yesterday the CP's plan to set up whites-only schools contravened the interim constitution which outlawed discrimination on the basis of race.

CP leader Ferdi Hartzenberg said a CP education congress would be held in November to discuss a strategy to begin implementing its plan to establish Afrikaner schools. 28/9/94

The right to educate children within their own cultural background was an internationally accepted principle enshrined in the UN Convention.

The plan, he said, was not racist as the schools would not be for all whites. They would be exclusively for children of the Afrikaner folk.

Other children were excluded because it would be difficult to create a "cultural" school if the majority were not of that culture. Allowing other children also placed the principle of freedom of association at stake.

Hartzenberg said the schools would be set up by the community, but the plan would be supported and encouraged by the CP. (S)

Education Ministry spokesman Lincoln Mali said it was unfortunate that the CP would not involve itself in planning a system which was acceptable to all concerned. (50)

He said schools such as Jewish schools had made proposals to the Ministry on how their schools could fit into the national plan. But there was clearly a difference between schools which organised around a religious ethic and schools which discriminated on the basis of race.

# Call for private school subsidies

BIDAY 28/9/90

KATHRYN STRACHAN

WITH government facing high expectations to deliver quality education to all private schools — once considered nurseries of snobbery — are showing the important role they can play in helping spread resources.

Although their legal right was entrenched in the new constitution, Independent Schools Council director Mark Henning said in a recent interview an integral part of the constitutional and legal right to exist was continuation of the state subsidy.

So far there had been sensitivity by government in regard to the subsidy, he said, adding the critical factor remained taxation.

The pressure on government to improve essential social services and redistribute resources means it will be increasingly difficult for parents to afford private school fees.

A decrease in state subsidy would hit private schools hard, especially with tax increases and the "general squeeze" facing parents. "There is a lot of anxiety about that," he said.

Fees for SA private schools ranged from about R7 000 to R14 000 a year for tuition only — calculated at matric level. When boarding was included, fees rose as high as R28 400 for Hilton College in Natal. (50)

State subsidies were between 10% and 20% of the private school fee. The state subsidy for private education from Grade 1 to Std 7 was R1 300 a

year per child. From Std 8 to Std 10 it was R1 950.

Private school parents paid fees from post-tax income, so a large part of taxes went to subsidising the education of children in state schools. Therefore private schools were subsidising state schools and relieving the state from educating those pupils at private schools, said Henning.

He believed a more equitable way for the state to formulate its subsidy for private schools would be to base it on the amount it saved through private schooling.

However, while the demand for quality schooling increased, private schools were battling to meet the demand. Most could only admit about a quarter of the number of applications. Vacancies could be found at schools in parts of the country that had been economically depressed, and many new private schools had been established in the PWV, particularly in the centre of town and Braamfontein to cater for the growing demand.

But it was not only in helping stretch the resources for education further that private schools had a role to play. Their strength lay in encouraging as much diversity in institutions as possible to cater for pupils' diversely shaped talents.

# 'Model C aims to keep privilege'

## Principals hit out at white schools

JOHN YELD  
Staff Reporter

WHITE schools were dragged screaming and kicking to the Model C system which was an attempt to maintain their economically privileged education, say a group of principals of the former "coloured" education department.

In a statement, the Western Cape Principals' Forum — representing school heads of the former House of Representatives — said it believed the Model C system had to be sacrificed for the good of education for all different groups in South Africa.

The statement, signed by secretary Goosain Emeran of Trafalgar High School and co-ordinator Eddie Snyders of Garlandale, said Model C had been introduced as part of the apartheid system.

"White schools were dragged kicking and screaming to this new concept which sought to ensure white privileged education economically."

In the pre-election phase of 1992, a new wind had swept through the white schools when it became clear

their only chance of survival would be to change to Model C, the statement said.

"The motivation to change was thus totally insincere; it was not based on a willingness to accommodate other groups, but rather for survival purposes."

The principals questioned whether Model C — "this remnant from the apartheid era" — was representative as suggested in some quarters.

"They (Model C teachers and principals) claim Model C parents will have a choice between Model C and former House of Representatives and Department of Education and Training schools, but realistically we doubt whether they have a choice at all."

"Economics dictates that many parents who wish to place their children at Model C schools will be denied that opportunity because they don't have the money. This perpetuates and entrenches the elitism in education which we vehemently oppose."

Teacher organisations were conspicuous by their "deafening silence" on the issue, the principals' statement said.

ARG 29/9/94

(50)



September 30 to October 4 1994



**EAGER TO LEARN:** Students attend night classes at John Ramsay High School

# Tonight's attraction: school

*Southeaster (suppto South)*

**BY EDWINA BOOYSEN**

**FOR many people who had to drop out of school to earn a living, night schools are the only way to continue their education.**

After attending classes at local schools several times a week, students can obtain school-leaving certificates and improve their chances of employment or promotion.

Mr Lionel Thomas is the supervisor of the adult education classes at John Ramsay High School in Bishop Lavis.

"People from all walks of life attend classes here on a regular basis," he said.

"Some students work as labourers, others are nurses, clerks or state employees.

"One of our students is 48 years old and is about to complete Std 8. She shows such determination that she is doing better than students half her age."

Mr Thomas, one of nine teachers involved in the programme, said the school had a "huge" response from the community this year.

"At the beginning of this year 81 students registered for classes," he said.

He is most impressed by the students' self-discipline.

"Usually students buckle down in their final year of matric, when they realise how close they are to achieving their three-year goal. But now even the standard eight students are eager.

"Some of them have started working groups which get together over weekends," Mr Thomas said.

Uitsig Senior Secondary in Ravensmead also hold classes, but their lessons at the Tygerberg Hospital have attracted an overwhelming response.

Mr Spencer Tonkin, supervisor of the night classes at Uitsig, said that people at the hospital are serious about furthering their education.

"The same cannot be said of the Ravensmead community," he said.

"But maybe the hours are what keeps students away. Classes are held from 7pm to 10pm and the area is a bit 'risky'."

A spokesperson for Education and Culture Services said regional offices of the Department of National Education would continue to take responsibility for adult education classes, but only if there was a need for them.

## EDUCATION

Fm 30/9/94

# The nettles still ungrasped

The two key problems in the schooling system are the anarchy in many black schools and the need — political and moral — to bring about equity in funding and access. This is acknowledged by the Education Ministry's draft policy document, published last week and known as the draft White Paper — but it offers no specific solutions to these problems.

How will government restore broad discipline and respect for authority in black schools, among pupils and teachers? To what extent will it interfere with the powers now possessed by parents at the formerly white Model C schools? These are the questions causing anxiety among the affected parents, principals and teachers — and there are still no answers to them. The challenge to government is to rehabilitate the black system and be seen to be removing apartheid education while not destroying the relative excellence (academic and managerial) of the formerly white system (94% now State-aided Model C).

The White Paper does set great store by consultation when changes are being made and a central tenet of policy is democratic governance. This principle "should increasingly be reflected at every level of the system ... this is the only way to reduce the power of government to intervene where it should not." The document also acknowledges that "if radical change is imposed on schools by top-down direction in the absence of participation by those whose interests and identities are at stake, the result will be predictably disastrous."

A significant statistic in the White Paper reveals that more than 100 000 pupils, or about 10% of total enrolment, in formerly white schools are from other population groups. If nothing were changed in the present system, this proportion would rise inexorably. It also means that there now exists a significant group of black adults — allowing for single parents, say 170 000 — who already have an interest in retaining the system of Model C schools.

In general, the White Paper is an admirable document in that it reflects the broad consensus that has been reached since 1990 on a future education system. There is no serious disagreement, for instance, on the need for clarification of provincial powers, a national qualifications framework, curriculum changes, the broad-

ening of educational support services, improved teacher training, the provision of adult basic education and preschool education, and suitable funding of universities and technikons.

But in many of these areas, the consultation continues and commissions of inquiry have been appointed; delivery will take many years.

The National Education Co-ordinating Committee (NECC), an umbrella body for Left-inclined and radical education associations, has reacted cautiously to the document. It recommends that the White Paper "should be regarded as a draft policy document to interact with." The NECC intends to embark on "a thorough process of analysing the White Paper, with the aim of providing government with feedback by mid-October."

The challenge is not to offer an alternative to the plan but to avoid chaos when steps are taken to begin implementing it. Education Minister Sibusiso Bengu has pointed out, in pleading understanding of the difficulties, the challenge of "trying to bring together the 19 different education departments while simultaneously devolving powers over significant areas of the education system to nine of the provinces." He has described the aim of fundamentally

should speak for itself."

Nor did Bengu even submit the draft of the document to the parliamentary select committee on education.

To complicate matters further, Bengu's deputy, Renier Schoeman of the National Party, issued a nine-page document distancing himself in detail from the draft White Paper. Apart from the questions this raises about how the Government of National Unity is devising policy, it sharpens the atmosphere of a battle that is by no means over; indeed, it has just begun.

Meanwhile, school communities would be well-advised to take the Minister at his word and advance their interests with vigour. There remains a gaping policy vacuum in vital areas. ■

## ZULU POLITICS

## No good guys

Fm 30/9/94

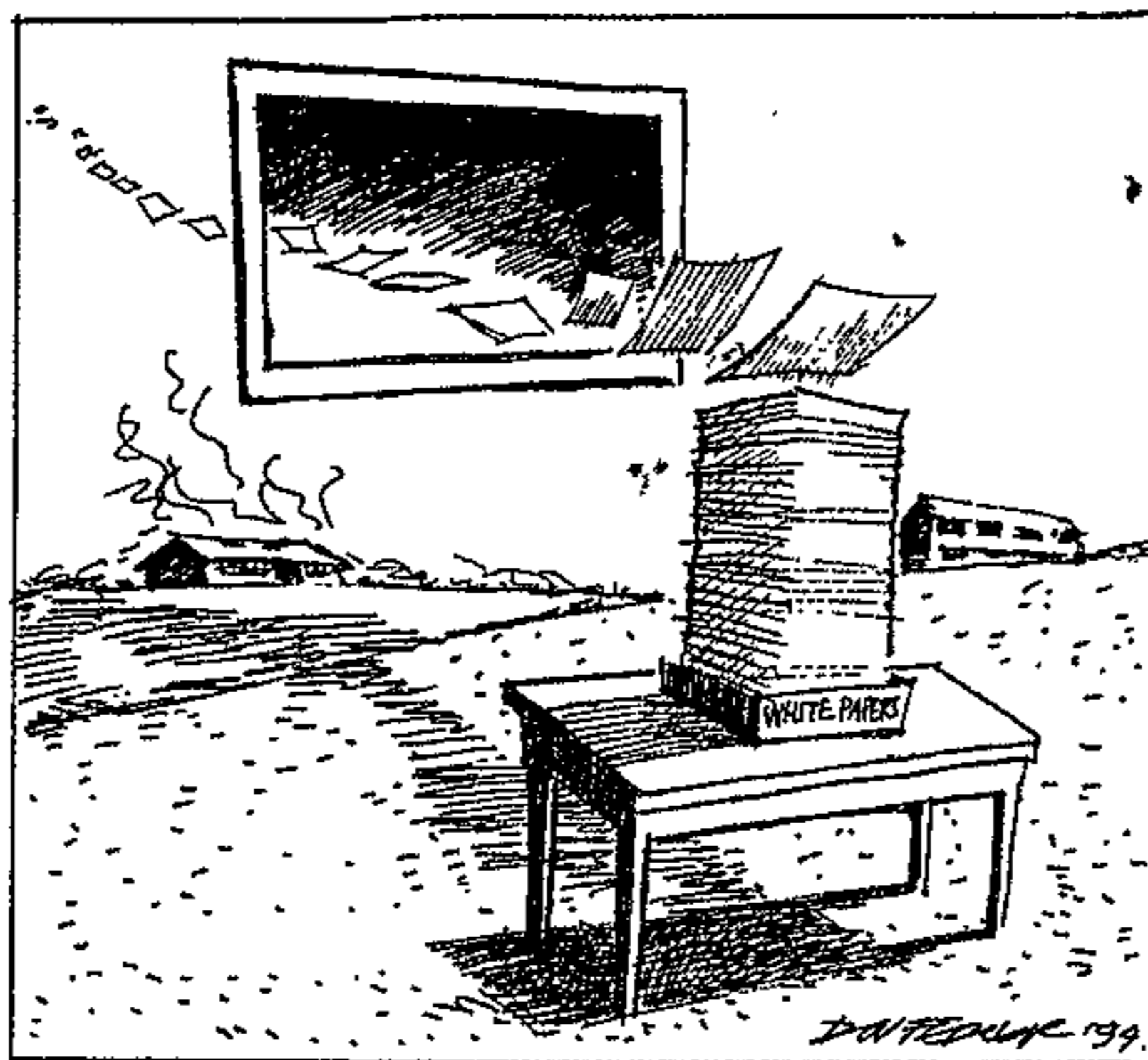
President Nelson Mandela has been wisely cautious about censuring Home Affairs Minister and Inkatha Freedom Party leader Mangosuthu Buthelezi for his televised fracas with a Zulu royal family member at the SABC's Durban studios on Sunday.

Though some form of Cabinet or Presidential censure is warranted, Mandela is obviously concerned that any condemnation should not be portrayed as Buthelezi-bashing. He knows that could exacerbate tensions in the Government of National Unity and stoke the embers of violence between ANC and Inkatha supporters.

The Cabinet was expected to discuss the matter at its regular meeting this week and decide on a course of action. Mandela earlier instructed State President's Office DG Jakes Gerwel to compile a report on the incident. Whatever the outcome, Buthelezi's errant behaviour and the attendant outcry are no more than symptoms of the broader issues in Zulu politics, driven mainly by a bitter contest for power in KwaZulu/Natal between the incumbent Inkatha and the aspirant ANC.

Buthelezi has harmed his political image, even among Zulus, but it is not clear to what extent he has alienated his bedrock of support at home. Some analysts, such as former newspaper editor Harald Pakendorf, believe Inkatha is a waning force and that it will not retain control of KwaZulu/Natal for much longer. Others disagree — and such predictions about Inkatha were proved wrong in the election.

The short-term prize for all this jockeying is next year's referendum to decide the provincial capital and local government



restructuring the system as "an almost impossible task" in the short term.

Bengu was not particularly impressive in defending his White Paper. As the *Cape Times* complained, "he could not find the time to speak to the media or answer the host of questions journalists wanted answered. Instead, he was content to dispatch an adviser to an off-the-record briefing and issued a terse statement that the document

EDUCATION — GENERAL

1994

OCT. — DEC.

# Ngubane slams schools disparity

B Day 5/10/94

KATHRYN STRACHAN

THERE were nearly 300 000 empty places at white schools last year. Figures from black schools indicated a shortage of nearly 2-million places.

Arts, Culture, Science and Technology Minister Ben Ngubane told a recent conference in Johannesburg that there were 287 000 empty places in white schools last year.

The black school system, on the other hand, had a shortage of 51 000 classrooms in 1992. This translated into a shortage of nearly 2-million places.

Ngubane said 82% of white pupils reached matric at present, as opposed to 16% of black pupils.

As a result of their underutilisation, Education Minister Sibusiso Bengu recently announced the Model C or state-aided school system would be reviewed.

In his recently released White Paper, Bengu issued a challenge to these institutions to help meet the educational needs of the country.

He said governing bodies of state or state-aided schools which were not fully enrolled, in terms of their physical capacity, should make plans to increase their enrolment on a planned basis, in consultation with their provincial ministries of education.

In his White Paper, Bengu said the public cost per student of Model C schools was about three times the national average, despite the fact that governing bodies were responsible for covering non-personnel costs.

Almost half the difference was attributable to the fact that teachers in Model C schools had qualifications well above the national average, with salaries to match.

He added that about 10% of total enrolment in formerly white schools comprised students of other population groups.

PWV education minister Mary Metcalfe, however, said many Model C schools were well aware of their reconstruction and development commitments, and principals and governing bodies were actively searching for ways to increase access to their schools.

She said schools needed to ensure that their admission planning for next year included taking concrete steps to achieve full utilisation of resources.

These steps had to be consistent with the constitutional provision that no child was refused access to a school on the basis of any discriminatory practice.



**HARD WORK ...** Mary Metcalfe, who says it will take two to three years to bridge the education divide  
 Picture: CHRISTINE NESBITT

PWV Education Minister Mary Metcalfe says she would rather resign than give in to pressure to preserve the status quo at schools. **RAY HARTLEY** spoke to her

WITHIN eight weeks, South Africa's schools will open their doors to floods of new pupils, ushering in the first academic year under a democratic government.

Just how much will have changed since decades of Nationalist rule reduced schooling to a political plaything with well-resourced and staffed white schools on the one hand and their inferior black counterparts on the other?

Ask PWV Education Minister Mary Metcalfe this question and the reply will be: Everything and nothing.

For the first time, she points out, pupils in Soweto, Germiston, Sandton and Mamelodi will walk through the gates of schools run by the same education department.

"There'll be a new, single department. All schools within that will be organised non-racially on new geographic units rather than on the old racial units."

Although the PWV region will only take budgetary control in April, when the government's financial year starts, it will be in control of schooling from January, she says.

But, while schools might be under the same control, she adds, the divide in schooling will linger for some time as two or three years will be needed to create a new syllabus.

This cannot simply be done by replacing old textbooks, it also involves the retraining of teachers.

Some immediate changes — such as the removal of the Department of Education and Training's gardening class, adjustments to cadets and guidance in white schools, and the removal of ideologically contentious history — will happen immediately, but the bulk of teaching will remain unchanged.

Using a mathematical formula, Mrs Metcalfe predicts matrics could still be graduating according to the old syllabus as late as 2000, should new teaching be introduced on schedule in 1997.

Following the same logic, the first crop of matriculants who spent their 12 years of schooling under the new syllabus would only graduate in 2009.

Along with the introduction of new teaching material will come adjustments to the number of teachers per pupil — the subject of much lobbying by Model C authorities and parents.

Mrs Metcalf says she would rather

# Change to education system could take years

resign than give in to pressure from former white schools to preserve their superior ratio of about one teacher to 18 pupils.

To do so would be to retain the inferior or one-to-40 ratio in former DET schools — condemning black pupils to uneducative rote learning.

In any case, she points out, teacher/pupil ratios are misleading as not all teachers are taking classes at all times.

A more accurate figure for the number of pupils in an average Soweto class would be about 60, she says.

A target of a maximum of 40 pupils per classroom is being aimed for.

But, she adds, individual schools wishing to employ additional teachers from their own funds will still be able to do so.

While the government will do what it can to level black and white schooling, it will not succeed if parents and communities don't share the load, she says.

Exactly how new school governance structures will look will have to be shaped in a vigorous debate between parents, teachers and the government in the new year.

"The whole approach to getting schools functioning has to be people-driven. Parents have been alienated from real involvement other than political activism."

# ANC unveils draft policy on education

Star 11/11/94

## ■ STAFF REPORTER

The ANC officially unveiled its draft education policy document yesterday, saying it was aimed at reconstructing the "apartheid-fractured system" into a democratic one.

The document was aimed at opening up debate around education restructuring before it was amended and adopted.

It proposes the creation of a national Ministry of Education and Training to take charge of all aspects of education and training policy, resourcing and standards.

Each provincial system would be run by an education and training authority or department.

A national qualifications authority would be established to develop all aspects of an integrated national qualifications network.

The first 10 years of formal education would be free and compulsory.

The document says a three-year further education phase would be available both in high schools and other learning centres, including workplaces.

Students would receive a further education certificate, equivalent to a matric certificate, at the end of the three years. Although not free, further education would be subsidised and the disadvantaged would be assisted to enter learning centres.

Higher education would be brought under a unified system of national planning. The college system would be assessed in relation to national needs for diploma-level education. Commissions to investigate the restructuring of further and higher education would be appointed.

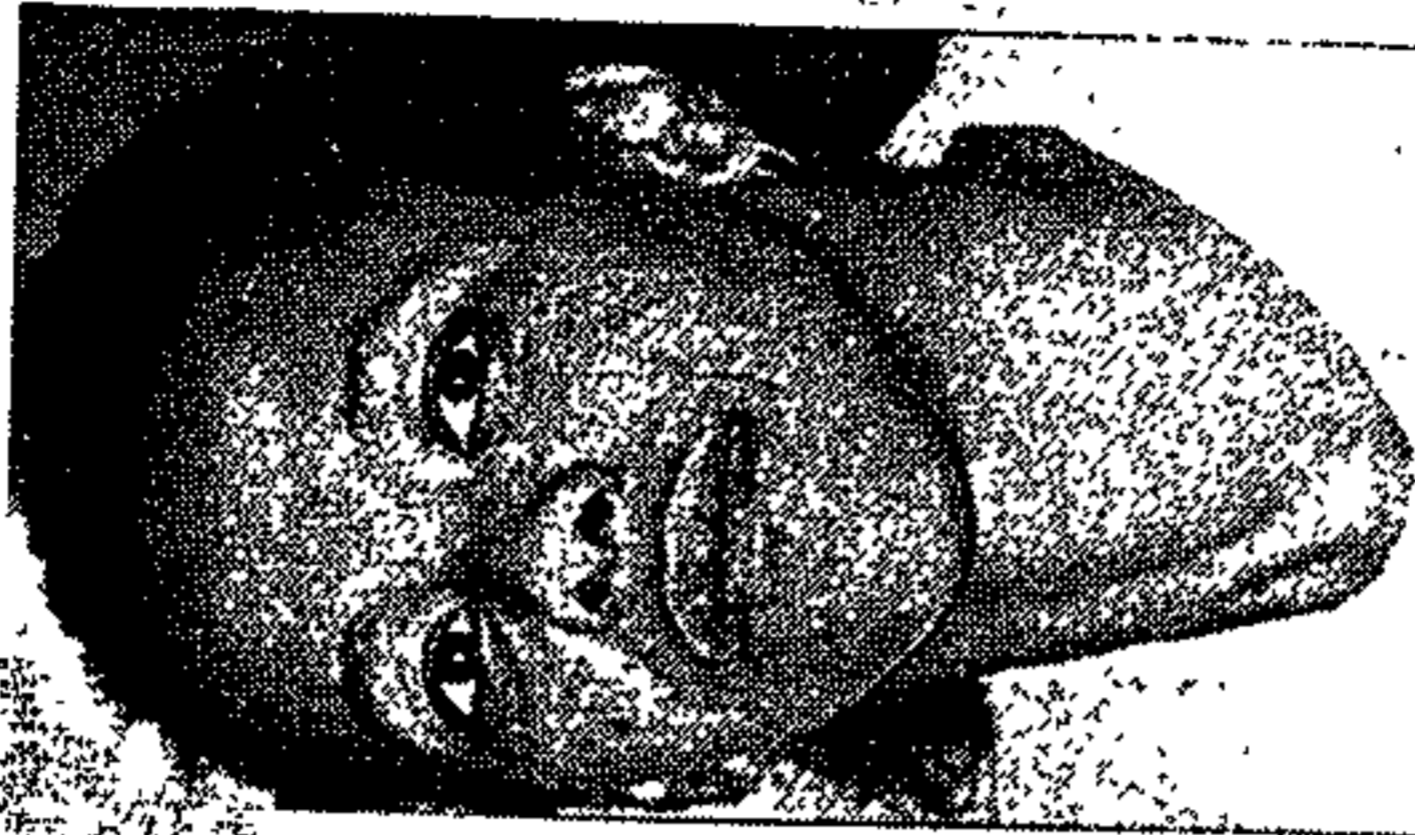
Asked whether the document addressed fears about the lowering of standards, especially in white education, ANC spokesman Cheryl Carolus said a closer look at the South African situation revealed that present standards were actually far below those in other countries.

"We intend to improve those standards by introducing non-racialism into the education system," she said.

The organisation said that changing the present system required an effective bureaucracy, participatory governance and professional management.

# Education Promises

ET/11/94  
60



Political Staff

**JOHANNESBURG.** — The R23bn education budget would not be increased substantially to implement the ANC's new education and training programme, education head Ms Cheryl Carolus said yesterday.

"Whites will also have a great deal to look forward to — especially the overall development, which will put the country on a par with international standards," she said at a briefing on the new education policy.

The ANC took seriously white fears about dropping standards, but it would also work hard to address black fears and the concerns of the disadvantaged.

"Whites have had a lousy deal. That is why blacks ... want a better system."

The document was only a policy framework, Ms Carolus emphasised. The refined product should be ready by April.

Ms Carolus not foresee a large increase in the education budget. The country already allocated one-fifth of the budget to education.

## ANC: 'Better system for all'

Money would be saved by eliminating the waste involved in duplication and corruption and by ending the disruptions in education.

"Our education budget is higher than some countries' entire GDP yet we have a much higher level of illiteracy."

The document proposes that the national government take responsibility for adult basic education, early childhood education (one year compulsory pre-primary education) and special education for those with learning disabilities.

There is to be 10 years of compulsory free general education, up to the present Std 7. A

further three-year phase would be available up to Std 10.

Diversified curricular routes, including general and skills-based studies, would be offered as the basis for joining the workforce or proceeding to higher education.

Commerce and industry spokesmen have welcomed the proposed shift in emphasis from academic to skills-based education.

Cape Chamber of Industries deputy director Mr Colin Boyes said there had been an overemphasis on academic education.

"The hard facts are if South Africa wants to be a competitive nation, we have to have a technically-skilled labour force."

'IMPROVEMENTS'  
Ms Cheryl Carolus

# Blind pupils oust principal

BY SHIRLEY WOODGATE

Pension is running high at Bosele School for the blind and deaf in the Northern Transvaal where pupils are boycotting classes after forcibly "expelling" their principal because she refused to discuss their demands.

Pupils claim authorities reacted by cutting off food supplies, an allegation denied by deputy principal Jerry Mathabatha who replaced ousted-head Rebohe Thema.

Teachers and domestic workers have also signalled dissatisfaction with conditions. Selaelo Makgato, a representative of the Association for the Blind in the Northern Transvaal, said this was a reflection of problems at other schools for the disabled in the region.

Bosele, a State school near Groblersdal, caters for pupils from pre-school to Std 9, and employs about 60 teachers in charge of 400 boarders.

Student spokesman Gladstone Ramoiheki (22) said their 17 demands included the right

to a Student's Representative Council, decent braille equipment, the lifting of corporal punishment, that pregnant students be given a second chance to study.

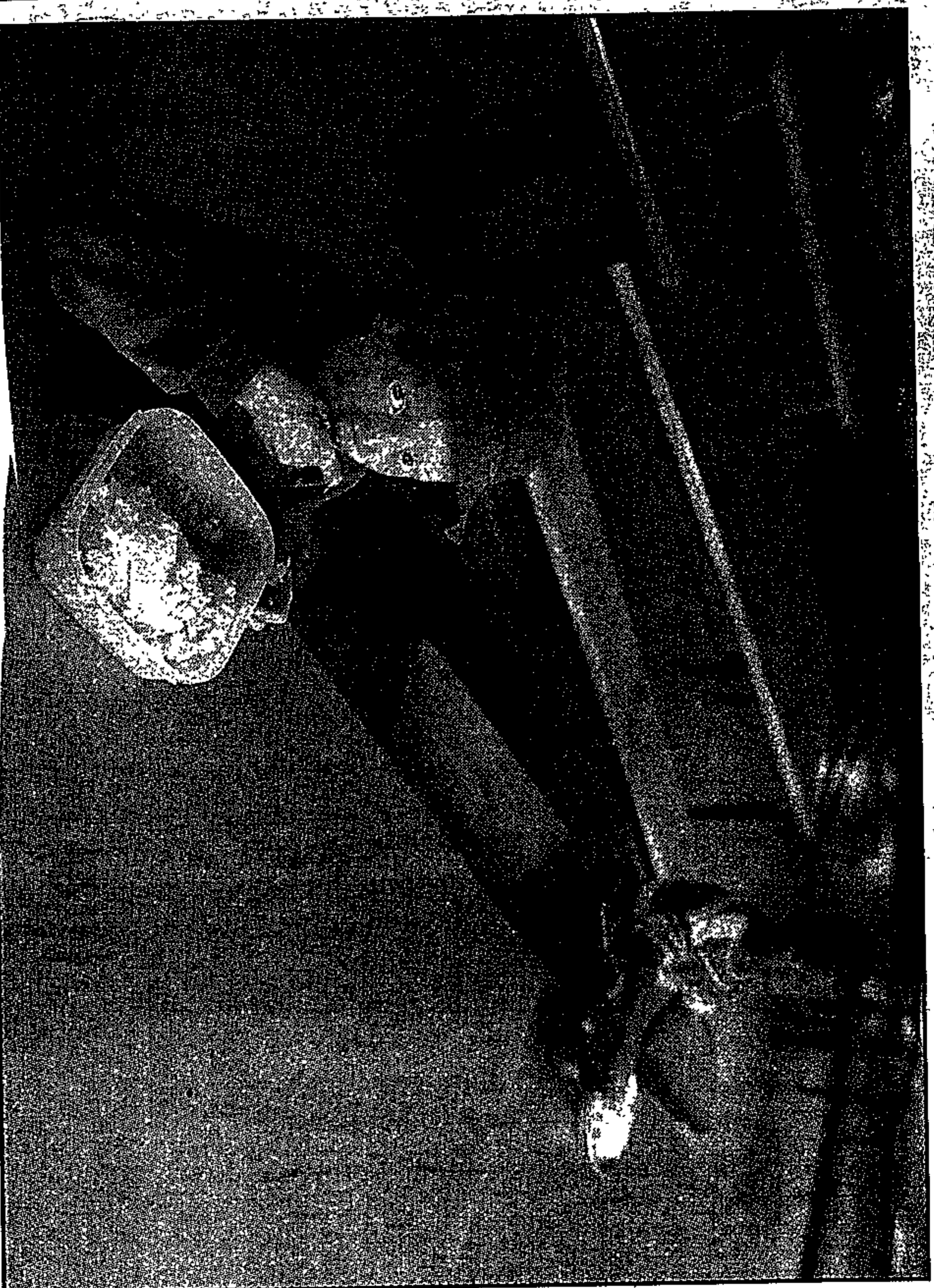
Reporters were shown spartan conditions where girls showered five in a row without curtains and up to 40 boys shared one uncurtained dormitory.

Chairman of the board of management, the Rev F Louw closed the school from August 25 to September 15 and launched a commission of inquiry to find the strike instigators, said Mathabatha.

Pupils claim they were forced to appeal for food as supplies dried up.

Teachers managed to scrounge one bag of cabbage and Operation Hunger spokesman Johann Rissik confirmed he had delivered three bags of mealie meal and one bag of soup this week to help keep the pupils fed.

Mathabatha told The Star the chief inspector had told him to resume classes until Tuesday when a meeting would be held to resolve the strike.



Hungry mites . . . Operation Hunger delivered mealie meal and soup this week to help feed pupils at Bosele School for the Blind in the Northern Transvaal.  
PICTURE: GARY BERNARD

File Name  
Image



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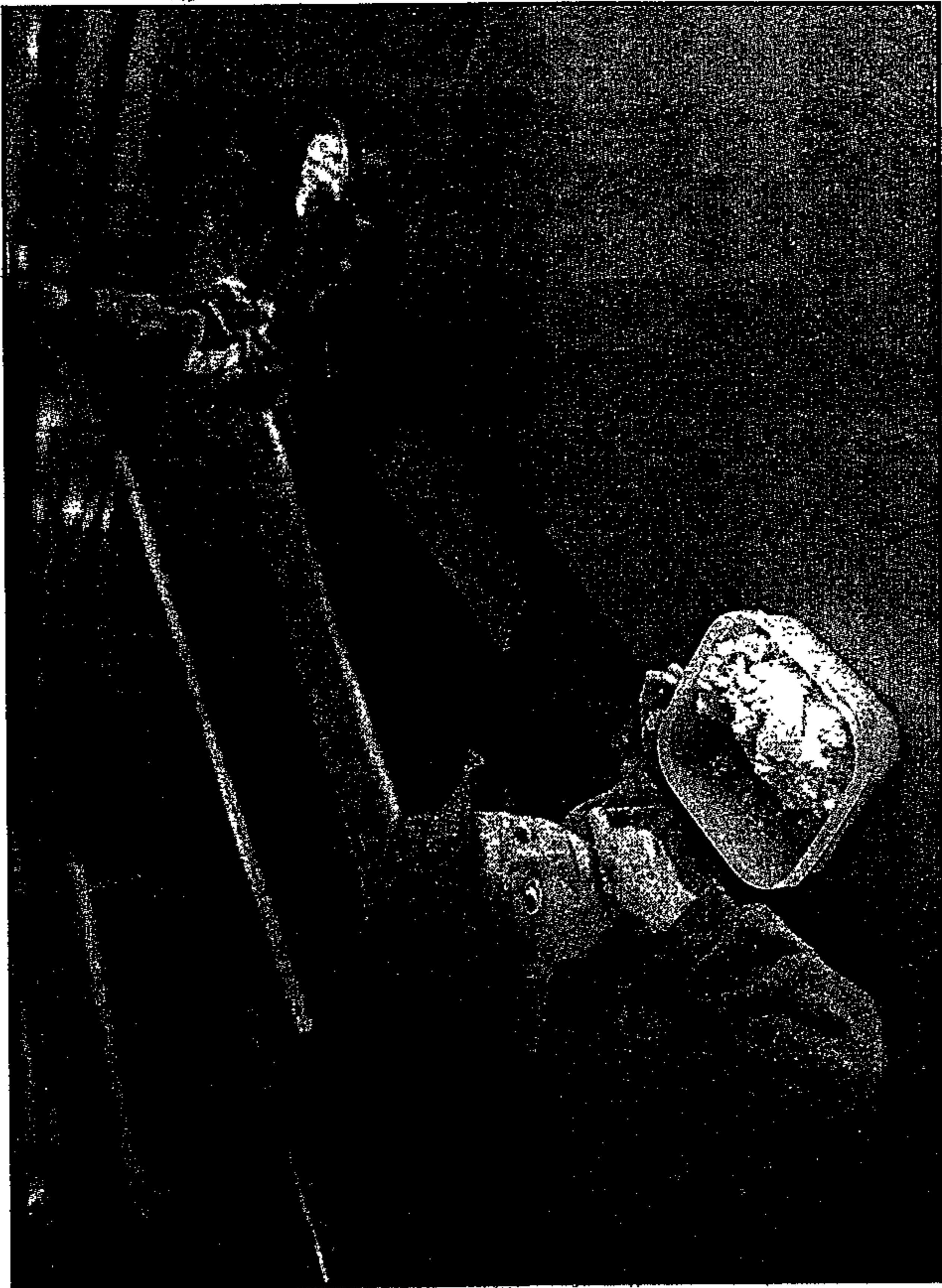
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PICTURE: GARY BERNARD

59

Education in South Africa is set to undergo radical changes next year. **JACOB DLAMINI** looks at the tale of two girls' schools, each on the opposite side of the spectrum

**A LONE pupil in a grey uniform taps away on an antiquated typewriter in a small classroom.**

Outside, well-worn footpaths criss-cross what used to be the sports field. The fence surrounding the school has all but disappeared, torn down by vandals.

This is Aurora Girls' High, founded in 1979 and one of only three girls' schools in Soweto. The walls are dull, uninspiring concrete slabs.

Cut to another side of town: Helpmekaar, in a tree-lined section of Parktown, is a 53-year-old Afrikaans girls' school whose brownish bricks and well-manicured lawns have the worn-out elegance of a colonial mansion.

Aurora is a government school under the control of the Department of Education and Training, while Helpmekaar is a state-aided Model C school managed by a governing body of parents.

Next year, both schools will fall under one education ministry — part of wide-ranging changes aimed at reforming the country's education system and narrowing the gap between disadvantaged black and traditionally wealthy white schools.

According to the government, Model C schools — 94 percent of the former House of Assembly schools — have better resources and the highest concentration of qualified teachers.

The public cost for each student at Model C schools is about three times the national average; the institutions get a bigger slice of the education subsidy; their teachers have qualifications well above the national average and salaries to match.



FEAST AND FAMINE... Helpmekaar librarian Rika Odendaal surrounded by publications, while Aurora deputy principal Esther Mandaweni surveys empty shelves



Picture: ARISHAD SATTER

# Closing the gap between Cinderella and Model C

Aurora has 38 teachers for a pupil population of 1 393, while Helpmekaar has 250 scholars to 20 teachers. Fourteen of these are subsidised, while six are paid by the governing body.

Last year, both schools registered impressive matric results. Helpmekaar obtained a 100 percent pass rate, while Aurora scored 66 percent, the highest among black schools in the Johannesburg region. Aurora headmistress

Maria Seuce says: "We were the best of the worst."

This year, Aurora has 203 matric students and Mrs Seuce predicts an improvement on last year's results. Helpmekaar has 70 matrics.

Helpmekaar is better equipped than Aurora. Its laboratory is brimming with chemicals and equipment and the library shelves are overflowing.

But Helpmekaar principal Valerie Pretorius says: "As costs keep rising, we

are finding it more and more difficult to maintain what we have."

The government has committed itself to redressing the stark imbalances, but has ruled out bussing black children to white schools. Instead, it favours bringing quality education to black schools through the upgrading of facilities.

Model C schools are expected to come under review and the government has decreed that no child will be turned away from school next year for failing to pay fees.

Aurora used to charge R20 for a year's tuition, but that has been stopped because parents refused to pay. Helpmekaar, on the other hand, charges R1 750 a year.

STIMONS

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costs keep rising and it's becoming difficult to maintain the old buildings. We have to be on our toes all the time."

More than 40 percent of pupils at Helpmekaar are coloured. "We were the first Afrikaans school to go multiracial and have never looked back," says Mrs Pretorius.

Mrs Seuce says: "I'm convinced that if we can reduce our teacher/pupil ratio we will be able to improve the school's performance."

Equipment is also a problem.

"To us, a fax machine and a photocopier remain luxuries, but we hope all that will change next year," says Mrs Seuce.

Aurora's problems are also compounded by thugs who steal what little equipment the school has, such as TVs and video recorders. On Thursday, for example, matric biology pupils had to go to a neighbouring house to watch an educational video.

"But", says Mrs Seuce, "we won't sit down and fold our arms just because we are overloaded with work and our school is disadvantaged. Our children organise fund-raising shows, and that keeps us going."

Not everyone can afford to pay the fees at Helpmekaar either. Many children are from single-parent families and the school holds fetes and jumble sales to raise money for them.

But Mrs Pretorius says: (50)

"I'm positive about the future. We have a role to play and we'll continue to do that. The school is also willing to serve the community. That is our biggest challenge."

Mrs Seuce says: "We can't wait for the changes. Our children will finally see what they have been missing all these years and that is good. But I foresee problems if our pupils are not asked to contribute what little they can. There's nothing for free."

# Equal chances for all pupils 'vital'

(50) CT 12/10/94

PRETORIA. — Funds must be equitably distributed to give all pupils equal learning opportunities, education director-general Professor Chabani Manganyi told the first public hearing on the government's draft education White Paper yesterday.

Prof Manganyi was quoted as saying committees were being appointed to investigate the practical and financial implications of implementing a new education system.

South African Democratic Teachers' Union assistant general secretary Mr Mxolisi Nkosi told the hearing that Education Minister Prof Sibusiso Bengu should be given the power to act decisively in matters on which it had been difficult to reach consensus.

The interim constitution had made education a provincial affair, leaving Prof Bengu with limited powers to intervene. Pay, policies and work conditions had to be dealt with at a national level.

Mr Nkosi urged the Ministry of Education to set up a national framework to address education matters.

He said the draft White Paper was a clear indication of the government's transparent approach to education matters. This was the first time interest groups had been asked for recommendations on ending apartheid education.

The hearings, by a parliamentary select committee, will continue at the Union Buildings until tomorrow. — Sapa

# Model C: 'Probe needed'

PRETORIA. — Three teachers' organisations yesterday called for a detailed investigation into Model C schools to end what they termed "misconceptions".

Model C schools were not elitist, representative Mr Alan Powell told a public hearing on the government's draft White Paper on education.

He was speaking on behalf of the National Professional Teachers' Organisation of South Africa, the Teachers' Federal Council and the Union of Teachers' Associations of South Africa.

Mr Powell said an investigation would show Model C schools were community-based and accessible to all.

A memorandum by the three bodies said the government would not be able to fund free compulsory education and parents

## <sup>(50)</sup> Teachers call CT 13/10/94 for clarity

would have to pay some of the costs of educating their children, in accordance with their ability to pay.

"The misgivings about certain kinds of state-aided schools are unfortunate and increase the current uncertainty about these schools," the memorandum said.

These apprehensions could be countered by strictly prescribing and enforcing the interim constitution's principles on

education, equality and non-discrimination.

"No child or community should be favoured or discriminated against."

The bodies called for aid from the government's reconstruction and development fund to help schools to accommodate pupils previously denied access.

Transport subsidies and new hostel accommodation might prove less costly than building new schools, they said.

"We have the unfortunate perception that the ministry (of education) and the government are sceptical about the capacity of the present schools to help realise the aims envisaged.

"We get the impression that nobody is trusted and that the government is suspicious of all institutions." — Sapa

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# R300m for SA health, literacy

CT 14/10/94  
From LINDA ENSOR

**LONDON.** — Over R300 million is to be committed for development projects in South Africa by the European Commission (EC) over the next few months.

Commitment of the funds — which form the bulk of the European Union's 110m European Currency Unit (about R529m) allocation for South Africa — is crucial if allocation is to be increased by 25% next year.

Development committee official Mr David Lowe said yesterday there had been fears the funds would not be committed in time because EC officials had been unaware of the progress made.

## Sympathetic

About R100m was likely to be committed to health projects and over R100m to education, particularly literacy, and the rest to rural and community development projects.

Most of the money would be channelled through provincial legislatures.

The EC was sympathetic about the causes of the delay, especially as they arose from a determination on the part of the SA government to establish proper procedures which were effective, transparent and efficient.

# SA education is 'too academic'

Staff Reporter

THE South African education system is inadequate because it is too academically inclined — resulting in people being ill-prepared for the realities of the workplace, a magazine article has claimed.

Moreover, about 23% of the Gross Domestic Product is being spent on education-related

matters, but the business community has long been suffering the consequences of "an inadequate and skewed education system which results in poor productivity".

These claims are made in an article entitled *Is Business Being Shortchanged?* in the latest issue of the Cape Chamber of Commerce and Industry's Business Bulletin.

South Africa was recently rated second last in a World Competitiveness Report, according to the article — lower than Venezuela, Cuba, Chile and Nicaragua.

Furthermore, matriculants still consider university education superior to technikon schooling — despite a chamber survey showing employers pre-

fer to hire technikon diplomates.

The chamber believes curriculum choices should include subjects such as entrepreneurship studies, technology, productivity studies, planning and design.

The article was said to be based on a survey by a specialist sub-committee of the chamber, a few years ago.

(50)

ET 15/10/94

# Cape chamber urges major revamp of education

**BRUCE CAMERON**  
Business Editor

(50) ARG 17/10/94

EDUCATION needs a major revamp to meet the demands of commerce and industry and to make the country more competitive, the Cape Chamber of Commerce and Industry says.

In a hard-hitting report in its latest bulletin, the chamber warns that unless education is improved, South Africa will not be able to compete internationally.

"As recipients of the product from the secondary and tertiary education institutions, we believe that scholars and students are ill-prepared and often misinformed of the realities of the world of work."

Main factors causing the situation included:

- Curricula and syllabuses taught were often academic and did not prepare the individual for the realities of the workplace;

- Teachers and lecturers had often "not left school" and lacked an understanding of business-related needs, not having spent time in commerce and industry;

- Institutions of higher learning were producing unacceptably large numbers of graduates in the social sciences and humanities, while entrepreneurial skills and potential were not encouraged;

- Matriculants considered a univer-

sity education to be "superior" to that of other institutions of higher learning. Against this a chamber survey had shown that employers preferred to employ Technikon diplomates to University graduates;

- Scholars and students were largely unable to think for themselves because of the prescriptive nature of the education system. This resulted in a lack of lateral thinking and initiative;

- There was an "over-emphasis" on nice-to-know subjects, rather than on "need-to-know subjects"

The chamber said it was essential that government and curriculum specialists consult with organised commerce and labour on their needs.

"It is of paramount importance that educational authorities do not draw up syllabuses in isolation without having considered the needs of their customers — business."

Even though about 23 percent of the gross domestic product (GDP) was spent on education, South Africa was rated second last in a recent world competitiveness report, behind countries such as Venezuela, Cuba, Chile and Nicaragua.

The education system resulted in ill-equipped human resources and low levels of productivity.

This "often rules South Africa out as a serious contender on world markets".



# NEWS Private schools' subsidies soon to be slashed ● Plea for moderation and realism

## Education budget cut in the PWV

*Sowetan 27/10/94*

**By Claire Keeton**

PRIVATE schools are likely to be hit the hardest when the PWV region cuts its education budget.

All schools will be required to justify their subsidies and every attempt will be made to assist disadvantaged schools.

Spokesman for the PWV MEC for education Mr Robinson Ramatse said it was difficult to say how the financing of schools would work since the budgeting process was still being finalised.

"The PWV education budget is being reduced.

### Unequal finding

In the past we have received unequal funding compared to other provinces.

"Now there is a move to equity," he said. The Western Cape will also receive less money.

Ramatse said: "We cannot cut the underprivileged schools, so we will have to cut the privileged ones."

This follows a recent announcement that the PWV government would not be able to maintain the present level of

subsidies for private schools.

Ramatse said there were some schools where government funding was not even used in the running of the school, but was invested.

"Subsidies will be based on the justification given us by all schools," said the Minister.

"Private schools have to justify their subsidies.

"We are not in a position to subsidise luxuries."

Schools will have to demonstrate that they are using their facilities to the maximum, they do not discriminate in admissions, teachers are fully utilised, among other concerns.

Ramatse said they expected much more use of facilities.

"We are beginning an assessment to see where we can cut effectively," he said.

October is the time of the main budgeting for 1995-96. The budget is being discussed at a national and interprovincial level.

It will be handed down by the National Education Department.



Dr Delois Blakely, deputy mayor of Harlem in the United States, took time off from her long South African visit to pay tribute to Hector Peterson, the first victim of the 1976 Soweto students' uprisings. With her are pupils from the nearby Belle Primary School in Orlando West, Soweto.

FIG: JOE MOLEFFE

## New teacher-pupil ratio plan

*Sowetan Correspondent*

THE teacher-pupil ratios will from next year be about 1:30, says Deputy Minister of Education Mr Renier Schoeman. Speaking at a meeting of teachers and parents in Durban on Tuesday night, Schoeman pleaded for moderation and realism.

There will "more than likely" be little growth in the education budget in 1995 despite a pressing need to address education backlogs, to begin implementing compulsory schooling in the first school year and a need to ensure that pupils develop as fully as possible.

It was not possible to address these issues "as quickly as everyone would like".

People who had been advantaged in the past "should be willing to moderate their needs." People with urgent needs "should accept that a phased approach will be unavoidable.

"A matter that will require urgent attention is the pupil-teacher ratio. Education stakeholders should prepare themselves to deal eventually with a ratio of about 1:30."

**NEWS** Advisory committee proposes government st

# No exam boycotts after 18 years

**Sowetan Correspondent**

**F**OR THE first time in 18 years, examinations at technikons, 21 universities and thousands of schools are going ahead without student boycotts, Minister of Education Professor Sibusiso Bengu has said.

Bengu received a report on Monday from the advisory committee he appointed on September 1 to look into problems of tertiary education institutions.

The committee was chaired by African National Congress member Miss Cheryl Carolus. One of its recommendations was that an extra R500 million

**SHORT TERM R500-m needed**

to help tertiary education centres:

was needed in the short term to ease the financial problems of universities and technikons.

Examination boycotts have been a feature of schools and universities since the Soweto uprising of 1976.

Bengu said at a Press conference on Monday that at present there were no examination boycotts at any tertiary education campus or school.

"Last night I spoke to three vice-chancellors and they said it was peaceful and quiet on their campuses," he said.

Among the ideas discussed in the report, which the Government is now looking at, is a bursary and loan scheme for financially disadvantaged students. Unpaid student fees at tertiary institutions amounted to R89 million in 1992 and R137 million in 1993. The 1993 figure was 9,9 percent of the student fees payable at universities and technikons.

Early indications are that outstanding student debt increased substantially in 1994.

# Discontent over education bills

By Edwina Booysen

THE Education Alliance, which includes organisations like the South African Democratic Teachers Union (Sadtu) and the National Education Co-ordinating Committee (NECC), is strongly opposed to the manner in which draft legislation for a single provincial education department is being drawn up.

The alliance met this month to discuss whether it would continue participating in the local Strategic Management Team's (SMT) legislation working group, but no agreement could be reached.

"We met because the entire process is flawed," said NECC member, Mr Zolile Siswana. "We are being asked to piece together old education bills — bills which

we were always opposed to.

"The past era was racist and to ask us to sanction bills from that period is wrong. For example, teachers in the different departments were paid differently, not because of better qualifications, but because of the administration they fell under."

The Education Alliance also has problem with the fact that the draft bill is being described as "interim enabling legislation".

"It is our understanding that legislation is legislation and that there are no guarantees that it will be short term," Siswana said.

The SMT, appointed by provincial education minister, Mrs Martha Olickers, formed 18 task groups to discuss various areas of education restructuring and the

alliance is represented on all of these.

The job of the legislation task team was to approve a draft bill which would help to form a single education department in the province," Sadtu Western Cape chairperson, Mr Glenn Abrahams said.

"It was brought to our attention that the legislation we have been discussing came directly from the Education Co-ordinating Service and has not been debated by the National Education and Training Forum," Abrahams said.

He said the fact that the legislation is a compilation of apartheid bills was "on principle" unacceptable "especially as we were instructed not to make changes".

The alliance has decided to remain in the SMT, until agreement is reached in a follow-up meeting.

14/11/94 18/10/94

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# Education 'free from next year'

CT 18/10/94

PRETORIA. — The government is committed to the principle of 10 years of free and compulsory education up to Std 7, President Nelson Mandela's office said yesterday.

This will be phased in as from next year, starting with six-year-old grade one children. As capacity expands, free and compulsory education will be extended to each age group.

President Mandela's office said numerous queries had been received after he referred at the weekend in Soweto to free education up to Std 9.

A statement said a committee headed by Public Enterprises Minister Ms Stella Sigcau had been set up to investigate the phasing in of free and compulsory education. Mr Mandela had urged youths to return to school and had sought to emphasise the point by saying that no pupils would be turned away from school because they could not pay.

"The level of state subsidisation of senior secondary education (from Std 8 to 10) will be in accordance with the socio-economic status of communities affected. Means-testing of parental and other income will be introduced in order to effect an 'ability to pay' principle." — Sapa

# 'Failed students falsify reports to enter school'

□ Rubber stamps stolen — NECC

## Staff Reporter

MANY black students who failed have used false reports to register at new schools, says the National Education Co-ordinating Committee.

At a Press conference in Salt River yesterday, the organisation voiced its concern for the future of learning.

In some cases schools' rubber stamps had been stolen and principals' signatures forged. This meant many students had passed through screening procedures because their false reports were apparently legitimate, said regional organiser Zolile Siswana.

"We are seriously disturbed by this situation because it mocks the very existence and purpose of learning."

The falsification of reports was frustrating the already serious problem of registration delays at many schools.

Registration has been delayed because many students who failed have not yet registered, and some schools have reserved places for these pupils, since many have not asked to be transferred.

Mr Siswana said at the same time other pupils who were genuinely interested in an education were being placed on waiting lists.

The committee appealed to parents to ensure their children were registered promptly and correctly. Falsification of reports undermined education and was a "serious criminal activity".

"As it is, there are allegations that people vandalise schools just to steal school stamps."

The committee said the process of "effective learning" had been further disturbed by overcrowding.

"Most schools have already exceeded their official capacity. There is an increasing number of teachers who are unemployed, but the Department of Education and Training refuses to build more schools."

Mr Siswana said unemployed teachers were prepared to work, even if it meant adopting the platoon system, when two schools used the same facilities in shifts. The system had been rejected by the committee until recently, when it was backed in the light of the growing education crisis.

The committee supported unemployed teachers' demands for jobs.

# 'Model C schools will go'

(50)

ET 20/10/94

Political Correspondent

MODEL C schools and other "apartheid-based" school models will have to be replaced, Education Minister Prof Sibusiso Bengu warned yesterday.

Speaking during the education policy debate in the Senate, he said discussions with supporters of Model C schools had failed to convince him they should be exempt from review.

All the ownership, governance and funding of schools which derived from the apartheid era had to be brought within a coherent non-racial framework, Prof Bengu said.

This meant all models of schools had to be replaced — reinforcing remarks he had made several weeks ago which sent alarm bells ringing among the parents and administrators of Model C schools.

Some political parties and governing bodies of schools complained Model C schools were among the most racially integrated of educational institutions in the country.

But the minister told Parliament last night in reply to an education policy debate: "Arguments I have heard thus far have failed to persuade me that the Model C school system qualifies for exclusion from this comprehensive review of our national school system."

"All apartheid-based schools are going to be subjected to significant review," he said.

# Poor literacy a legacy of apartheid — rector

□ Project launched to redress imbalances

ADELE BALETA  
Staff Reporter

NEARLY a quarter of South Africans are illiterate and half are functionally illiterate as a result of apartheid education.

This was said by Technikon rector Franklin Sonn yesterday at the launch of an educational project at the technikon which is designed to help South Africa take a giant leap into the future of technology.

The project called the Science and Technology Education Project, Ort-Step, is an initiative of the organisation for Educational Resources and Technological Training, Ort-SA, which has as its main aim redressing educational imbalances.

Ort-Step focuses in particular on training and retraining teachers from disadvantaged communities, to improve their qualifications in teaching science, technology and mathematics.

Mr Sonn said the legacy of apartheid education was that;

● A total of 22 percent of the population was illiterate. About 50 percent of people dropped out before standard four, pushing up functional illiteracy to over 50 percent;

● At least 59 percent of the population were in secondary school in 1988 compared to 87 percent in Hong Kong. Seven percent were engaged in higher education compared to 42 percent in Singapore;

● South African and Brazilian compulsory education systems were considered the worst of all developing countries;

● Surveys indicated skilled labour was more difficult to obtain than in any other country and South Africa ranked lowest in worker motivation;

● South African employees ranked most unfavourably in retraining efforts in alcohol and drug abuse in spite of spending 23 percent of the national budget on education which is the largest among developed countries;

ARG 7/10/94  
● The country fares badly in the education, use and promotion of women; and

● There are 21 universities educating about 300 000 students mostly in human sciences and about 70 000 students studying in technikons.

He was encouraged by Ort-Step's objective to improve the low status of technology education in the educational hierarchy and to upgrade the image of technology education from the "blue collar" to the "white collar" professions.

He said another major Ort-Step aim was matching the needs of the market (tertiary education and industry) to the output of schools. Its intention was to encourage industry to change its attitudes.

"At present industry is primarily involved in training artisans and devotes few resources to the training of highly qualified, versatile and skilled graduates with a solid base in technology."

CAPE

# 'Community school' open to all

□ Even public take part

ADELE BALETA, Staff Reporter

THE opening of Dennemere Primary School in Blackheath was a milestone in the lives of people living in an area that has seen child abuse, battering of women and other forms of violence.

This was Western Cape African National Congress leader Chris Nissen's observation at the official opening of the R3,2 million school funded solely by donations from developers and the private sector.

Mr Nissen said children had been attacked in their own playgrounds by gangs and schools and equipment had been vandalised.

A cross-section of principals attended the function.

Mr Nissen said the school belonged to the community who needed to take responsibility for it and ownership of it. "When we see someone threatening to vandalise the school, we must stop them. It's our property and we need to protect it."

"We have risen out of a bottomless pit of poverty and despair and the opening of this school expresses our commitment to the investment of our area. It is a contribution to the investment of our future — our precious children."

Earlier, Western Cape Education Minister Martha Olckers, who opened the school, commended the architects and builders of the school, which has been functioning since 1992.

A thousand pupils, from Sub A to Standard 6, are enrolled in 22 classes staffed by 37 teachers. The school has a swimming pool, a music centre with an organ and pianos, and basketball facilities.

A botanical garden donated as part of the school is open to the entire community.



**WE LOVE SCHOOL:** Dennemere Primary School pupil Leanda Lange, 10, gives provincial Education Minister Martha Olckers a rose at the official opening of the school. With them are principal Britz van Wyk, left, and Western Cape ANC leader Chris Nissen, who said the school belonged to the community.

Picture: OBED ZILWA, The Argus.



# Better year seen for Mast Holdings as RDP clicks in

50 APR 24/10/94

**BRUCE CAMERON**  
Business Editor

EDUCATIONAL company Mast Holdings is promising an even better year than the last 12 months ended July 1994 as the Reconstruction and Development programme clicks in.

Even though the company suffered from the ongoing problems in education it managed to lift after tax profits by 15,2 percent to R1,8 billion.

Shareholders are being offered capitalisation shares on the basis of a dividend of 3,9c a share. Earnings a share are up 16 percent to 8,69c.

Financial director Richard McBride says the group stands to reap benefits from the Reconstruction and Development Programme with all five business divisions already ahead of target budgets for the first two months of the new financial year.

The results for the year ended July 1994 showed the benefits of the post-election emphasis on education with turnover up by 38 percent to R53,6 million.

The Bookshop division performed below target for the year as a result of overstocking caused by disruptions. This pushed borrowings to higher levels.

Star performer was the Information Technologies division which exceeded target by 65 percent.

■ A marked improvement in trading in the last three months lifted Malbak's profits beyond expectations by 11 percent to R414 million in the year to August 1994, against the same period in 1993.

"In recent months there have been indications that the economy is heading for positive growth, but I must caution that consumer spending still remains fragile," Malbak executive chairman Grant Thomas said at the weekend.

Operations also benefited from greater market share, the benefits of corrective action taken in previous years, new capacity being filled and acquisitions.

Group sales grew by 15 percent to R12,6 billion. Operating income was 6 percent higher at R871 million, showing margins still under pressure at 6,9 percent from 7,5 percent in 1993.

This was mainly owing to the expansion of the branded consumer division, now the group's largest, where margins are lower than elsewhere in the group.

After a lower interest bill and tax rate, earnings a share rose to 134,6c (122,4c) on which a full-year dividend of 38,5c (35c) has been declared.

Group gearing is 18,5 percent, against 16,2 percent in 1993, but cash held amounts to R528 mil-

lion, representing some of the proceeds of the 1992 rights issue, together with interest earned.

The purchase of the Defy appliance division from Tek Corporation, announced yesterday, will absorb R130 million.

The group's unlisted branded consumer products division made the greatest contribution to group earnings of R88 million, or 21 percent.

Ellerines improved profits by 23 percent, while Malbak Motor Holdings reported profits up 29 percent.

Among the other major listed groups which published results recently, Foodcorp earnings a share grew by 5 percent.

■ Gencor has acquired a major stake in an Indonesian exploration company, which has discovered copper/gold deposits.

Gencor chairman Brian Gilbertson told shareholders at the annual meeting that Minsaco Resources, an Australian company wholly owned by Gencor, had indirectly obtained a substantial stake in PT Nabire Bakti Mining, an Indonesian-registered company, which has the right to prospect 6 180 square km located in four blocks in the western neck of Irian Jaya.

Exploration of the area is focused on Grasberg-style porphyry copper-gold mineralisation.

# Schoeman outlines future of education

(58)

ARG 27/10/94

## Political Staff

THE ratio of teachers to pupils would be about 1:30 from next year, Deputy Minister of Education Renier Schoeman said.

Speaking at a meeting of teachers and parents in Durban last night, Mr Schoeman pleaded for moderation and realism.

He said there would more than likely be little growth in the education budget in 1995, despite a pressing need to address education backlogs, to begin implementing compulsory schooling in the first school year and a need to ensure that pupils developed as fully as possible.

It was not possible to address these issues "as quickly as everyone would like", Mr Schoeman said.

People who had been advantaged in the past "should be willing to moderate their needs". People with urgent needs "should accept that a phased approach will be unavoidable.

"A matter that will require urgent attention is the pupil:teacher ratio. Education stake holders should prepare themselves to deal eventually with a ratio of about 1:30."

Mr Schoeman said it was a pity that an emotional public debate on Model C schools had seriously unsettled some communities. The draft

White Paper identified the need for various forms of school governance. "For good philosophical, practical and financial reasons, State-aided schools are irreplaceable as a positive, necessary and desirable feature of the future education system.

"I appeal to people not to pay attention to wild suggestions that the State can simply take over the physical assets of current Model C schools. This is simply not true."

Section 247 (1) of the constitution stated that the national and provincial governments "shall not alter the rights, powers and functions of governing bodies, unless agreement resulting from bona fide negotiations has been reached".

If a culture of teaching and learning was restored, this would bring about a more effective use of funds. This in turn would release more finance for renewal and upgrading projects.

Part of the R100 million allocation to provinces from the reconstruction and development programme could be used for the rehabilitation of schools and the erection of more school buildings, Mr Schoeman said.

People had until October 31 to respond to the draft White Paper, Mr Schoeman pointed out.

# Million more due at schools

## Political Correspondent

A NEW era of education will bring more than a million extra pupils to school for the first time next year — but a shortage of 76 000 classrooms has been predicted. (50)

Education minister Sibusiso Bengu said a programme to build about 12 000 classrooms had been approved.

ARG 19/10/94  
But of these only about 6 000 would be ready in time.

Replying to a question yesterday in the senate by William Mnsi (DP), Mr

Bengu said some education departments were investigating possible temporary and permanent venues for schools.

Some had been able to get "redundant" buildings which could cost-effectively be converted into schools.

The "platoon" or double-shift school system was being used as a temporary arrangement, Mr Bengu said.

Meanwhile, DP MP Mike Ellis said his party was worried by the mixed messages about education. A clear statement on Mr Bengu's position was needed, the DP said.

October 21 to October 25 1994

SOUTHEASTER 9

(Supply to South)

# Poverty makes children slow at school

BY EDWINA BOOYSEN

SCHOOL can be a challenging experience at the best of times, but when a pupil also has a learning problem it can turn into a real nightmare.

Usually learning disabilities have nothing to do with intelligence.

Ninety percent of children called learning disabled and placed in adaptation and remedial classes are from disadvantaged communities.

According to a lecturer from the University of the Western Cape's educational psychology department, learning disabilities often

stem from social and political backgrounds.

"The communities these children are from are the ones most seriously affected by apartheid," Mr Sigamoney Naicker said.

"These include squatter communities — areas without decent sanitation or electricity.

"We need to look at the effects of poverty before we classify children as 'learning disabled'."

"Adaptation and remedial facilities have been set up for these pupils, who are then excluded from the mainstream."

Mr Naicker said the slow learner aspect of specialised education was

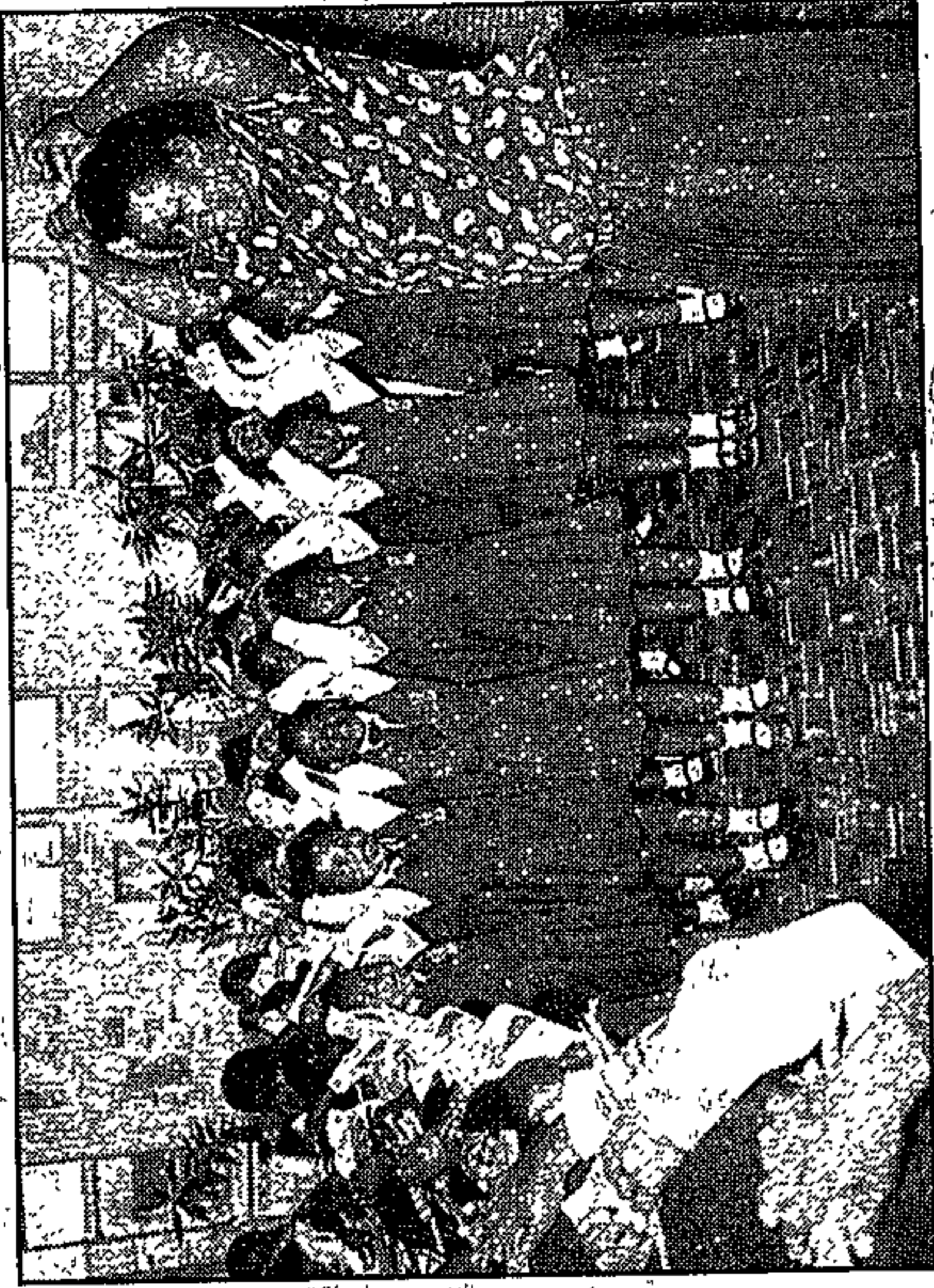
"imported" from America, where learning difficulties are seen as a neurological problems.

"But an analysis revealed that most of the 'slow learners' were disadvantaged, culturally distinct or spoke English as a second language."

He said placement in special classes is well intended, but the effects are often disastrous.

"Children suffer permanent damage to their self-esteem, confidence levels and motivation."

"We don't want a repeat of the US situation where minority groups and poor children are put into special classes."



WE'RE SPECIAL: Children with learning problems need help

# Kriel warns thousands may lose jobs

CT 24/10/94

By BARRY STREEK  
Political Staff

THOUSANDS of people in the health and education sectors in the Western Cape would lose their jobs if government guidelines for next year's budget were implemented, Premier Mr Hennis Kriel warned at the weekend.

The government decided because the province has the best health and school facilities in

South Africa, it would get less money, he said at the NP's Western Cape congress in Somerset West.

"If you cut back in the health service, standards will drop," Mr Kriel said.

However, health services in the Western Cape were already stretched.

Despite the severe backlogs in former black areas, the government was adopting the same approach in education as in health

and thousands of people would have to be retrenched.

"If these cuts are made, we will tell people the reductions were

## NP TO BUILD NEW IMAGE

See PAGE 2

made because the ANC does not want to give us the money.

"What happened to the ANC's

promises in the election campaign that there would be better health services and better education in the Western Cape?"

Provincial Education Minister Mrs Martha Olickers told the congress if the provincial budget was so poor, "we are going to have to retrench teachers, not 20 or so but thousands".

She also said the Western Cape needed R65 million to address backlogs in education, but had only

received R6,9 million.

Thousands of children could not attend school in Khayelitsha.

At Brown's Farm, there were only two primary schools for an estimated 12 000 children.

The Western Cape Minister of Finance, Mr Kobus Meiring, said the province had submitted 2 492 projects, which cost about R3,07 billion, to the RDP office, but it had been told it would only receive R15m.

## Private schools 'cheap'

### Political Staff

OF the R27 billion spent on education last year, only 0,6 percent was used to subsidise private schools.

This was disclosed by the Independent Schools Council in its submission on the draft White Paper on education and training to a parliamentary select committee.

If this "minuscule percentage" was what was required to keep private schools economically viable, it represented a bargain for the state in its task of providing education, the council said.

The submission was one of two documents prepared by the council. A second comments on the discussion document of the ANC's education department. Both look at the role of the private school in education.

In its comments on the ANC's document, the council expressed concern that the role played by private schools in the past — and their contribution in the future — had not been acknowledged.

ARG 26/10/94

(50)

*Call to boost productivity, competitiveness*

## Illiteracy bedevils SA's future, warns institute

Star 26/10/94

BY CLAIRE GEBHARDT

Because of its largely illiterate population, South Africa has little chance of becoming a winning nation, according to the National Productivity Institute's (NPI) Productivity Focus 1994.

It notes that 35 percent of the country's economically active people have had no education, or have an education level below Standard 4.

"They are therefore seen as functionally illiterate."

However, should the country radically restructure its educational system to create productive workers, the picture could change. "What is needed is an integrated education and training system geared to supplying the necessary manpower to en-

sure high productivity and competitiveness," the NPI says.

The average number of years of schooling in most other countries is also higher than in South Africa.

On the 1993 World Competitiveness Scoreboard for newly emerging industrial nations, South Africa came 11th out of 15 countries. (50)

Factors used to rank the countries included worker motivation, lack of equal opportunities, the education system and employment growth.

South African university students also appear to steer away from the "hard sciences" — another crucial factor in competitiveness.

The proportion of science and

engineering students enrolled at universities decreased from 17 percent in 1982 to 15 percent in 1989. During the same period, students enrolled in faculties of arts increased from 44 percent to 50 percent.

In winning nations like Taiwan and South Korea, more than 50 percent of students enrolled were studying the natural and hard sciences, against only 13 percent in South Africa. The NPI says the shortage of engineers in South Africa is increasing compared with other countries. "South Africa's competitive position is therefore deteriorating."

Winning nations also place heavy emphasis on technical training, but South Africa does the opposite, it says.

# End of line for white schools

WM4-10/94

Ferial Haffajee

LAST week's Supreme Court judgment instructing the Barberton Primary School to admit seven black pupils could be used to compel the 12 last racially exclusive schools in the Transvaal to open their doors.

According to the Transvaal Education Department, there are three high schools and nine primary schools in the Transvaal which still bar access by race — the so-called Model Q schools, where "Q" stands for status quo. Most are in small towns or rural areas. They are a minority in the Transvaal where there are 250 high schools and 610 primary schools.

The Barberton judgment last week ruled that the governing body of the school had acted illegally by refusing admission to the pupils after first giving the seven students permission to enrol.

After opposition to their admission from some parents, the governing body of the school held a referendum, where 59 percent of parents voted against the black students attending that school.

TED director Ken Paine this week said the judgment was "the right thing because the original decision (of the governing body) was upheld.

"But," he added, "it is not one that can be used as a threat (to other schools). These things will not happen overnight; you can't go along and force them."



# NEWS

## Our private schools are a bargain - ISC

Star 27/10/94

BY WINNIE GRAHAM

Of the R27 billion devoted to education in 1993, only 0,6 percent was used to subsidise private schools, the Independent Schools Council (ISC) told the parliamentary select committee in its submission on the draft white paper on education and training.

If this "miniscule percentage" was what was required to keep private schools economically viable, it represented a bargain for the State in its task of providing education. (50)

"No healthy private school sector would be possible without some financial backing," the ISC said.

The submission was one of two documents prepared by the ISC. A second comments on the discussion document of the ANC's education department. Both papers look at the role of the private school in education.

In its comments on the ANC's document, the ISC expressed concern that the role played by private schools in the past — and its contribution in the future — had not been acknowledged.

It states: "It is feared that the reason for this omission might be an underlying misconception.

Private schools are built up on the dedication and diligence of ordinary parents who have not all been born with silver spoons in their mouths but who have worked very hard and made sacrifices for the benefit of their children, communities and countries. They do not cater only for the wealthy."

Rather, private schools had contributed hugely to the provision of education, both financially and in innovation and quality. Parents paid fees out of post-tax income. Their taxes formed part of the 24 percent of budget that went to education, "so subsidising the education process of others."

The ISC pointed out that a significant trend had developed during the past years for private schools to use their facilities and resources to provide wider access to disadvantaged communities.

Literacy programmes, adult education ventures, in-service teaching training course and assistance to needy students had become voluntary features of the work of many schools.

It added: "Adjustments to the bases of subsidisation of state-aided and private schools must, in justice, be made simultaneously if there is to be no discrimination."

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# N Cape premier warns of 'war' over Afrikaans

COLESBERG. Afrikaans is the chosen language of the Northern Cape and anyone who tries to suppress it will find themselves at war with the province, premier Manne Dipico said.

Mr Dipico said he would toyi-toyi in the front-line of this struggle.

Addressing the Colesberg Boere Unie this week, Mr Dipico told farmers that provincial premiers had equal status, and he therefore had as much right as any other to demand the language of choice for his province.

Mr Dipico said Afrikaans was a beautiful language and urged citizens to address the provincial government in their own tongue.

He assured farmers they need not fear their land being confiscated by the government.

While the mining industry was in

decline, the agricultural sector was moving forward. Organised agriculture had the opportunity to interact with and contribute to the reconstruction and development programme to further boost the farming industry in the province.

Mr Dipico said farmers could get more productivity from their workers only if there was a culture in which employers and employees could find joint solutions to the industry's problems. A happy and contented workforce would be more productive.

He said race would play no part when aid became available for agriculture. No-one would be discriminated against on these grounds.

The province would no longer tolerate stock theft and other criminal activities. Farmers should work with the police to combat crime, Mr Dipico said. — Sapa.

ARG 29/10/94

# What the far-rightwing wants

WM 25/11-1/12/94

Jan Taljaard

DELEGATES at an Afrikaner Volksfront (AVF) congress on education in Pretoria last weekend focused on the interim constitution — whose formulation they boycotted — as a key means of safeguarding old-style white education.

Former Conservative Party MP and advocate Fanie Jacobs, devoting his paper to possibilities created by the fundamental rights clauses of the interim constitution, also emphasised article 247 of the constitution. One interpretation of this says it bars the central government from interfering with the existing status of Model C schools.

In another irony, some delegates objected to the politicising of education and the possible totalitarian control of schools by the state in a future dispensation.

But while almost all the speakers touched on the constitution, the

recently published White Paper on education and possible legal loopholes, there was also a clear realisation that the educational system was no longer under the control of the rightwing.

Anxiously referring to phrases in the White Paper such as "progressive transformation", "affirmative action strategies" and "organisational change", Professor JJ Pienaar propagated *Christelike volksei onderwys* (Christian community-specific education) (CVO) as the solution to "rescue pupils from a fatal, humanistic brainwashing".

The CVO solution — an educational concept that has in the past two years gained strength under the chairmanship of rightwing academic and former Afrikaner Weerstandsbeweging member Professor Alkmaar Swart — received overwhelming support at the congress.

Several motions supporting the

establishment of CVO schools were accepted by the congress — among them a motion "sincerely" requesting the government not to stand in the way of parents wishing to establish CVO schools, to downscale the physical requirements for private CVO schools and to keep on subsidising such schools in order that "an acceptable level of education can be maintained".

The congress also accepted a motion that the law be changed so that *huisskole* (education at home) can be established.

The possibility of unilaterally removing children from school, educating them at home and obtaining qualifications by correspondence were among the most radical of the proposals.

But such measures should be seen as a last resort "to rescue our children from heathenism (*verheidensing*)", dominee Andrew Gerber, another former CP MP, argued.

# Funds cut for white schools

CT 1/11/94 (50)

By ANTHONY JOHNSON  
Political Correspondent

THE government will cut funding to white schools as part of a plan to achieve equity in education within four to five years, Education Minister Professor Sibusiso Bengu disclosed yesterday.

He told a press conference the education ministry was looking at various scenarios for shifting funds from the advantaged to the disadvantaged communities for the 1995/96 Budget.

"What we say is that the government is spending slightly more than three times on a white child than it is spending on a black child.

"That system is not ours — it cannot continue and has to end now," said the minister.

He was speaking after expressing "shock" at the "ghastly state" of facilities at the well-known Fezeka High School in Guguletu which he visited yesterday morning.

Questioned whether lack of facilities in Guguletu compared with white schools had

reinforced the government's commitment to funnel education money from white to black areas, he responded: "Precisely that."

Prof Bengu said the government would next year spell out details on funding shifts that would "lead us towards equity in the whole situation of education", which would be achieved "probably in the next four to five years".

An evaluation of the proposals and the process of deciding what to do with Model C schools would begin today, he said.

Prof Bengu said he did not expect his ministry would be subjected to the budget cuts that would affect most other government departments from next year.

"For now we need more funds because the situation in education is not normalised."

Prof Bengu also announced that an examinations monitoring committee would be appointed to oversee the entire Std 10 examination process.

● Results to be speeded up —  
Page 2

In offering a new blueprint for educational change, the ministry, in preferring to defer several fundamental issues to further investigation, leaves many unanswered questions, especially about how its vision would be realised, writes Thron Rensburg

Star 11/1/94

# Not quite the vision we need

Just as much as the passing of the country's elections announced a decisive break with the apartheid political order, so it was widely expected that the Education White Paper would announce a decisive break with apartheid education.

The White Paper was expected to announce fairly non-controversial points of departure for the new education system. These included:

- A single, non-racial, national education department and educational system.
  - A timetable to bring provincial education departments into full operation.
  - A timetable for the organisational unification of the fragmented education system.
- On these issues the White Paper largely fulfilled public expectations.

- It was also expected to announce the ministry of education's vision on matters such as:
  - Re-configuring the education system in line with the country's national development strategy.
  - Linking education to a national training strategy, and in turn to link it to the country's labour-market policy and its industrialisation strategy.
  - Linking education planning and transformation to the development of science and technology policy.
  - Announcing a time-frame for the creation of an accessible education and training system.
  - Indicating how the ministry intends to facilitate the establish-

ment of delivery mechanisms for an integrated education and training system.

Putting forward a plan for how it intends meeting Government's obligation to provide free, compulsory and quality basic education for all children.

Indicating how it plans to make education and training a participatory, critical, reflective and learner-centred experience, and

Advising on how it would make curriculum development a participatory matter that involves especially educators in educational institutions.

On this set of issues the White Paper requires significant improvement. For example, on the question of increased access of the black population to quality education and training, the overwhelming message offered is that blacks should lower their expectations.

In black circles this approach would offer cold comfort to expectations of immediate redress and increased access.

The overall difficulty with the approach offered in the White Paper is that it offers a new set of values, principles and frameworks (VPFs) — for example those of "education and training are basic human rights", "access to lifelong education and training, irrespective of race, class, gender, creed or age", and there must be special emphasis on the redress of educational inequalities among those sections of our people who have suffered particular disadvantages" (original emphasis in the White



Back to work . . . advice that could well be directed at the authors of the Education White Paper which, says an educationist, lacks goals that a community can realistically strive after.

Paper), yet it does little to link these to realisable two-, five- and 15-year plans around which the black community could be mobilised.

And this ambiguity applies to several other sections of the White Paper. For example, a comment heard this weekend in the circles of the democratic movement is that the White Paper first revokes the Model C

schools, but then later resurrects them by providing for a category of "State-aided" schools. Elsewhere the document implicitly commits the ministry to fundamental and participatory curriculum reform yet the White Paper only proposes the "underpinning" of a feasibility study of the concept of a National Institute of Curriculum Development

ment". Similarly, the document commits the ministry to "access to lifelong education and training", yet the White Paper offers few plans on how the ministry intends to realise this vision in further education and training, adult basic education and training and higher education subsectors.

In its defence the White Paper does offer a series of working groups, commissions and feasibility studies which does take on board and offers to investigate many of the issues listed here. But the chief criticism of this route opted is that it offers little clarity on the VPFs which would inform their work; their nature (whether statutory or non-statutory); their status (whether advisory or decision-making); participation within them (whether stakeholder- or expert-driven); and, time-frames within which they should complete their work and implementation of their findings.

The menu of issues offered here no doubt represents a tall order. But this is the very least that we should expect from the ministry and the White Paper.

The White Paper should be the mechanism through which the ministry initiates public debate. Through it the ministry has the responsibility to lead that debate by being forthright in its representation of government social and economic policy. But the White Paper only proposes the "underpinning" of a feasibility study of the concept of a National Institute of Curriculum Development for the next two, five and 15 years.

Apartheid education, for all of its evils, was a foundation institution that linked the previous government's social and political philosophy to an economic agenda — that of a low-skill, low-participation, low-technology education and training for the majority, and a high-skill, high-participation, high-technology for the minority.

A responsibility of the Education White Paper is that of setting the agenda for public debate. It had to advise the public on how the ministry intends to break with the past, and what its own education policy direction is.

It is only once the public is armed with such a package that it, especially through its political and social organisations and institutions, can enter into an informed discussion, the end-point of which might be a strengthening of the White Paper.

The White Paper offers a new vision which is correctly informed by a concern for social justice and human rights. However, this vision requires expansion to include national development concerns and the need for a popular education transformation.

In offering a new vision for educational change, the ministry, in preferring to defer several fundamental issues to further investigation, leaves many unanswered questions, especially about how its vision would be realised.

Rensburg is a former general secretary of the National Education Co-ordinating Committee.

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## Afrikaans 'not preserve of whites'

**AFRIKAANS** had never been the sole preserve of whites and Afrikaners, President Nelson Mandela said in an Afrikaans speech last night.

In a speech delivered on his behalf by PWV Premier Mr Tokyo Sexwale, Mr Mandela accepted the Pretoria Technikon's Centre for Language and Leadership Dynamics award for his contribution to Afrikaans.

Afrikaans had suffered an injustice because its influence on South Africans had been denied.

"The unnecessary concern in some Afrikaans circles about the future of the language, must largely be ascribed to the unilateral claim to the language by white speakers," Mr Mandela said.

"Afrikaans must make peace with its colourful non-racialism and its association with oppression so that it can approach the future with confidence," he said. — Sapa (50)

# Schools shake-up on track - Bengu

Star 3/11/97

## STAFF REPORTERS

The education shake-up is already being felt by PWV schools.

A draft policy document drawn up by the PWV education ministry stresses that an effort must be made to narrow the gap between black schools formerly controlled by the DET and Government-aided white institutions, most of which are Model C schools.

Principals have been urged to try to register all children who will attend their schools next year by November 19.

In the past most black children were only registered when schools reopened in January and this created administrative hitches.

Principals at Model C schools have already been asked to submit tentative pupil figures for next year and will be told by the ministry within the next two weeks what State funding they can expect.

The ministry is recommending that schools work on a minimum teacher-pupil ratio of 1:35 and is urging Model C schools to accept

more black children.

Sources say that Model C school budget cuts are inevitable considering the crisis in black township schools where teacher-pupil ratios usually exceed 1:50.

There are an estimated 1,8 million schoolgoing children in the PWV.

The Transvaal Teachers' Association (TTA) and the Transvaalse Onderwysvereniging (TO) have criticised education MEC Mary Metcalfe for failing to consult them on major issues, specifically on the admission and registration of school pupils next year.

Edcent Williams, an adviser to the PWV's education MEC, said yesterday the registration of pupils would apply to all children — and not only to those starting Grade 1 or Std 6, the entry levels for primary and secondary schools.

"When we know the number of pupils, we will be better able to plan for next year," he said.

Williams said he was grateful to the governing bodies of many Model C schools who had gone out of their way to advertise va-

cancies and to enrol pupils of all races.

Education Minister Professor Sibusiso Bengu yesterday insisted he would forge ahead with restructuring education and narrowing disparities in school funding, despite fierce criticism from the National Party.

A new, single education department incorporating 17 separate education systems comes into operation in January.

Bengu said in Cape Town that disparities in the funding of schools needed to be eliminated.

He said the basis of financial allocations to different categories of State and State-aided schools had to be equitable and transparent.

Bengu was responding to allegations by the National Party on Tuesday that he had not consulted interest groups before announcing that equity in education would be phased in over the next four or five years.

Bengu on Monday quashed uncertainty about the release of matric results, saying no department's results would be delayed so that all results could be released at the same time.

# Battle lines drawn over Model C

Star 5/11/94

**THE ANC is threatening the future of semi-autonomous Model C schools. But the Nats believe provinces should determine their own educational future. DAVID BREIER reports.**

CAPE TOWN — The future of Model C schools is likely to be decided in a battle between central Government and the provinces.

This follows a determined ANC onslaught against "apartheid-based" Model C schools, which the former National Party set up in its last years of power. The Nats now say the provinces should decide.

Many former white schools became Model C semi-autonomous, State-aided schools which receive State finance only to pay teachers' salaries.

## Statutory powers

Parents of pupils fork out all other expenses, leading to accusations of "elitism", although many of the schools are racially mixed.

This week the nine provinces officially received their statutory powers over schools in their regions, and the Nats believe the future of schools should be

decided by the provinces rather than by the Government. (50)

After new provincial education powers were gazetted this week, Deputy Minister of Education Renier Schoeman, a Nat, suggested provinces would now have political clout over education.

"The importance of this step is that political and executive responsibility for the delivery of education will increasingly, as the constitution stipulates, be devolved to the provinces."

Schoeman said the role of the national Department of Education would therefore be reduced, with the exception of its involvement with universities and technikons.

## Sensitive manner

"All interested parties must make it their task to make their inputs in the provincial context and to be part of the process of reforming and developing education."

"Even if we are one-undivided South Africa, it was clearly never the intention of the constitution-writers that there must be a centralist approach on education, precisely because education must be handled in a sensitive and careful manner, and the community must be fully involved in the education of their

Star 5/11/94

## ◆ Model C

children," Schoeman said. His boss, Education Minister Sibusiso Bengu, of the ANC, recently said arguments had failed to persuade him that the Model C schools qualified for exclusion from the review of the national school system. "All apartheid-based schools are going to be subjected to significant review," he said.

Bengu has been attacked by other parties for his attitude to Model C schools. NP chief education spokesman Piet Marais, who was Minister of National Education in the previous government, accused Bengu of sowing panic by making "ridiculous" assertions about education funding.

And the IFP's Ruth Rabinowitz said that there were already a million black children at Model C schools.

The Government's edu-

cation White Paper stipulates that a "new national policy framework for school organisations is essential to provide a firm basis for action by provincial education departments".

Bengu is to appoint a specialised committee of stakeholders to advise him on a policy review of all existing education models. (50)

Sources in the Department of National Education said the only interpretation of the White Paper was that education policy would be decided at national level and that provinces would have to carry it out.

They insisted that provinces would not have the power to swim against the tide of national policy on issues such as Model C schools. However, they pointed out that the White Paper was under review.



# Government devising new funding formula

By EDYTH BULBRING  
Political Correspondent

THE National Education Department is devising a new funding formula for schools as part of its plans to achieve equal spending on pupils within five years.

At present the government spends three times more on white children than blacks.

Most schools which fall under the old white education department, of which the majority are Model C, have fewer pupils per teacher than most of their counterparts which fall under the other departments.

They also tend to have a higher number of administrative and support staff per pupil.

And teachers at Model C schools are better paid than most teachers at black schools because they tend to have higher qualifications.

These three factors — more teachers per pupil, more administration staff and higher pay per teacher — have resulted in unequal expenditure on pupils at Model C schools.

A source in the National Education Department said the department would be reviewing the different kinds of schools — farm schools, Model C schools and community schools — with a view to changing ethnically defined models into non-racial ones.

These could include state schools, owned and

*S Times*  
totally funded by the state; state-aided schools, which will rely on a subsidy; and private schools, which may or may not receive a subsidy. 6/11/94

The review will begin within two months at the earliest. (50)

Meanwhile, the first step in moving towards parity is to change the formula by which schools receive funding for teachers.

This suggests that over the next few years, the pupil/teacher ratio funded by the state would become more even across the country.

Schools will have to enrol more students to justify the same number of teachers.

A complicating factor for next year is that some provinces, like the Western Cape, have fewer pupils per teacher than other provinces.

Government will have to make allowances for this in the course of the next five years.

It will also have to ensure that teachers will be able to find productive work in other educational facilities.

## Sea Point, Claremont libraries saved, for now

Municipal Reporter

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LIBRARIES in Sea Point and Claremont, which council officials recommended should be closed down have been saved, for now, by councillors.

Facing closure were the Regent Road, Sea Point, and the Janet Bourhill library in Claremont.

Mr Leon Markovitz said if the libraries were to be kept open, the council should know where the money was to come from. The matter was referred to the executive committee "for it to attempt to find the necessary finance".

CT 8/11/94



# Parity in education addressed

ET 12/11/94 (50)

PRETORIA. — Efforts are being made to ensure the 1995-96 education budget begins to redress the imbalances of the past, Minister of Education Professor Sibusiso Bengu said at the inauguration of the new National Professional Teachers' Organisation of South Africa (Naptosa) here yesterday.

"Education cannot be isolated from the total programme of national reconstruction," he said.

"We are making all efforts to get more money into education but there will need to be prioritisation in education."

He applauded teachers for forming Naptosa, saying he hoped there would be a single non-racial organisation representing teachers in the future.

"I am encouraged by the fact that not only are we placing education firmly on the national agenda but we are also placing

firmly the need for unity in action among the major role players in education, as evinced by this launch," he said.

Prof Bengu said teacher organisations should discuss the profession's future and ethics.

"Our draft White Paper envisages a situation in which the profession will establish a professional council to regulate itself," he said. — Sapa

# Library organisation launched

Star 14/11/94  
■ BY GLENDA DANIELS

A new organisation for librarians, assistant librarians and other information workers has been launched in Johannesburg.

The Transvaal branch of the Library and Information Workers Organisation (Liwo) was formed to ensure a broad representation of library workers, to ensure free access to information, and to try to set up library facilities in all areas and not just in a few privileged areas, Jenni Millward of the Parkhurst Library and the Young Adult Library said.

Millward, one of the organisers of Liwo's launch, said the next step would be to ask resource centres and academics to join in as well.

Lydia Waters, from the Rhodes Park Library was elected Liwo chairman.

Guiding principles of Liwo are:

■ The inalienable right of every person to take part in the free and equal exchange of information.

■ The right of library workers to collect, store and distribute information freely and without interference.

■ Everyone has the right of opinion and expression, and the right to receive and impart information and ideas through any media regardless of frontiers.

■ Library and information services in South Africa have been distorted in such a way that the information needs of the majority are not being satisfied.

# New year face-lift for PWV schools

Sowetan 17/11/94

By Claire Keeton

BENEFITS of the new school system in the PWV will come into effect early next year when practical campaigns for the improvement of schooling kick off.

A spokesman for the MEC for education, Mr Robinson Ramaite, said R12 million had been allocated to launch the programme.

Schools must identify their needs and plans for improvement. On this basis, they will be allocated funds before the end of March, he said.

The campaigns, such as school renovation, are planned for the beginning of that month and will be spearheaded by the newly formed PWV Department of Education.

Schools most devastated in the East Rand, Soweto and parts of Orange Farm are specifically targeted for upgrading.

On the East Rand the problems around schooling and the community's role have already been

established after a meeting there last month.

Priorities for Soweto will be clearer after an important conference at Vista University on Saturday which will be open to parents, teachers, students, other members of the community and the government.

The Vaal Triangle will also begin this process at the weekend. The department already has liaison committees in place in areas like the West Rand and Pretoria, which have been less affected by disruptions.

Meanwhile many parents have heeded the department's call for early school registration this month.

"It is going well and parents are preparing for the new year," Ramaite said.

He said on the East Rand parents had returned forms they collected earlier and the department was getting an idea of how many teachers would be needed there.

"This can only be done with the co-operation of the community," Ramaite stressed.

(50)

## Right-wing call for schooling at home

PRETORIA. — Legislation on private schools should be amended to provide for house schools; the Afrikaner Volksfront said on Saturday.

At an education congress the AVF agreed that the government should be requested to limit requirements for such schools to a minimum, especially in terms of pupil numbers. *CT 21/11/94*

House schools should be one of the options available to communities wishing to provide their children with Christian and culturally-oriented education.

The Volksfront said it would insist that the government retained the system of state-aided schools, allowing parents to determine the "character and ethos" of these institutions. — Sapa (50)

# USaid project on education launched

Staff Reporter

AN education and literacy project designed to support education and related services for disadvantaged South Africans was launched by the United States Agency for International Development (USaid) at a Cape Town hotel last night.

The R5,25 million technical assistance project, Advancing Basic Education and Literacy 2 (Abel 2), is a follow-up to the first project which was launched in this country in 1991. Speaking at the launch, Abel director Mrs Julie Reddy said Abel 2 was aimed at improving capacity within education non-governmental organisations (NGOs) and selected South African government structures to de-

liver quality services.

The project offers assistance in teaching technologies and materials that directly affect learning and is one of the primary mechanisms to assist NGOs and governments worldwide in the design and implementation of basic education programmes. USaid representative Mr Bill Duncan said the organisation was working

with the government to identify specific areas where it could directly support the RDP, and Abel 2 would provide more effective and equitable education.

He added that USaid in South Africa would continue to give preference to NGOs that represented and reflected the disadvantaged population of South Africa.

Soweto 22/11/94

By Claire Keeton

**S**CHOOLS WILL BE RESPONSIBLE for the repair of their buildings and in getting access to Government resources, Mr Graeme Bloch of the PWV School Rehabilitation Project said.

If the schools did not organise themselves they would not receive a slice of the R10 million to R12 million allocated to physical repairs in this province from the RDP.

"Reform has to be based at a school level and the school is the fundamental unit, the starting point," Bloch said.

The renovation of schools will begin with a short-term campaign from March 4 next year.

The weekend will launch a process of repairs and cleaning and brightening up of schools.

"We are asking everyone to get involved and roll up their sleeves — parents, teachers, students, government officials, religious groups, the police, army, local sports and cultural clubs — we want it to be localised," Bloch said.

Prior to this, in the first week of February, there will be a PWV schools

conference to prepare for the weekend and to look broadly at education and the RDP.

Bloch explained the money would be divided on the basis of equity among schools that need access to it, working out at around R10 000 a school.

"The amount is not the point, we must make sure the money goes into a process. Before schools get access to the money they must meet preconditions," he said.

A key requirement is that schools show they have democratic governance structures and there has been proper consultation about the problems, needs and resources of the school.

"We must get away from looking at problems only, to look at resources," Bloch said.

He stressed there must be a "minimum consensus" at the school before the Government hands over resources. And the community must be prepared to defend their schools.

Bloch said it seemed around 1 500 former DET schools would need attention.

The Government was busy with special building projects in Kathorus and was looking at rebuilding the worst schools in Soweto.



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# Getting schools ready for the children

(50) WM25/11-1/12/94

Provincial governments are eager to recut the educational cake. How will they go about it?

**Pat Sidley reports**

**T**HERE is one certainty for parents wondering what will happen to the education system: next year, it will stay much the same. The only major change expected in the fully state-funded and state-aided schools is larger classes.

There will be a single national department of education and one education department in each province. Provinces, which will be largely responsible for education, will be preparing budgets for the following year (1995/96) — only after that announcement may other changes be instituted.

ANC-dominated provincial governments are hoping to begin the process of change as soon as possible. Chief among the thorny issues they will be looking at are subsidies: who will get them, how much they will get and how subsidies will be determined.

This means a close look at Model C schools, which are partially funded by the government (the rest of the funding comes from parents). Private schools, too, will come under scrutiny, as they receive subsidies based on the number of children in a school. It will entail trying to weed out fly-by-night schools, sorting out the services provided by, say, church schools or community schools, and looking generally at the contribution each school is making.

With hundreds of thousands of pupils in disadvantaged communities either receiving no schooling or clamouring for free schooling, the provincial governments are looking at how to recut the cake.

There is enough money allocated in the budget, according to provincial MECs for education gathered this week in a TV studio — but some 78 percent of it is spent on salaries. In the case of Model C schools, the state contribution goes largely towards paying teachers' salaries. The smaller the class (and the higher the number of teachers), the better the teachers are paid; with small numbers in the class, the higher, effectively, the subsidy is per child.

Among those clamouring for the imbalances to be redressed so that they can educate their children are cash-strapped working-class white Afrikaans families, says the PWV chairman of the transitional task team in education, Jonathan Godden. About 97 percent of white schools are

Model C. Poorer working-class families cannot afford the fees and are being hounded through the courts for payment. Their children are often denied admission the next year.

Godden stresses that Model C schools have many basic features which his task team would like to extend into the education system because they work. Moreover, he acknowledges that many private schools have done a good job of educating children. "We don't want to throw the baby out with the bathwater," he says.

The changes provinces would like to see soon include:

- A change in the pupil:teacher ratios. The provinces will expect many more children per class — perhaps as many as 40. Presently schools in some white urban areas have ratios of 20:1, while in some rural areas the ratios can be as high as 75:1.

- A change to the admissions policies and tests at Model C schools to ensure that neither language nor race can be used to exclude a child. "A school should be ready for the child, not the child ready for the school," Godden says.

- A change to the law which has made provision for teachers employed by Model C schools to decline a transfer unless they give their prior permission. All other state-employed teachers can be transferred at the will of the education authority. While busing teachers across town is not the aim, "developing the career paths of our employees" and catering for differing needs of schools is the intention of the provinces.

- An examination of the system which apparently allows Model C schools to "top up" with extra perks the state-paid salaries of its teachers.

- Changes to some of the basic principles governing the operation of Model C schools.

- An end to the linking of salary increases to increased qualifications.

- An effective spreading of resources so that schools starved of resources will benefit from improvements.

- A reduction of — or ending to — subsidies to some private schools.

Godden says there will be three systems of school: fully state-funded, state-subsidised and private.

These practical issues will perhaps be instituted before changes to curricula and syllabi, currently being contemplated but not near fruition.

Godden points out that the present budget extends until April, which means none of the proposed changes can be implemented immediately. The process could be further protracted by consultation and legal battles.



Looking to the future: Model C schools will come under scrutiny

PHOTOGRAPH: RUTH MOTAU

## What parents say to change

**Pat Sidley**

**A**MONG those likely to be upset by severe tampering with the Model C school system are black parents who have scrimped and saved to send their children to these partially state-funded schools.

In the PWV region alone, parents spend R270-million a year on Model C schools, according to the PWV MEC for education, Mary Metcalf.

Almost all former white government schools are now Model C schools and most have some black pupils. In Johannesburg, several now educate black children almost exclusively. Many of the children are brought in by taxis, travelling long distances from townships.

The teachers are mostly white and, at those schools where many black children go, largely English-speaking. In fact, English is one of the reasons given by black parents for sending their children to these schools.

Junius Makgato is one such parent. He is a caretaker at the Johannesburg College of Education and sends his youngest son, Daniel (8),

to the nearby King Edward School. "I sent him there to learn English and because the new South Africa is coming," says Makgato. "All our family went to school, but they speak English badly, like me."

He pays R2 400 a year and says he would not like too many changes to the system. If he found too many non-English-speaking teachers, or too many pupils in each class, he would have to look for another school. "But even the Catholic school (near Pietersburg) does not teach English as well."

A professional father who lives in Soweto says he sends his daughter Naledi (7) to Observatory Girls' School to give her opportunities he did not have. First among these is to learn English as a first language. "I thought the standards would be better," he adds.

He pays the extra school fees, he says, because of the smaller classes. He does not wish to see the entrance standards changed so that the school has no say over what kind of child comes into the class. It would be a problem for him if changes meant that "everyone would leave

black schools and come to white schools".

He says his child is benefiting from a "learning culture" he believes is absent at black schools and among black teachers. He is not alone in this view: white teachers constitute much of the allure of Model C schools to many black parents, because they are perceived to be better and more dedicated.

**A**headmaster at one Model C school whose student body is mostly black says that when parents express their concerns, they reflect these kinds of fears and anxieties about change. Their fears include larger classes and falling standards:

Many Model C schools with a large black student population do not hound parents who cannot pay and some children are effectively educated in them for free.

Many white parents have moved their children to private schools in anticipation of changes — and it's a move which those black parents who can afford it will make, too, if the system of Model Cs is changed drastically.

Education authorities in the Northern Transvaal have set up a commission to investigate a new language policy for all schools in the region after complaints that Model C schools in the area were making Afrikaans the sole medium of instruction to exclude black pupils. JACOB DLAMINI visited one such school

MERENSKY High School in Tzaneen in the Northern Transvaal has elegantly built double and single-storey buildings with a huge swimming pool, a well-kept rugby field and a farm for agricultural science students.

The maintenance budget alone runs at over R400 000 a year, and is raised by parents.

Tzaneen is largely a farming community and there has never been much racial mixing beyond the master-servant relationship.

There are separate schools for blacks and whites and everyone in the area always knew whose school Merensky was — it was for the white Afrikaans and English-speaking communities only. The only black people allowed on the school premises were the maintenance and catering staff.

That was until the new South Africa arrived in town in the form of a Bill of Rights outlawing the segregation of schools and with a government bent on doing away with "elitist" Model C schools.

It was hot and dry in Tzaneen that day, but it wasn't the heat that was making the school's parents sweat. So worried were they about their school going multiracial that at a meeting on September 16 a motion proposing that the school's constitution be changed to state clearly who and what the Afrikaans and English-speaking communities were received overwhelming support.

Management council chairman George Kinnear says: "Our parents were worried about the overflow of other cultures and they felt that we needed to go beyond saying that Merensky is for the Afrikaans and English-speaking communities. There was a strong feeling that we needed to protect the Christian ethos of the school."

Merensky, with a student population of 538, is a dual-medium institution, but only about 30 per cent of the students are English speaking. There are eight parents on the management council — only two are English speaking.

The Afrikaans section was the first to define itself and the role it sees for the school in the new



BACKS TO THE WALL... Council chairman George Kinnear and headmaster Johan van den Heever

Picture: CHRISTINE NESBITT

# Merensky High feels the heat over Model C

SI Times 27/11/94

South Africa.

Their definition reads: "The Afrikaner community consists of parents and pupils belonging to the Afrikaner nation whose fundamental character is expressed according to general scientific and historic principles which include for the Afrikaner the Christian and Protestant religion, generally accepted Western values ... in descentance and choice from European national culture, afro-

centrically directed with a common territory bound to southern Africa."

Mr Kinnear explains: "This is based on research conducted by Afrikaans cultural organisations. We are in Africa and can't go back to Holland, but our principles are based on clearly defined Western values and standards".

Parents have been given until December 9 to object to this definition or suggest amendments.

Thereafter it becomes part of the school's constitution. The English definition has not yet been submitted.

The school vehemently denies that the definition is a racist ploy aimed at protecting the "white culture" of the school.

Merensky headmaster Johan van den Heever says: "Race is no consideration at all. We are not trying to discriminate against anyone and there is no way we can disobey the constitution of the country."

Merensky employs 34 teachers and their salaries are paid by the state. Mr Kinnear says, "We need the government subsidy to survive, but we can't change our admission policy in a way that will destroy the culture of the English and Afrikaans-speaking communities."

In a break with tradition, the school has admitted 22 black students for the 1995 academic year.

Mr van den Heever says: "We have made it clear that those students must be willing to accept and respect the ethos of the school. The children must understand both English and Afrikaans. We can't bend the whole school just to fit one child."

The school charges R950 a year and an extra R2 040 for boarding. Some of the new black pupils have been admitted to the hostels, but a student said white students would probably leave the hostels or the school. And, referring to the integration of black pupils he said, "Dit sal lang vat." (It will take a long time).

Tzaneen, it seems, is just not ready for the new South Africa.

# R100m boost for education

CT 25/11/94 (50)

PRETORIA. — A total of R100 million has been allocated to the provinces for the Reconstruction and Development Programme's presidential lead project to develop a "culture of learning", Minister of Education Prof Sibusiso Bengu said yesterday.

The project, which was announced by President Nelson Mandela in August, is intended to help create an environment in which learning and teaching can take place by means of activities such as refurbishing and rebuilding schools.

In a statement released here yesterday, Prof Bengu said the project funds were in addition to the education budget for the current financial year.

"Provincial ministers of education have been asked to develop

## RDP cash injected into all provinces

appropriate business plans for submission to the Reconstruction and Development Programme office from where the funds will be released," he said.

### Breakdown

"It is hoped the funds will provide a boost to education which will further encourage communities and the private sector to pro-

vide additional resources to promote a culture of learning in South Africa."

The breakdown of funding by province is:

- Western Cape — R8,6 million;
- Northern Cape — R7,5 million;
- OFS — R8,5 million;
- Eastern Cape — R15,6 million;
- kwaZulu/Natal — R16,1 million;
- Northern Transvaal — R13,7 million;
- PWV — R11,4 million;
- North-West — R9 million;

and

- Eastern Transvaal — R8,6 million.

R1 million has been set aside for national co-ordination. — Sapa

# Grade 1 pupils Sowetan boosted

**Sowetan  
Correspondent**

UP TO 350 000 six-year-olds stand to benefit from the Government of National Unity's policy of compulsory education to begin next year, Education Minister Mr Sibusiso Bengu said.

As part of social reform, the GNU has said that all six-year-olds must attend school next year.

## Next year

No child will be turned away from a Government school next year if they cannot pay their fees. Within five years, the Government hopes to have compulsory education up to Standard 7.

Bengu said, in his reply, that compulsory education for grade 1 pupils "will lead to between 150 000 and 350 000 more grade 1's seeking enrolment. The total number of pupils in Grade 1 will be between 1,8 million and two million".



**BOOTIFUL DANCERS:** Children at the Masizakhe Educare Centre show off their gumboot dancing skills.

*Southeaster (suppl to South)*

**BY GENÉ FESTER**

**BUILDING a better future by teaching, developing and protecting children today is the mission of the Children's Resources Centre (CRC):**

It was founded in 1985 to provide alternative and practical education and care for children in under-privileged areas. *2112 - 6/12/94*

Miss Noncedo Bulana, administrator of CRC, said they assist communities to set up children's groups and support them by providing literature, art material and trained co-ordinators to supervise and manage them.

Workshops are conducted on child health, practical skills, family values, puppetry, toy-making, music and non-competitive games.

Most of the co-ordinators are teenagers trained in a model programme which operates on the basis of each child teaching another child.

Project co-ordinator, Mr Kelvin Vollenhoven, said the child-to-child programme has been successful.

"This programme destroys the myth that one child cannot teach another," he said.

"We have groups in Khayelitsha, Guguletu, Manenberg, New Crossroads, Hermanus and Mitchells Plain."

The Masizakhe Educare Centre in New Crossroads is one of the Child Educare Centres run by the CRC since 1986.

Masizakhe (means "let's build ourselves" in Xhosa) is a true reflection of the spirit in which the centre is run. It caters for five lively and active children's groups which include pre-school to high school children.

Children are taught practical skills such as

toy-making to develop hand and eye co-ordination and concentration. The emphasis is on using simple and readily obtainable raw material.

A regular visitor at Masizakhe is CRC co-ordinator Vuyo Mahlukwana, 16, a trained puppeteer who uses his skills to teach basic health care. "I have been a member of CRC for four years. It feels good to help my community," he said.

"I use puppets to teach the kids how to treat health problems such as diarrhoea, sores, colds and scabies."

Additional programmes at the centres include drama, music, story telling, drama, and dance.

Mrs Angelina Bangeno, who runs Masizakhe, said the programmes help to promote social interaction and cultural stimulation. "Dancing and music are popular because the children do things together. They feel closer to each other and this creates unity and togetherness."

## R5,25m aid for education (50)

PRETORIA. — The United States Agency for International Development (USAID) yesterday announced a R5,25m technical assistance project to support education for disadvantaged communities.

ET 2/12/94  
Reports by Staff Reporter, Own Correspondent, Sapa-Reuters AP and UPI

# Boy sets himself on fire over exams

50

By MPH0 KOBUE

A DEPRESSED high school pupil who had failed his exams soaked his clothes in a bath filled with paraffin, put them on and set himself alight.

Std 9 pupil Nicholas Poee was admitted to a Garankuwa hospital with 57 percent burns. Doctors believe the 18-year-old may have to stay in hospital for the next six months.

Nicholas, a pupil at Setlalentoa High School, described in chilling detail this week how he turned himself into a human torch after opening his report and finding he had failed for the second time.

"The only person I thought about after opening that report was my mother," he said.

"She is a very strict person and she would punish me. So I decided to take my life before she came home.

"I went to the toilet, took off my uniform, soaked it in a bath for about five minutes. My brother and friends, who were outside, did not know what I was doing. I put my uniform on and burned myself.

"When I felt the pain, I tried to put the fire out but failed. . . I ran to the house across the road where somebody who was watering the garden turned the hose on me.

"That's the last thing I remember, before waking up in hospital."

He had some advice for others who may attempt something similar.

"If your results say you have failed accept them and do not try anything stupid. Don't be like me. I am now going to lose another school year."

Nicholas's mother, Johanna, was too upset to speak to the Sunday Times.

Garankuwa hospital spokesman Simon Nema-hulani said Nicholas's condition was serious but stable.



Hc

# Schools braced for more cuts

Staff Reporter

SOME Cape Education Department (CED) schools are bracing for further cutbacks and rationalisation of teaching posts next year, and some are even dropping certain subjects from the curricula.

Mr Andrew Smit, principal of Table View High School, says his school will be dropping German and Metalwork from next year, but ascribed this to falling pupil interest in those subjects.

Only 11 Std 6 students had expressed a wish to study German, he said, and it was "uneconomical to put a teacher in a class with 11 pupils".

But he had been told his teacher pupil ratio probably had to change from 1:20 to 1:33, and he expected to lose up to 21 members of his 54-strong staff. Mr Smit stressed that he had as yet

## Fewer subjects offered

CTS/12/94 (50)

received no directives from the department.

Cape Town High School principal Mr Lyndon Phillips said he had been notified "that there will be some changes" and they would be unfavourable, but had been assured that any cuts would be phased in next year.

He said the school had dropped German owing to a lack of pupil interest and it was difficult to tell if other subjects would follow.

Cape Town High employs a number of part-time teachers, paid out of governing body funds, he said.

"We're trying to pre-empt radical cuts. Something's got to give — we must just try to minimise the damage," Mr Phillips said.

Private schools — which rely on the state only for subsidies — may not face the same problems.

Mrs Melanie Bruce, headmistress of Springfield Convent, said her school was not dropping subjects but adding new ones.

Xhosa was being introduced as a compulsory Std 6 subject from next year, and French and Latin were being retained.

However, Mrs Bruce said she had been informed the subsidy might be cut.

CED spokesman Dr Orland Firmani said "not a single school has received any notification of rationalisation", and it was too early to speculate.

Dr Firmani said decisions could only be made once next year's CED budget allocation had been announced.

# 'Time running out for changes'

Staff Reporter

A STORM will erupt next year when pupils returning to school find little has changed, the head of the Urban Foundation's Education Policy and Systems Change unit Mr Peter Buckland warned yesterday.

Speaking at the World University Conference on education, democracy and reconstruction, being held at the Cape Technikon, Mr Buckland said the government was running out of time to provide provincial education departments with a clear policy framework before the new year.

Mr Buckland said provincial departments were "floundering in a sea of confusion" while waiting for central government to provide the framework within which to implement provincial education policy.

"Many plans were held up in eager anticipation of the white paper... but it offered precious little of the policy framework so eagerly awaited.

"The new version is to appear

## Bengu agrees to fill posts

PRETORIA. — Education Minister Professor Sibusiso Bengu had agreed that the filling of teachers' posts could proceed under existing legislation, the National Professional Teachers' Organisation of South Africa said here yesterday.

In a statement, Naptosa acting president Mr Allan Powell said this emerged from a discussion the organisation had with Prof Bengu on Friday.

Prof Bengu had told Naptosa that no personnel functions from the old provincial education departments had been devolved to the new provinces.

Mr Powell said delays in filling posts, including promotions, had caused a great deal of dissatisfaction

among teachers.

"The minister's arrangement in this regard should solve the problem."

Mr Powell said Prof Bengu had given the assurance that a properly planned schedule for transition with realistic target dates was being compiled.

The Department of Education had appointed a central committee to facilitate provincialisation and the organised teaching profession could obtain immediate representation on it.

The minister said the rationalisation of salary disparities should be finalised soon, said Mr Powell. Gender disparities were also receiving "urgent" attention. — Sapa

shortly... but it may not be in time to assist the provincial departments to weather the storm which is sure to erupt in the opening months of 1995 when the students return to school to discover precious little has changed," he said.

There was also a danger that provincial departments would be unable to deliver on the promises of the central department.

The government had the responsibility to ensure its rhetoric, designed to raise the expecta-

tions of the electorate, was now matched by the resources to implement its educational vision.

"We are entering a critical period when expectations are high and the capacity to deliver is low".

He said that as the state lacked the resources to overhaul education, the new system could see the creation of partnerships with other stakeholders such as the church, non-governmental organisations and the private sector.

CTG/12/94 50

## Clean sweep of prizes



50

**TOP WRITERS...** The main prize winners in the Sanlam Aids Awareness Essay Competition were Phuculwa Lupuwana (16 of Oscar Mpetha High School in Nyanga and Unathi Sotashe (13) of Ikhusi Primary in Kahelitsha.

OSCAR Mpetha High School made a clean sweep of prizes in a recent AIDS Awareness Project Essay Competition for black Western Cape school children.

The school received R300 for having the most entries in the top 30.

Five of the top six prizes were won by girls.

Overall winner in the senior section was Phuculwa Lupuwana (16) from Oscar Mpetha, while Unathi Sotashe (13) of Ikhusi Primary School in Khayelitsha won the standards 4 and 5 section.

Each won R200 for themselves and R300 for their schools.

The sole male prizewinner was Sihawu Masixole (18) from Oscar Mpetha, who took second prize in the senior section.

He and Nosipho Skisazana (15) who was second in the junior section each won R100 for themselves and R200 for their school.

Third prize for seniors went to Nompiliso Hlithana (17) of Oscar Mpetha with that for Juniors going to Lindelwa Msaseni (13) of Zimasa Primary, Langa.

Zimasa Primary won the prize for the most entries in the junior section.

The competition was organised by Sanlam in conjunction with the planned Parenthood Association and was the culmination of a travelling roadshow Aids education campaign which visited 63 western Cape schools and involved about 45 000 school children.

# Heads warn of new education crisis

(50) And 8/12/94

## Andrews calls on Bengu for clarity

Staff Reporter

**DEMOCRATIC Party** finance spokesman Ken Andrew has called on Education Minister Sibusiso Bengu to clarify education issues urgently to prevent a crisis similar to that in hospitals.

Mr Andrew said: "Confusion has arisen from the failure of the national and provincial education ministers to communicate effectively changes to the education system."

"The key job of the national minister is to provide the funds for the first year of schooling but these funds have not yet been allocated to the provinces." "Minister Bengu must tell us how and when the government intends to provide the money to the provinces for the inevitable increase in pupils' numbers, teachers and additional classrooms required in the new year."

He said it was vital the government sent out strong signals now about the new school year or else the education system would be embroiled by a crisis similar to that being experienced by hospitals nationwide in their attempt to provide free health.



**CROWDED CLASSROOMS:** Is it "perfectly logical" that schools with space to spare should take in pupils from overcrowded. This question was raised at the quarterly meeting of the Western Cape's Principals' Association.

**JOSEPH ARANES**  
Staff Reporter

**LIMITED** education budget, merging of the different departments and an increase in the number of pupils attending schools next year could lead to a new education crisis. If the process is not managed correctly.

But school principals are confident the necessary changes — which may adversely affect some schools — will in the long term benefit the country and the growing democracy.

Francois Knoetze, acting head of the unified Western Cape Education Department, recently told the quarterly meeting of the areas' Principals' Association that because of budgetary constraints retrenchments were unavoidable and there would be cuts to advantaged former white and coloured education departments.

Milnerton High principal Roger Cope said it was inevitable that with budget limitations, resources would have to be equitably distributed so all the country's pupils would benefit.

"All schools are affected by it and although we understand the reasoning, we are unhappy that schools are negatively affected by it.

"But we will have to manage and plan the use of our resources properly and hopefully it won't impact too badly on the running of the school."

Mr Cope said it was perfectly logical that schools with spare capacity should take in pupils from overcrowded Department of Education and Training (DET) schools, in that way helping to overcome the problem of limited resources in black areas.

Nat Bongo, principal of Chumisa Primary in Site B Khayelitsha, said with compulsory education being enforced next year he expected the school's limited resources would be stretched.

"Already the school has only 27 classrooms and 30 teachers, including the principal, to serve the needs of 1 140 children, so I don't see how we will be able to cope if we don't get an increase in financial assistance from the government.

"Presently the school gets R6 500 worth of stationary and one rand for each child from the government to educate the pupils.

"The parents, most of whom are unemployed, are expected to pay R10 a year school fees and by additional stationary besides participating in the different fund raising events so the school can buy much needed equipment."

Mr Bongo said if his school, like Model C schools, were given government subsidies they would be on par with schools from other education departments.

"In the province some 40 000 pupils need accommodation and about 300 teachers are unemployed and as long as the government do not take these facts into account the situation will never be resolved.

"Many people try to justify the continued existence of Model C schools saying the parents pay for the education, but they never mention that all the resources and equipment were at these schools when they became Model C schools.

He said another problem was that most of black pupils could not afford to pay the high travelling costs to attend schools outside the townships.

Leon Liedeman, principal of Range High in Esties River, said if white educators did not change their perception that the education crisis was limited to black communities, the crisis would never be resolved.

Mr Liedeman who is also the secretary of the Western Cape Principals' Association, said white educators needed to be open and honest about the fact that they were part of the education process and had to play a role in trying to find solutions.

"Often Model C supporters talk about the dropping of standards but don't want to realise that we are just as concerned about standards having to improve in black schools.

"Just the fact that many of these Model C schools only admit pupils after they passed some form of aptitude test shows they are not interested in helping pupils who were taught under appalling conditions.

"All Model C schools have large numbers of black pupils attending yet their teaching staff does not reflect the school's pupil population and by allowing so many blacks into their schools they are securing their teaching posts while at our schools teachers are faced with retrenchments."

He said he was in favour of redistributing the resources available but said it should include equipment left at Cape Education Department left at Model C schools.

"The crisis can only be averted if a holistic approach was followed and all the role players commit themselves to changing the system.

"Compulsory education cannot be enforced if it's not free and we can only have equal education if we have the same amount of resources available at all schools."

Mr Liedeman said if this could only be achieved by bussing children from black townships to schools in other areas which have the capacity to enroll more pupils, then it should be done.

"We must stand together as a nation and find solutions to this problem."

## Matrics likely to get results soon

Staff Reporter

**MATRIC** results are likely to be published on schedule this year in spite of threats of a strike by markers in the Department of Education and Culture (DEC) in the former House of Representatives.

Marking of DEC examination papers began yesterday and the results are expected to be released on either December 28 or 29.

DEC executive director Awiwe Muller said the "effect of a strike could mean that the results will be issued late".

Workers in the department are unhappy with their working conditions.

They are demanding the creation of extra posts, official promotion and extra pay for workers working beyond their scope of employment.

Mr Muller said that in view of

the transition, the department could not create posts without consulting the Public Service Commission.

A final answer from the commission was still being awaited.

"The department has put all the machinery in place and is seriously addressing the problems of the administration staff," he said.

Cape Education Department (CED) spokesman Orland Firman said their results would be made available to pupils, at their schools, at 9 am on December 29.

"The results will be published in the newspapers the next day."

Dr Firman said pupils who qualified for the supplementary examinations should apply to the National Senior Certificate Board to re-write their subjects. Deputy director-general for the Department of Education

and Training (DET) Dirk Meiring said markers had been busy marking scripts since the beginning of the month.

By the time they finish, they will have marked more than 6,3 million scripts.

"More than 410 000 candidates wrote the examination. Their scripts have been transported from 3 000 exam centres to 16 marking centres.

"We employ 15 000 markers and other officials to accomplish this gigantic task. Members of the Independent Examinations Monitoring Committee (IEMC) have also been visiting the centres."

Dr Meiring said the IEMC had recommended that the results be made available during the week of December 27 to 30.

The DET was committed to keeping within this time frame, he said.

# Education 'heading for crisis'

CT 8/12/94

Political Correspondent

EDUCATION was heading for another crisis with millions of South Africans still in the dark about where the money would come from for next year's inevitable increase in pupil numbers, teachers and required classrooms, the Democratic Party warned yesterday.

DP finance spokesman Mr Ken

Andrew said the confusion had arisen from the failure of national and provincial education ministers to communicate effectively on changes in the education system.

He said Education Minister Professor Sibusiso Bengu should explain urgently how and when the government would provide money to the provinces for next

year's "inevitable" increase in pupil numbers and facilities necessary to accommodate them.

"It is vital that the national and provincial ministers send out strong signals now about next year's school year, or else the education system will be embroiled in a crisis."

Mr Andrew said several issues needed to be clarified urgently.

## ANC 'badgered' to pass education bill

By CHRIS BATEMAN

THE ANC claimed yesterday they were "badgered and rushed" by the National Party into preparing the crucial bill consolidating school education into a single department for the Western Cape next year.

Speaking during the second reading of the Western Cape School Education Consolidation Bill, Ms Tasneem Essop said it became clear that the NP's sole objective was to "get the bill passed".

She said the Standing Committee was given one week to deal with the bill, faced with Education Minister Mrs Martha Olckers blaming "stakeholders and legal advisers for delays".

The bill is an interim measure to enable unification of education departments by January 1 and will govern the province for 1995.

A founder member of the former Western Cape Teachers Union, Mr Yusuf Gabru (ANC), said he wanted the ANC to be "entirely dissociated from the bill", as it represented only the views of the NP and DP.

"It should be called the Preservation of White Privilege in White Education Bill," he said.

Mrs Olckers said the bill was not new "per se" but merely enabling legislation consolidating 43 different education laws.

● The acting head of the new single education department will be Dr Francois Knoetze. He will hold the position for "three to six months" until the Public Service Commission decides what civil service level the incumbent must come from and the position is advertised, Mrs Olckers said.

## 'Fees charged by some schools are unlawful' (50)

PARENTS need not pay the fees now being levied by some coloured and black schools, the Democratic Party pointed out yesterday.

DP Western Cape MP and education spokesman Professor Richard van der Ross said it was unlawful for a school to impose such levies. CT 8/12/94

Levies had to be approved by the school committee and could not be compulsory.

"This means that no child should be put under pressure if the parent cannot pay the fee," he said.

# Wider powers to end truancy

By CHRIS BATEMAN

TRUANCY inspectors who failed to "act sensitively" and simply arrested children and marched them off to their principals would be disciplined, Western Cape Education Minister Mrs Martha Olckers said yesterday.

She was replying to an ANC attempt to delete a clause in the Western Cape School Education Consolidation Bill which gives truancy officers wide powers.

These include entering any premises if the "school attendance officers" have "reasonable grounds" to believe a truant pupil is there, arrest the child and "hand him over to the principal".

Mrs Olckers was speaking during the debate on one of three Western Cape education consolidation bills (the other two being Colleges of Education and Technical Colleges) which unify racially-diverse education departments from January next year.

All three bills were passed in a marathon legislative session yesterday.

Ms Tasneem Essop (ANC) said arrest for a child "must be the most humiliating, harrowing experience possible," and instead of im-

posing compulsory education, a "more positive clause" should be inserted.

"We need a more pragmatic, creative means of dealing with compulsory education involving the community, educators and parents — you can't give this function to such a low-level official with such policing powers".

Mrs Olckers replied that truancy officers would be expected to act with "sensitivity to each particular situation... or steps will be taken against them".

The bills, described as the "terrible trio" by Mr Cameron Dugmore (ANC) because of the exhaustion they caused MPCs, are interim enabling legislation.

Mrs Olckers must consult the Standing Committee on Education before any of the regulations are finalised.

Mr Dugmore said it was "gratifying" that the NP-led provincial government was having to take responsibility for correcting the "undemocratic and unrepresentative mess" the former NP government had been responsible for.

However, he assured Mrs Olckers of his party's support when she was confronted with the "heavy work ahead" which finalising the bills would require.

CT9/12/94 (50)

# Schools to get R718m fund boost

ET 14/12/94 (50)

PRETORIA. — The cabinet has approved an additional R718 million for school education in the 1995/96 financial year, Education Minister Professor Sibusiso Bengu announced at a meeting of the Council of Education Ministers yesterday.

In a statement issued after the meeting, Prof Bengu said the amount would be added to the guideline amount under consideration for the total education budget for 1995/96.

"Of the additional funds, an amount of R518m will be allocated to the provincial education departments on a pro rata basis to assist with the introduction of free and compulsory education.

"This basis was agreed to by provincial ministers for education when budgetary allocations for 1995/96 were under discussion."

Prof Bengu said the balance of R200m would be earmarked for policy initiatives such as adult education.

At the meeting Prof Bengu also announced the establishment of a task team to "facilitate the process of provincialisation". The team would arrange for agency services to be provided as requested by the provinces.

Prof Bengu said the Council of Education Ministers also accepted a recommendation by his ministry for the establishment of a committee to review the organisation, governance and funding of schools as early as possible in the new year. — Sapa

## DET marking ends today

PRETORIA. — The marking of 6,3 million matriculation examination scripts in the Department of Education and Training should be completed by today, deputy director-general Dr Dirk Meiring said here yesterday.

He said marks were arriving from 16 centres around the country to the department's head office, where each

mark was being entered into a computer for further processing.

Departmental staff would work overtime during the Christmas period to process results.

Dr Meiring said more than 410 000 candidates had registered to write an average of 13 examination papers, with a minimum of six subjects each. — Sapa



# R718-m boost for education

Star

■ BY LEE-ANN ALFREDS

An additional R718 million has been allocated to education by the Cabinet, Education Minister Sibusiso Bengu announced at a meeting of the Council of Education Ministers yesterday.

In a statement issued after the meeting, Bengu said the money would augment the education budget being considered for 1994/1995.

Most of the money would be used for the introduction of free, compulsory education and the balance, R200 million, would be earmarked for policy initiatives such as basic adult education. 14/12/94

Bengu said he was very pleased the Cabinet had responded favourably to his urgent appeal for extra funds.

"This shows the Government's clear commitment to the improvement of education and training," he said.

Bengu also announced that the council had accepted a recommendation for the establishment of a task team to facilitate the process of provincialisation. The group will advise Bengu, the director-general and MECs on the status of provincialisation.

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## Govt approves extra R718m for schools

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BD 14/12/94  
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He said the council also accepted a recommendation to establish a committee to review the organisation, governance and funding of schools as early as possible in the new year. — Sapa.

# African states in joint research accord

LENORE OLIVER  
Staff Reporter

(50)

APR 19/12/94

JOINT research projects and educational programmes will be launched by African countries, including South Africa.

This was one of the resolutions adopted at a four-day education colloquium held at the University of the Western Cape where educators from 37 African states and observers and participants from Asia, North America and Europe exchanged ideas and experiences.

The projects and programmes will deal with language and literacy and the connection between science, mathematics and technology on the one hand and culture and language on the other.

The theme of the colloquium was *Education Innovation In Post-colonial Africa*.

The director of the project for the study of alternative education at the University of Cape Town, Neville Alexander, said the gathering from the different African states represented an unusual opportunity for South Africans to learn from the post-colonial experiences of their African colleagues in the education field.

"We don't need to follow the European and American models blindly when we have the successes and failures in the rest of Africa to learn from," Dr Alexander said.

"To most people African educa-

tion initiatives and policies are seen as failures but we now have the chance to hear from those directly involved that this isn't always the case."

As an example he mentioned the successful literacy programmes in Ethiopia.

"We don't have to reinvent the wheel; at this meeting we've got a wealth of information and experience," he said.

Ebrahima Gerbacham of the Gambia Workers Union said the colloquium signalled a new era which fostered the relationship that should always exist among African countries.

"The resolutions we have made are timely and vital," he said.

# ANC set to 'mobilise for a learning nation'

By ANTHONY JOHNSON  
Political Correspondent

**BLOEMFONTEIN.** — The ANC committed itself yesterday to a national campaign called "Mobilisation for a learning nation" to transform education at all levels in South Africa.

The ANC's national conference resolved that the organisation's in-

coming national executive committee ensure that the campaign be implemented nationally and in all the provinces by the first week of January.

Delegates decided that the ANC's provincial structures should develop action plans, in conjunction with "the broad democratic movement", teachers, students, workers, parents, and churches.

These plans should be co-ordinated to ensure an "ongoing process of school-based reconstruction, development and transformation of education".

The conference resolved that over the next two months priority should be given to ensuring that parents, teachers, students and provincial education departments

(50)  
CT 22/12/94

co-operate in completing registration for 1995 as quickly as possible. This is "so that the process of learning starts immediately". Other goals of the campaign are:

- That the government ensure the delivery of the necessary resources "with the absolute minimum delay"
- The setting up of democratic structures of control at all levels of education.

The resolution noted that there would be no effective implementation of the Reconstruction and Development Programme without a thorough and radical transformation of education.

It was also noted that there was a lack of commitment to teaching and learning in many schools.

## Finding a 'good' school is rather like getting blood from a stone

50 WM 23/12/94  
Pat Sidley 5/1/95

**F**INDING a school for your child that will give him a "good education" has to be one of life's major decisions. Who would know better about good schools than the MECs for education in our nine provinces? And if they decide on a school, is that not likely to be an indication of where to find a quality education, or at least where resources may find themselves in the future?

Did all of the MECs scuttle into the pleasurable and pricey surrounds of Eton-on-the-Veld schools? Or did they stick with local schools?

Approached this week, most MECs or their representatives would not say exactly where their children were. The exception was in Bloemfontein, where the information was provided promptly and frankly.

● Sakhiwo Belot, MEC for education in the Free State, sends his three boys to private schools: CBC and Brebner.

● Mamkoena Junior Gaoretelewe, MEC for education in the North West, used to send her children to a school in Taung, her home town. She needs them to be near her in Mmabatho, but this does not mean sending them to the expensive private international school there. They will attend a state-aided school (model C) near her new workplace and home in the capital.

● Martha Olckers, the Western Cape's MEC, has children whose schooling was completed more than a decade ago. At least she has no direct vested interests in the debates that will rage around her head in her province.

● Similarly, T Jomeat, the Northern Cape's education minister, will have no conflict of interests when the debates take place. He "is not married yet", we were informed, and has no children.

● Northern Transvaal MEC Aaron Motsoaledi's information system was a bit more reticent, wondering why the *Weekly Mail & Guardian* needed the information. All that was forthcoming was a declaration that the minister has three children, one of them in pre-school, one at primary school and the third not yet old enough to be part of the education system.

They will join their father in Pietersburg next year and will be sent to an "ordinary government school" — not model C, the ministerial spokesman said.

● Gauteng's MEC for education, Mary Metcalfe, sends her children to a model C school in Johannesburg, believed to be Parkview — though no one would confirm this. "We don't know," was the reply.

● Eastern Cape MEC Nosima Balindlela lives in Stutterheim and commutes to her office in Bisho. All that could be ascertained in the absence of most of her staff was that her children are still at the school they attended before she assumed her job — in Stutterheim.

Other MECs could not be reached.

# Academic standards <sup>(50)</sup> are more likely to rise than fall in new SA

By PETER COLLINS

THERE is a fairly widespread belief, held mainly by whites, that academic standards have fallen, are falling and/or will certainly fall in the future.

The end of an academic year, especially of South Africa's first year as a democracy, seems an appropriate time to examine these beliefs objectively.

This may also prove a reassuring exercise both for students and for the general public, since all the evidence available to me suggests overwhelmingly that standards are not falling. On the contrary, they are rising.

I should stress that I write in a purely personal capacity, and with authority only on my own subject and perhaps more generally on the arts and social sciences.

The belief that standards are falling is not necessarily a racist belief but is connected in the public mind with the fact that "historically white" universities have for some time been admitting black students in increasing numbers.

Black students are correctly judged to have received a less advantageous schooling than their white counterparts. It is also thought that universities are reluctant to fail black students in large numbers. Therefore, it is concluded, standards are lowered in order to pass black students.

## Romantic view

As a matter of fact, I have always been struck both in the UK and in South Africa by how little compunction academics in general have when it comes to failing students of whatever race.

I suspect, moreover, that the high degree of sensitivity which most academics have about the issue of lowering standards has tended to make them err in the direction of harshness rather than leniency.

Less obviously, perhaps, it is a fallacy to think that admitting large numbers of students from what are euphemistically called "disadvantaged" backgrounds will make for students of inferior competence.

In fact, black students who gain admission to universities are precisely those who have been most successful in overcoming the disadvantages of their background and, moreover, will be drawn from the top few percent of all black scholars.

Given the much greater size of the black child population, the ablest black students are likely to

be, at least, the equal of the average white students who set the standards in the days of (almost) all white universities and which standards are now supposed to be declining.

One of the fallacies of the declining standards thesis, incidentally, is the somewhat romantic view of how high academic standards at universities like UCT really were 20 years ago: they were not, to put it kindly, stratospheric.

## Fierce competition

It should be remembered, too, that universities have diverted or generated substantial teaching resources to assist mainly, though not exclusively, black students to achieve required levels of academic competence. This policy has clearly had some success in enabling students who would otherwise have failed, in fact to meet the standards required to pass.

There are two further considerations which fall decisively against the declining standards thesis and in favour of the view that standards are rising. First, the industriousness of white students has increased dramatically ever since whites formed the perception that, unlike their predecessors, they were destined for a world in which they could expect to be discriminated against.

Combined with the fact that places for whites have become scarcer and therefore competition fiercer, this has resulted in a considerable improvement in their level of performance.

Secondly, there is now a great variety in the backgrounds from which black students come, many of which are far from disadvantaged.

Also, for reasons which may have to do with the history of black schooling and/or with the increasing numbers of black matriculants competing for university places, there are now large numbers of black students who are as good when they enter university as students anywhere in the world.

All these pressures are likely to increase, particularly competition for university places.

Also, the overwhelming majority of black students want their degrees to meet internationally recognised standards.

## Third language

The likelihood is consequently that standards of performance will rise all round.



**LESSONS LEARNT . . .** The demand that high standards be maintained will continue to come most convincingly from black students themselves. The ablest black students are likely to be, at least, the equal of the average white student.

There is one proviso that should be made which may account for some of the public perception that black students perform less well than their white peers of yore.

This is that some allowance is made, particularly initially, for the fact that for most black students English is their second or third language.

This informal policy is not new. It has long been felt to be the appropriate response to students from, for example, Taiwan and — where necessary — Afrikaans speakers. It is also accepted international practice.

I imagine that English-speakers would realise the justice of this if they imagined themselves having to do all their studying and all their assignments in their second or third language — Xhosa or Afrikaans.

I conclude, therefore, that the main problems which will confront the universities need not and should not be those of maintaining standards.

They will be rather the problems of diversity in the pedagogical needs of the student population. These will be exacerbated by the increase in the demand for graduates which the economy may be expected to generate.

This is the really difficult challenge facing universities. But it is a problem which has nothing to do with colour and which exists, in part, precisely because of the demand that high standards be maintained which will continue to come most convincingly from black students themselves.

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